



# Chelmsford School Department School Committee

## Notice of Public Meeting

Email Posting to [townclerk@townofchelmsford.us](mailto:townclerk@townofchelmsford.us) Thank you.

Filed with Town Clerk:

As required by G.L. c. 30 A, §18-25

**DATE: Tuesday November 20, 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 November 6, 2018

### CHS STUDENT REPRESENTATIVE ANNOUNCEMENTS

### GOOD NEWS

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

### NEW BUSINESS

1. Spotlight on the Departments: English Department – Grades 5 – 12
2. Presentation: School Nutrition Program – 2018/19 Program Enhancements
3. Future School Committee Public Forum Topics
4. School Committee Policy Review: Vote to Accept Updated Policy Manual
5. Chelmsford High School Student Activity Account Audit Report – December 31, 2017
6. MA DESE Coordinated Program Review Update
7. Personnel Report: October 2018
8. Approval of Conference and Field Trip Requests

### 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  
November 6, 2018  
Meeting Minutes**

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

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

Mr. King opened the meeting at 6:00 p.m. and led those in attendance in the Pledge of Allegiance. Tonight's meeting is being televised and recorded by Chelmsford Telemedia.

Mr. Thomas requested a moment of silence be held in memory of Gail Tsafaras, a dedicated social studies teacher from CHS who recently passed away.

**Consent Agenda**

1. Approval of the minutes of the regular school committee meeting of October 16, 2018

**Mr. Thomas motioned to approve the minutes of the regular school committee meeting of October 16, 2018. Mr. Moses seconded. Motion carries 4-0.**

**Student Representatives**

Clare shared that in observance of Veteran's Day there will be no school on Monday, November 12, 2018. MCAS retakes are being held at CHS. Mentors will meet with their freshman on November 14<sup>th</sup>.

Kate shared that *Fiddler on the Roof* will be performed on November 15, 16, and 17<sup>th</sup>. Fall sports awards will be November 19<sup>th</sup>. Spirit week will run from the 19<sup>th</sup> of November until the 21<sup>st</sup>.

**Good News**

Dr. Hirsch shared that Halloween celebrations were held at all the elementary schools. Today's full day professional development offerings were a collaborative, multi-district effort. 27 school districts with 2200 registrants participated in workshops held at five different sites. An education camp was also held with over 200 staff members attending. She is thankful to all of the district departments and student representatives who worked hard to make the day a success.

Mr. Thomas spoke of the Financial Literacy Fair which was held at CHS. Jeanne D'Arc Credit Union assisted. The event helps to prepare students for practical, real life, financial applications.

**Public Comments**

None.

## **New Business**

(Two items will be taken out of order)

### **2. Announcement of Coordinator of Social Emotional Learning & Counseling Services**

Dr. Lang was happy to introduce, Laraine Wilson, who shared with the Committee her enthusiasm for coming to Chelmsford. She will be starting officially on December 3, 2018.

### **1. Spotlight on the Schools: Center Elementary School**

Center School Principal, Dianna Fulreader. Introduced staff, parents and students who all shared in tonight's presentation. Principal Fulreader emphasized the School Improvement Goal which focuses on Social Emotional Learning. Support is provided for self-management and self-awareness. The Second Step Program and PRIDE initiatives are promoted throughout the school. A personalized book was created and presented to each kindergarten student at the beginning of school and will be done in the future as well. The entire slide show is included in tonight's printed agenda packet.

### **3. CHS Athletic Department Proposal: Boys Rugby – Spring 2019**

Athletic Director, Dan Hart, and three CHS students spoke about their enthusiasm of the "Learn To Play Rugby" trial offered at CHS last spring. They are requesting that Boys Rugby be added as a spring sport in 2019 and, if interest is sufficient, Girls Rugby be added in 2020. Mr. Hart included information about high school rugby in tonight's packet. Questions from the Committee about the sport were addressed by both Mr. Hart and the student representatives. Rugby is an MIAA sanctioned sport. Mr. Hart addressed all questions posed regarding student safety and program costs. Additionally, Dr. Lang clarified funding issues.

Approval for adding rugby was given on August 7, 2018, when the CHS Students Handbook was approved. No action is required tonight.

#### 4. FY2020 Capital Plan Prioritization

Dr. Lang presented information on the major Capital Projects which totals \$1,771,463 in cost. He presented details about each item to the Committee and provided spread sheets for FY202-  
FY2024 in tonight's packet. After discussion, the Committee chose to prioritize the projects as follows:

1	452,209	School Security Upgrade	Project #24
2	285,644	School Kitchen Code Compliance Upgrade	Project #17
3	205,000	School Parking Lot Expansion/Harrington	Project #21
4	101,706	School Kitchen Upgrade	Project #20
5	37,950	School Clock System Upgrade	Project #22
6	156,354	School HVAC Ductwork Repair/Service	Project #18
7	500,000	School Parking Lot – Chelmsford High School	Project #23
8	32,600	School Flooring Repair/Replacement	Project #19
	1,771,463	Total Project Cost	

#### 5. Naming of School Facility: Jack Fletcher Fitness Center at CHS

The previously named *Jack Fletcher Weight Room* at CHS has undergone extensive renovations and Dr. Hirsch requests that the name be changed to *Jack Fletcher Fitness Center* to reflect the changes and improvements.

**Mr. Thomas motioned to change the name of the former *Jack Fletcher Weight Room* to the *Jack Fletcher Fitness Center* at CHS. Mr. Moses seconded. Motion carries 4-0.**

#### 6. Permission to Post: School Nutrition Services – Driver

A part-time, hourly position is needed due to the enhancements of the school nutrition program. Meals being prepared at CHS for the four elementary schools need to be delivered. This part time position would not include benefits and would be posted with an hourly range of \$14 to \$18 per hour.

**Mr. Thomas motioned to approve the posting of the position “School Nutrition Services – Driver”. Mr. Moses seconded. Motion carries 4-0.**

#### 7. Updates: Ongoing Projects/Initiatives

Dr. Lang shared that the acoustical ceiling tiles have arrived and are being installed at Parker. The job should be completed by December vacation.

An updated posting will be placed on the district web site providing information on how to get assistance during the upcoming December school vacation.

## Reports

### 1. Liaison Reports

Mr. Thomas attended the CHS PTO meeting where concerns were expressed about the typing skills of our students who are taking tests on computers. Dr. Hirsch expressed that students are taught typing during computer classes. She states that there does not appear to be effect on the scores since students moved from paper and pencil to computer tests. Dr. Hirsch would like more information and will look at data.

Mr. Thomas said a representative from the Merrimack Valley Food program spoke at Rotary about providing food to students for students to take home. Dr. Lang will reach out to the director to learn more about this program.

Dr. Lang attended to South Row's PTO meeting last night. The 46<sup>th</sup> Annual Pumpkin Fair was a huge success and movie night has been sold out!

### Action/New Items

Mr. King related that the Tri Board Meeting will be held on December 10, 2018, at 7:00 at Central Office

### Public Comments

None

### Adjournment

**Mr. Thomas motioned to adjourn the Committee meeting at 7:58 p.m. Mr. Moses seconded. Motion carries 4-0.**

**Tonight's meeting may be viewed in its entirety on Chelmsford Telemedia YouTube.**

*Respectfully submitted by Sharon Giglio*

# CHELMSFORD PUBLIC SCHOOLS

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Jay Lang, Ed.D., Superintendent

## **Memorandum**

To: Members of the School Committee

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

Date: November 16, 2018

Re: Spotlight on the Departments: English Language Arts – Grades 5 – 12

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Attached please find a PowerPoint presentation provided by Abbey Dick, Department Coordinator for English Language Arts. I look forward to hearing Ms. Dick's presentation and discussing the work that is ongoing in the district with respect to this subject area.

**Chelmsford  
Public  
Schools  
English Department  
Grades 5-12  
November 20, 2018**





## **FACULTY**

**CHS: 16 teachers**

**Parker: 12 teachers**

**McCarthy: 13 teachers**



# Grades 5-8 Fall Data Meetings

1. MCAS Results and Student Work
2. Previous MCAS results, plus iReady data

*What gets measured  
gets improved.*

-Peter Drucker

@Jennifer\_Hogan

TheCompelledEducator.com



# Professional Development in iReady and iXL



# Grades 5-12 English Program Review



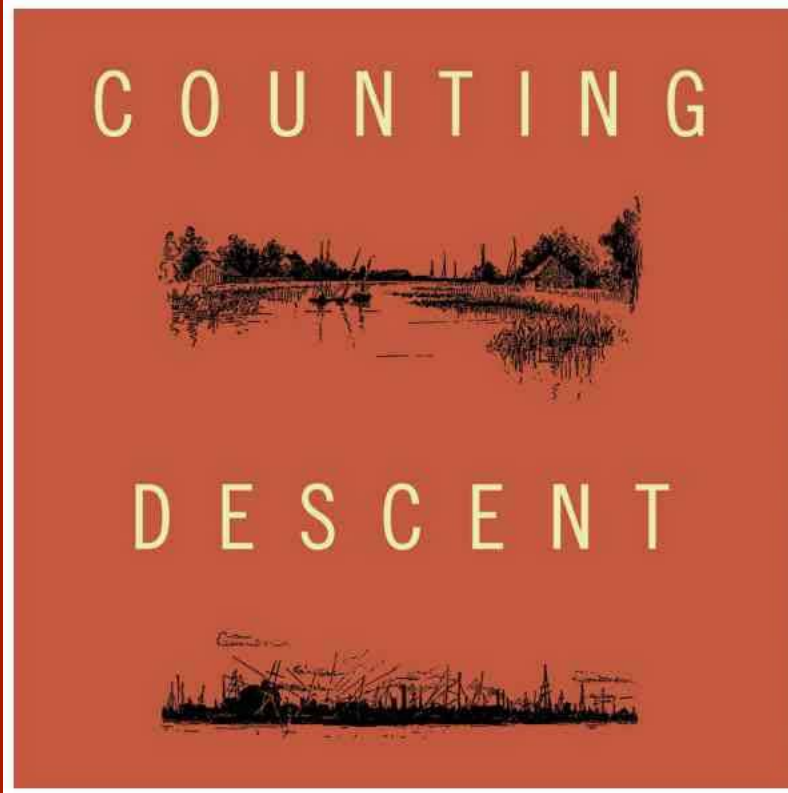
# Preparations for Grade 10 Next-Generation ELA MCAS



MASSACHUSETTS DEPARTMENT OF  
ELEMENTARY AND SECONDARY  
EDUCATION

# Collaboration with Chelmsford Public Library

## January 28: Poet Clint Smith



# National English Honor Society at CHS

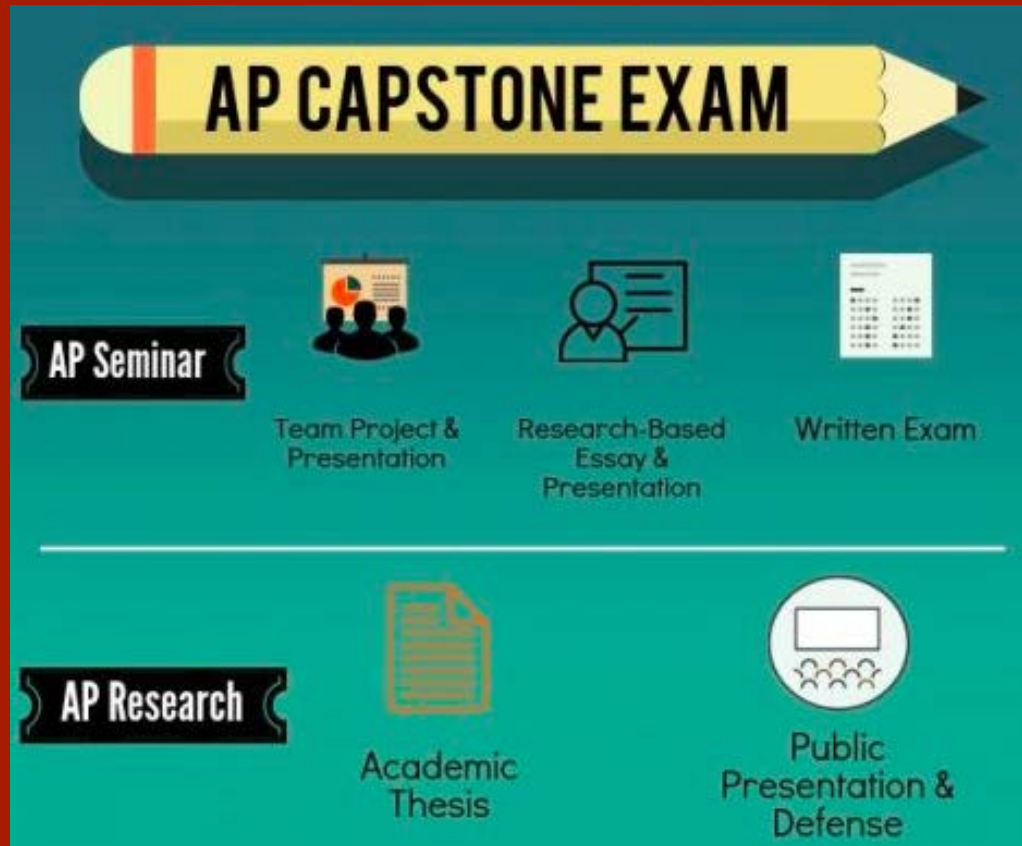


SIGMA TAU DELTA

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INTERNATIONAL ENGLISH HONOR SOCIETY

# AP Capstone Program at CHS



# Year 1 of Capstone: AP Seminar



- ▶ Skills-based course:
  - ▶ Read, study, analyze, evaluate
  - ▶ Understand the value of multiple perspectives
  - ▶ Write and deliver original arguments
  - ▶ Research current, real-world problems and topics
  - ▶ Build collegiate-level readiness





# Chelmsford School Nutrition

## OVERVIEW OF 2018/2019 SCHOOL YEAR

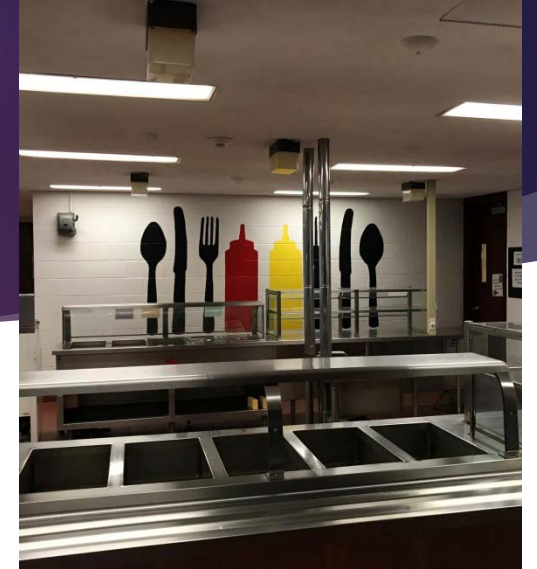
NANCY ANTOLINI

DIRECTOR OF SCHOOL NUTRITION

NOVEMBER 20, 2018

# Overview

- ▶ Growth of Lunch and Breakfast year over year
- ▶ Professional Development
- ▶ Testimonials
- ▶ School Gardens



# Lunches: September

▶ Total lunches served September 2017:

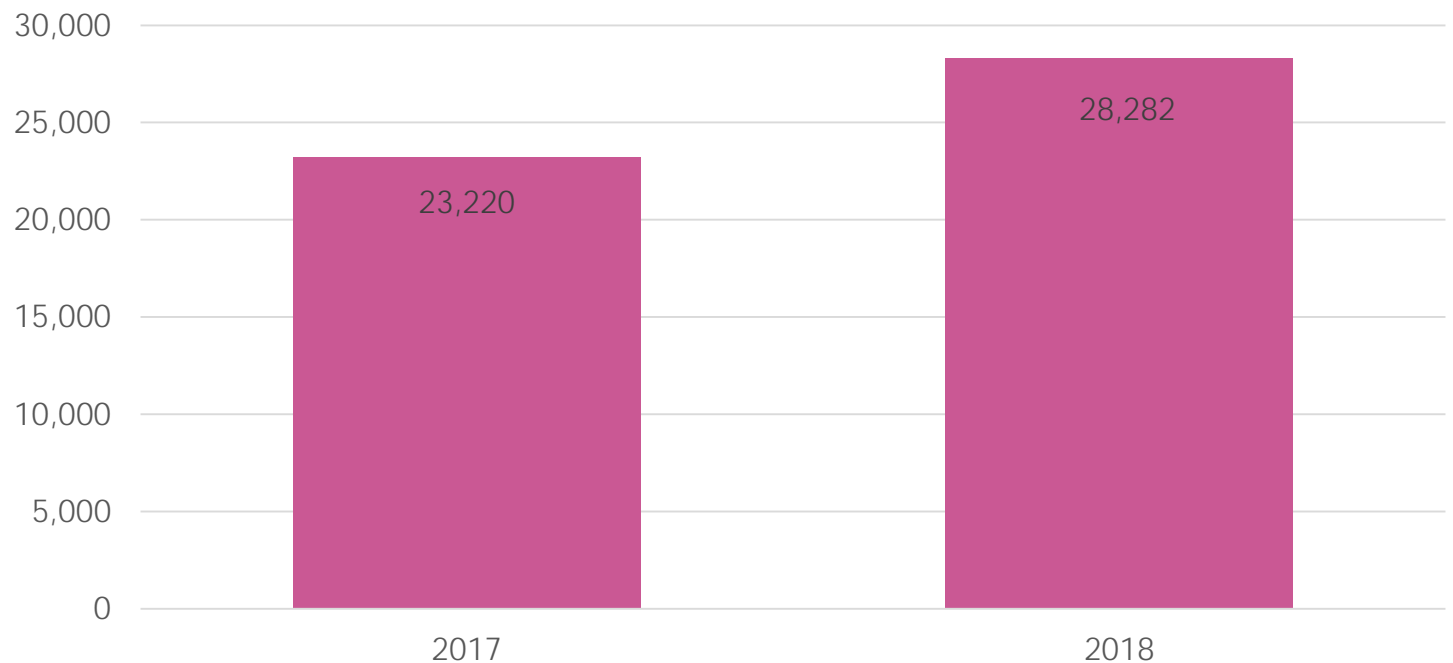
▶ 23,220 in 17 school days

▶ Total lunches served September 2018:

▶ 28,282 in 18 school days

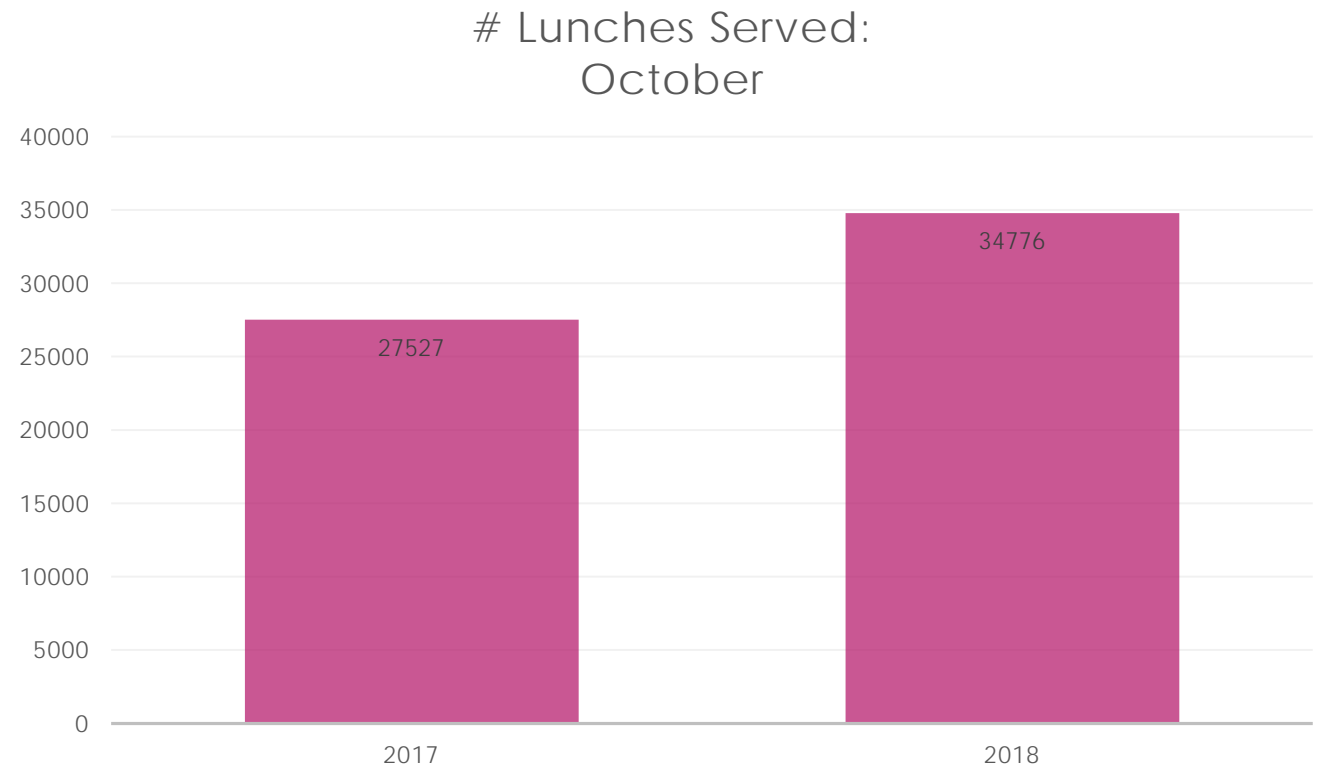
▶ A 22% increase!

#Lunches Served  
September



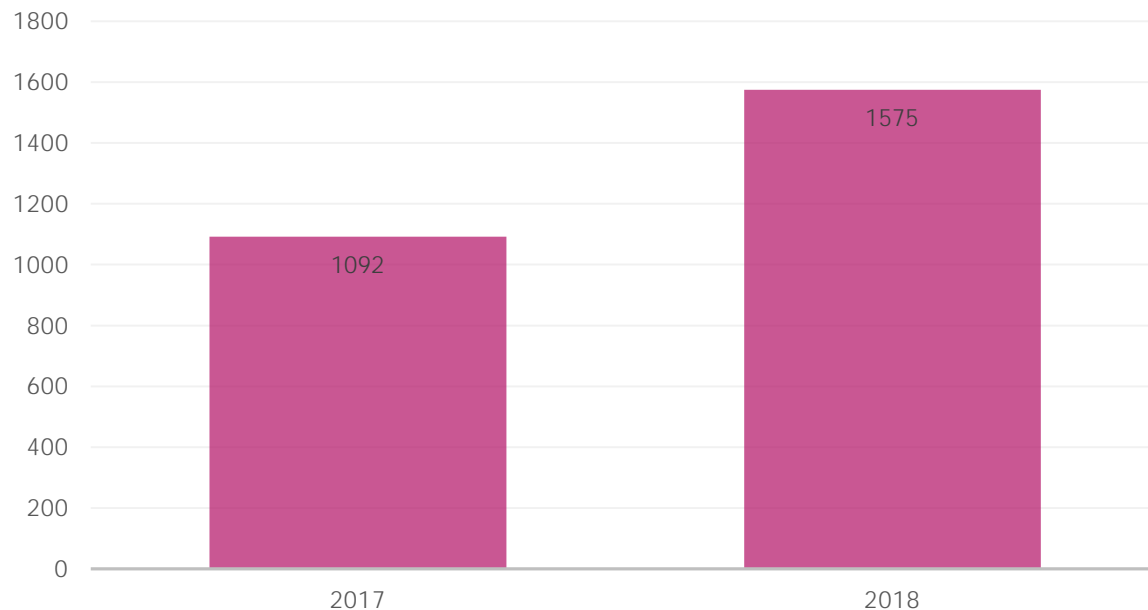
# Lunches: October

- ▶ Total lunches served October 2017:
  - ▶ 27,527 in 18 school days
- ▶ Total lunches served October 2018:
  - ▶ 34,776 in 21 school days
- ▶ A 26% increase!



# Breakfast: September

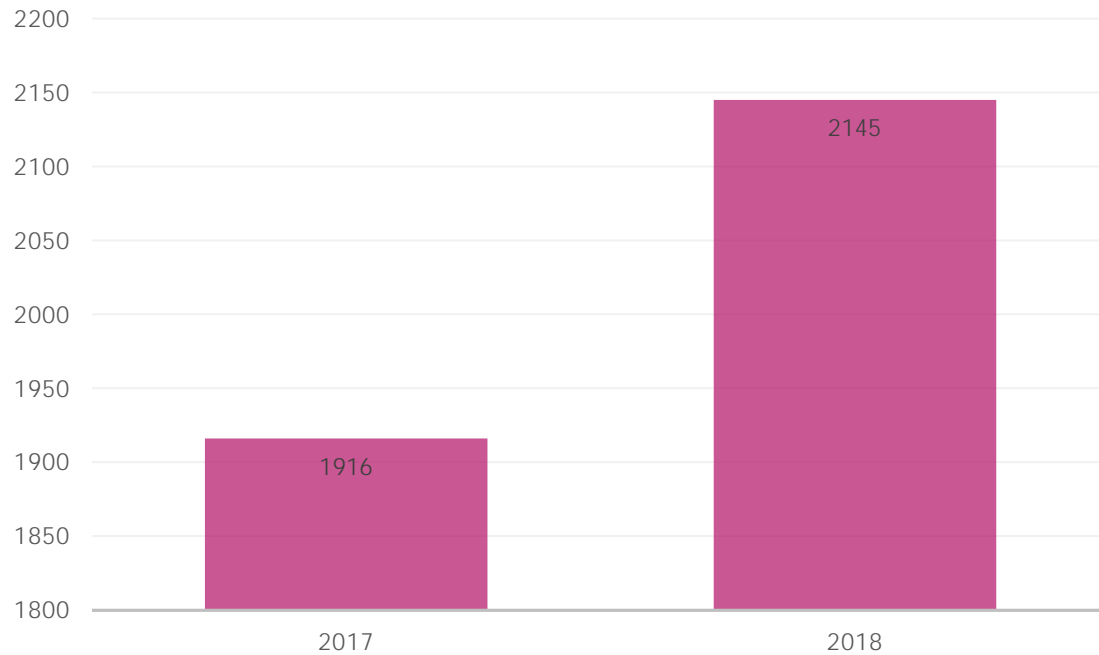
Breakfast Served:  
September



- ▶ Total breakfasts served September 2017:
  - ▶ 1,092
- ▶ Total breakfasts served September 2018:
  - ▶ 1,575
- ▶ A 44% increase!

# Breakfast: October

Breakfast Served:  
October



- ▶ Total breakfasts served October 2017:
  - ▶ 1,916
- ▶ Total breakfasts served October 2018:
  - ▶ 2,145
- ▶ A 12% increase!

# Breakfast Roll Out

The breakfast program continues at Harrington Elementary and Chelmsford High School

The breakfast program began on Nov. 5 at South Row Elementary with an average of **70 breakfasts sold per day.**

The roll out will continue into the elementary schools (Center and Byam) and into the middle schools (McCarthy and Parker)



# Elementary Daily Lunch Choices



Cold  
Sandwich



Power  
Pack



# Professional Development 2018-2019



ALICE TRAINING



KNIFE SKILLS



DELIVERING  
EXCEPTIONAL  
CUSTOMER  
SERVICE



VISITING CHEF



STATE  
CONFERENCES



# Testimonials From Families

“Thank you ladies for preparing healthy meals for our kids”



“My daughter got a Power Pack the first day and said it was amazing!”



“Our kids are so fortunate to have these healthier options. My super picky eater in elementary school loves the power pack. Thank you!”

# School Gardens

- ▶ Two indoor shelf gardens growing a variety of herbs and greens.
- ▶ Harvest is every 21 days.
- ▶ Teamwork from Mr. Morris' science students in the Eco Club at Chelmsford High School.



# A VERY SPECIAL THANK YOU TO HANA BARKER!



# Questions and Thank you

Nancy Antolini  
School Nutrition Director  
[antolinin@Chelmsford.k12.ma.us](mailto:antolinin@Chelmsford.k12.ma.us)  
978-251-5111 X5642



# CHELMSFORD PUBLIC SCHOOLS

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Jay Lang, Ed.D., Superintendent

## **Memorandum**

To: Members of the School Committee  
From: Jay Lang, Ed.D., Superintendent of Schools  
Date: November 16, 2018  
Re: Review and Approval of School Committee Policies - MASC Policy Manual Review

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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 held seven (7) Policy Subcommittee Meetings with Mr. Gilbert and have reviewed all sections of the policy manual as follows:

### 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

The school committee has taken tentative votes to approve the reviewed sections of the policy manual as presented throughout the course of several meetings. Attorney Waugh will be providing a summative vote to approve the complete revised and updated School Committee Policy Manual as presented at our next meeting on Tuesday November 20, 2018. Upon approval by the school committee, the manual will be sent to MASC for conversion and uploading to the website where our policies will be stored and accessed. Mr. Gilbert indicates it will take 30 – 45 days for this work to be completed. Once completed, a link to the revised and updated searchable policy database will be provided to the district for the CPS website.

The vote recommended by Attorney Waugh is as follows:

I move that the Chelmsford School Committee accept the Massachusetts Association of School Committees' new policy manual, as modified by the School Committee between March 2018 and August 2018, and that the new policy manual supersede and replace the existing manual.

**CHEMSFORD SCHOOL COMMITTEE**

**POLICY MANUAL**



## **SECTION A**

### **FOUNDATIONS AND BASIC COMMITMENTS**

<b>AA</b>	<b>SCHOOL DISTRICT LEGAL STATUS</b>
<b>AB</b>	<b>THE PEOPLE AND THEIR SCHOOL DISTRICT</b>
<b>AC</b>	<b>NONDISCRIMINATION</b>
<b>ACA</b>	<b>NONDISCRIMINATION ON THE BASIS OF SEX</b>
<b>ACAB</b>	<b>SEXUAL HARASSMENT</b>
<b>ACE</b>	<b>NONDISCRIMINATION ON THE BASIS OF DISABILITY</b>
<b>AD</b>	<b>MISSION STATEMENT</b>
<b>ADC</b>	<b>TOBACCO PRODUCTS ON SCHOOL PREMISES PROHIBITED</b>
<b>ADDA</b>	<b>BACKGROUND CHECKS</b>
<b>ADDA-R</b>	<b>DCJIS MODEL CORI POLICY</b>
<b>ADF</b>	<b>WELLNESS POLICY</b>
<b>AE</b>	<b>COMMITMENT TO ACCOMPLISHMENT</b>

## **SCHOOL DISTRICT LEGAL STATUS**

Under the General Laws of Massachusetts,

"Every town shall maintain ... a sufficient number of schools for the instruction of all children who may legally attend a public school therein."

Thus, the public school system of Chelmsford functions at the mandate of the state legislature. Structurally, the system is a department of the town operated under laws pertaining to education, regulations of the Massachusetts Board of Education, and ordinances of the Town of Chelmsford.

LEGAL REF.: Constitution of Massachusetts, Part II, Chapter V, Section II  
M.G.L. 71:1

CROSS REF.: BB, School Committee Legal Status

Adopted: 1981

Reviewed and revised: June 27, 2005

Reviewed and Reaffirmed: September 24, 2013; January 3, 2017.

SOURCE: Chelmsford

## **THE PEOPLE AND THEIR SCHOOL DISTRICT**

The School Committee has the dual responsibility for implementing statutory requirements pertaining to public education and local citizens' expectations for the education of the community's youth. It also has an obligation to determine and assess citizens' desires. When citizens elect delegates to represent them in the conduct of public education, their representatives have the authority to exercise their best judgment in determining policies, making decisions, and approving procedures for carrying out the responsibility.

The School Committee therefore affirms and declares its intent to:

1. Maintain two-way communication with citizens of the community. The public will be kept informed of the progress and problems of the school system, and citizens will be urged to bring their aspirations and feelings about their public schools to the attention of this body, which they have chosen to represent them in the management of public education.
2. Establish policies and make decisions on the basis of declared educational philosophy and goals. All decisions made by this Committee will be made with priority given to the purposes set forth, most crucial of which is the optimal learning of the children enrolled in our schools.
3. Act as a truly representative body for members of the community in matters involving public education. The Committee recognizes that ultimate responsibility for public education rests with the state, but individual School Committees have been assigned specific authority through state law. The Committee will not relinquish any of this authority since it believes that decision-making control over the children's learning should be in the hands of local citizens as much as possible.

SOURCE: MASC

## NONDISCRIMINATION

Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed by the following statements that the School Committee intends to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, homelessness, sex, gender identity, religion, national origin, sexual orientation, disability, pregnancy or pregnancy related condition.

It will be a violation of this policy for any student, district employee or third party, based on a student's, employee's or third party's actual or perceived race, color, homelessness, sex, gender identity, religion, national origin, age, sexual orientation, disability, pregnancy or pregnancy related condition, to: (1) harass a student, district employee or third party through conduct or communication (e.g., physical, verbal, graphic or written) or to (2) inflict, threaten to inflict or attempt to inflict violence; or to (3) discriminate against a student, District employee or third party.

If someone has a complaint or feels that they have been discriminated against because of their race, color, homelessness, sex, gender identity, religion, national origin, age, sexual orientation, disability, pregnancy or pregnancy related condition, their complaint should be registered with the District's Civil Rights Coordinator who is the Director of Personnel & Professional Learning or the principal of the building.

Any complaint will be addressed pursuant to Chelmsford Public Schools' Discrimination and Harassment Grievance Procedures, which the Superintendent will adopt. The District will take appropriate action to respond to these incidents, which may include disciplinary action against any student or District employee who is found to have violated this policy. Appropriate administrative and staff follow-up will be provided for targets and offenders of harassment, violence and discrimination.

SOURCE: MASC

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  
Equal Pay Act, as amended by the Education Amendments of 1972  
Title IX, Education Amendments of 1972  
Rehabilitation Act of 1973  
Education for All Handicapped Children Act of 1975  
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)  
M.G.L. 76:5; Amended 2011  
M.G.L.76:16  
BESE regulations 603CMR 26.00 Amended 2012  
BESE regulations 603CMR 28.00

CROSS REFS.: ACA- ACE, Subcategories for Nondiscrimination  
GBA, Equal Employment Opportunity  
JB, Equal Educational Opportunities

UPDATED: June 2012

## **NONDISCRIMINATION ON THE BASIS OF SEX**

The School Committee, in accordance with Title IX of the Education Amendments of 1972, declares that the school system does not and will not discriminate on the basis of sex in the educational programs and activities of the public schools. This policy will extend not only to students with regard to educational opportunities, but also to employees with regard to employment opportunities and to third parties.

The School Committee will continue to ensure fair and equitable educational and employment opportunities, without regard to sex, to all of its students and employees.

The Committee will designate an individual to act as the school system's Title IX compliance officer. All students and employees will be notified of the name and office address and telephone number of the compliance officer. At each school building, the principal will serve as the building Title IX Coordinator.

SOURCE: MASC

UPDATED: June 2012

LEGAL REFS.: Title IX of the Education Amendments of 1972  
45 CFR, Part 86, (Federal Register, 6/4/75)  
M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)  
BESE 603 CMR 26:00

CROSS REF.: AC, Nondiscrimination

## SEXUAL HARASSMENT

All persons associated with the Chelmsford public schools including, but not necessarily limited to, the Committee, the administration, staff, and students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting, as a member of the school community, will be in violation of this policy. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating in an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated.

Because the Chelmsford School Committee takes allegations of sexual harassment seriously, we will respond promptly to complaints of sexual harassment and where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting a workplace and school environment that is free of sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for workplace or school conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

### **Definitions:**

“Sexual Harassment” means unwelcome, sexually offensive or gender-based conduct which is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Additionally, under M.G.L. c. 151C, § 1, the term “sexual harassment” may also include, but is not limited to, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:— (i) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges or placement services or as a basis for the evaluation of academic achievement; or (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual’s education by creating an intimidating, hostile, humiliating or sexually offensive educational environment.

Sexual assault: the act of committing unwanted physical contact of a sexual nature, whether by an acquaintance or by a stranger. Such contact is unwanted when it occurs without the consent of one or both individuals, when one of the individuals is incapacitated or incapable of giving consent, or occurs with the use of force.

Hostile environment: unwelcome conduct that is sufficiently severe, persistent, or pervasive to interfere with or limit one or more students’ abilities to participate in or benefit from the education program or creates a threatening, intimidating or abusive environment or sufficiently severe or pervasive so as to alter the conditions of the victim’s employment and create an abusive working environment. When determining whether an environment is hostile, the school district examines the context, nature, frequency, and location of the sexual or gender-based incidents, as well as the identity, number and relationships of the persons involved. The school district must consider whether the alleged harassment was sufficient to have created such an environment for a reasonable person of the same age, gender, and experience as the alleged victim, and under similar circumstances

**Retaliation:**

Any form of intimidation, threatening, coercion or discrimination, directed against a student/staff/third party who reports a sex-based harassment, provides information during, assists in or participates in an investigation of sex-based harassment, or witnesses or has reliable information about sex-based harassment.

**The Grievance Officer:**

The Committee will annually appoint a Civil Rights Coordinator who will be vested with the authority and responsibility of processing all sexual harassment complaints in accordance with the procedure set out in the Chelmsford Public Schools' Discrimination and Harassment Grievance Procedures that the Superintendent adopts.

**Complaint Procedure:**

The complaint procedure will be outlined in the Chelmsford Public Schools' Discrimination and harassment Grievance Procedures that the Superintendent adopts. The Superintendent will adopt procedures to respond in a confidential, impartial, and equitable manner to all complaints, whether formal filing or informal identification of harassment/discrimination has occurred, by employees, students, or third parties.

The Chelmsford Public Schools requires that any staff member who receives a complaint, observes or otherwise learns or becomes aware of possible sexual harassment report the incident to the principal at the respective school site or the Civil Rights Coordinator with the assurance that the investigation process will take place promptly and be consistent with the policies and procedures as outlined.

Because the Chelmsford Public Schools takes allegations of sexual harassment seriously, it will respond promptly to complaints of sexual harassment and where it is determined that such inappropriate conduct has occurred, it will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action, where appropriate, as outlined in the Chelmsford Public Schools' Non-Discrimination and Anti-Harassment Procedures, which the Superintendent will adopt.

SOURCE: MASC

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended 45  
Federal Regulation 74676 issued by EEO Commission  
Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX)  
Board of Education 603 CMR 26:00



## NONDISCRIMINATION ON THE BASIS OF DISABILITY

Title II of the Americans With Disabilities Act of 1992 and Section 504 of the Rehabilitation Act prohibit discrimination on the basis of a person's disability. The Chelmsford Public Schools is committed to maintaining an educational environment and workplace where individuals are not discriminated against on the basis of their disability. The Chelmsford Public Schools strives to create an environment where all students and staff feel welcome. To meet this end, the Chelmsford Public Schools will not tolerate the denial of access to activities, programs, or services to individuals with disabilities (as defined in Section 504 of the Rehabilitation Act 29 U.S.C. §705(20)).

The Chelmsford Public Schools does not discriminate against an individual with a disability with regards to job application procedures, hiring, advancement, or discharge of employees, employee compensation, job training, or other conditions of employment.

The Chelmsford Public Schools is committed to supporting students who qualify under Section 504 of the Rehabilitation Act and to ensuring that such students are not denied admission or access to the activities, programs and services offered by the Chelmsford Public Schools because of their disability.

As well, the Chelmsford Public Schools is committed to ensuring that students with disabilities are not treated differently because of their disability. The Superintendent of Schools for the Chelmsford Public Schools shall take the necessary steps to inform parents/guardians and students of their rights under Section 504 of the Rehabilitation Act, including the right to receive reasonable accommodations if the student is found to be qualified under Section 504 of the Rehabilitation Act. Additionally, the Superintendent of Schools for the Chelmsford Public Schools shall take the necessary steps to ensure parents/guardians and students are informed of their procedural rights under Section 504 of the Rehabilitation Act.

**Definition:** A "qualified individual with a disability" is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the District.

**Reasonable Modification/Accommodations:** The District shall make reasonable modifications or accommodations in policies, practices, or procedures when the modifications or accommodations are necessary to avoid discrimination on the basis of disability, unless the District can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

A request for an accommodation or modification should be made in writing to the District's Section 504/ADA Coordinator. Alternative means of filing a request will be made available if needed, such as large print or audiotape. Requests should include the name, address and telephone number of the individual request the accommodation/modification, the location where the accommodation/modification is required and why the accommodation is needed. For public meetings and hearings, the District's Section 504/ADA Coordinator should be notified at least seventy-two (72) hours in advance.

For students, the District's Section 504/ADA Coordinator will respond to such a request in accordance with the Chelmsford Public Schools' Section 504 Policies and Procedures or Special Education Policies

and Procedures. For all other individuals, the District's Section 504/ADA Coordinator will respond within ten (10) school days of receipt of the request.

**Communications:** The District shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. To this end, the District shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, a service, program, or activity conducted by the District. In determining what type of auxiliary aid or service is necessary, the District shall give primary consideration to the requests of the individuals with disabilities.

**Auxiliary Aids and Services:** "Auxiliary aids and services" includes (1) qualified interpreters, note takers, transcription services, written materials, assisted listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments; (3) acquisition or modification of equipment or devices and (4) other similar services and actions.

**Limits of Required Modification:** The District is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or activity or in undue financial and administrative burdens. Any decision that, in compliance with its responsibility to provide effective communication for individuals with disabilities, would fundamentally alter the service, program, or activity or unduly burden the District shall be made by the Superintendent after considering all resources available for use in funding and operating the program, service, or activity. A written statement of the reasons for reaching that conclusion shall accompany the decision.

**Notice:** The District shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American with Disabilities Act (ADA) and its applicability to the services, programs, or activities of the District. The information shall be made available in such a manner as the School Committee and Superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA.

**Website Accessibility:** The Chelmsford Public Schools is committed to providing all users of their websites, including users with disabilities, with meaningful accessibility in this online environment. The Chelmsford Public Schools follow standards that are generally based on the standards used by the federal government for technology accessibility for individuals with disabilities and web content accessibility guidelines developed by the World Wide Web Consortium (W3C). The Chelmsford Public Schools' websites are regularly tested and reviewed by users to verify that the websites are compliant with applicable standards.

If an individual needs assistance in accessing materials, such a request should be made to the District Section 504/ADA Coordinator.

**Compliance Coordinator:** The District shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA and Section 504, including any

investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA or Section 504. The District shall make available to all interested individuals the name, office address, and telephone number of the employee(s) so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA or Section 504. The school system receives federal financial assistance and must comply with the above requirements. Additionally, the School Committee is of the general view that:

1. Discrimination against a qualified disabled person solely on the basis of disability is unfair; and
2. To the extent possible, qualified disabled persons should be in the mainstream of life in the school community. Accordingly, employees of the school system will comply with the above requirements of the law and policy statements of this Committee to ensure nondiscrimination on the basis of disability.

SOURCE: MASC July 2016

LEGAL REFS.:       Rehabilitation Act of 1973, Section 504, as amended  
                          Education for All Disabled Children Act of 1975  
                          M.G.L. [71B:1](#) et seq. (Chapter 766 of the Acts of 1972)  
                          Title II, Americans with Disabilities Act of 1992, as amended  
                          Board of Education Chapter 766 Regulations, adopted 10/74, as amended through  
                          3/28/78

CROSS REFS.:       [IGB](#), Support Services Programs

## **MISSION STATEMENT**

In today's society our children are continuously excited by new and challenging stimuli; adaptability to change therefore becomes a paramount objective of learning.

The mastery of basic skills is essential to our children as they prepare to function as responsible individuals. Children must also know how to direct their own learning by mastering the skills of independent inquiry, because circumstances do not enable us to predict with certainty just what today's children will need to know when they become tomorrow's adults. The optimum environment should be sought so that all children can develop physically and emotionally and acquire the information, academic skills, critical judgment, and creativity needed to lead to a better understanding of themselves, each other, and the world around them.

The school system must continually strive to create, implement, and improve programs that are compatible with appropriate curricula and provide opportunities for innovation in teaching and learning. If this is accomplished, children will then come to realize more fully their own potential as individuals and be better prepared to appreciate and act responsibly in the society in which they live.

SOURCE: MASC

CROSS REFS.: IA, Instructional Goals

## **TOBACCO PRODUCTS ON SCHOOL PREMISES PROHIBITED**

Use of any tobacco products, including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco and snuff and electronic cigarettes, electronic cigars, electronic pipes or other similar products that rely on vaporization or aerosolization, within the school buildings, school facilities, on school grounds or school buses, or at school sponsored events by any individual, including school personnel and students, is prohibited at all times.

A staff member determined to be in violation of this policy shall be subject to disciplinary action.

A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code.

This policy shall be promulgated to all staff and students in appropriate handbook(s) and publications.

Signs shall be posted in all school buildings informing the general public of the District policy and requirements of state law.

SOURCE: MASC July 2016

LEGAL REF: M.G.L. [71:37H](#); [270:6](#)

## **BACKGROUND CHECKS**

It shall be the policy of the school district that, as required by law, a state and national fingerprint criminal background check will be conducted to determine the suitability of full or part time current and prospective school employees, who may have direct and unmonitored contact with children. School employees shall include, but not be limited to any apprentice, intern, or student teacher or individuals in similar positions, who may have direct and unmonitored contact with children. The School Committee shall only obtain a fingerprint background check for current and prospective employees for whom the School Committee has direct hiring authority. In the case of an individual directly hired by a school committee, the chair of the School Committee shall review the results of the national criminal history check. The Superintendent shall also obtain a state and national fingerprint background check for any individual who regularly provides school related transportation to children. The School Committee, Superintendent or Principal, as appropriate, may obtain a state and national fingerprint criminal background check for any volunteer, subcontractor or laborer commissioned by the School Committee, school or employed by the city or town to perform work on school grounds, who may have direct and unmonitored contact with children. School volunteers and subcontractors/laborers who may have direct and unmonitored contact with children must continue to submit state CORI checks.

The fee charged by the provider to the employee and educator for national fingerprint background checks will be \$55.00 for school employees subject to licensure by DESE and \$35.00 for other employees, which fee may from time to time be adjusted by the appropriate agency. The employer shall continue to obtain periodically, but not less than every 3 years, from the department of criminal justice information services all available Criminal Offender Record Information (CORI) for any current and prospective employee or volunteer within the school district who may have direct and unmonitored contact with children.

Direct and unmonitored contact with children is defined in DESE regulations as contact with a student when no other employee who has received a suitability determination by the school or district is present. "Contact" refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication.

This policy is applicable to any fingerprint-based state and national criminal history record check made for non-criminal justice purposes and requested under applicable federal authority and/or state statute authorizing such checks for licensing or employment purposes. Where such checks are allowable by law, the following practices and procedures will be followed.

### **Requesting CHRI (Criminal History Record Information) checks**

Fingerprint-based CHRI checks will only be conducted as authorized by state and federal law, in accordance with all applicable state and federal rules and regulations. If an applicant or employee is required to submit to a fingerprint-based state and national criminal history record check, he/she shall be informed of this requirement and instructed on how to comply with the law. Such instruction will include information on the procedure for submitting fingerprints. In addition, the applicant or employee will be provided with all information needed to successfully register for a fingerprinting appointment.

### **Access to CHRI**

All CHRI is subject to strict state and federal rules and regulations in addition to Massachusetts CORI laws and regulations. CHRI cannot be shared with any unauthorized entity for any purpose, including subsequent hiring determinations. All receiving entities are subject to audit by the Massachusetts

Department of Criminal Justice Information Services (DCJIS) and the FBI, and failure to comply with such rules and regulations could lead to sanctions. Federal law and regulations provide that the exchange of records and information is subject to cancellation if dissemination is made outside of the receiving entity or related entities. Furthermore, an entity can be charged criminally for the unauthorized disclosure of CHRI.

### **Storage of CHRI**

CHRI shall only be stored for extended periods of time when needed for the integrity and/or utility of an individual's personnel file. Administrative, technical, and physical safeguards, which are in compliance with the most recent CJIS Security Policy have been implemented to ensure the security and confidentiality of CHRI. Each individual involved in the handling of CHRI is to familiarize himself/herself with these safeguards.

In addition to the above, each individual involved in the handling of CHRI will strictly adhere to the policy on the storage, retention and destruction of CHRI.

### **Retention and Destruction of CHRI**

Federal law prohibits the repurposing or dissemination of CHRI beyond its initial requested purpose. Once an individual's CHRI is received, it will be securely retained in internal agency documents for the following purposes *only*:

- Historical reference and/or comparison with future CHRI requests,
- Dispute of the accuracy of the record
- Evidence for any subsequent proceedings based on information contained in the CHRI.

CHRI will be kept for the above purposes in a secure location in the office of the superintendent. When no longer needed, CHRI and any summary of CHRI data must be destroyed by shredding paper copies and/or by deleting all electronic copies from the electronic storage location, including any backup copies or files. The shredding of paper copies of CHRI by an outside vendor must be supervised by an employee of the district.

### **CHRI Training**

An informed review of a criminal record requires training. Accordingly, all personnel authorized to receive and/or review CHRI at the district will review and become familiar with the educational and relevant training materials regarding SAFIS and CHRI laws and regulations made available by the appropriate agencies, including the DCJIS.

### **Determining Suitability**

In determining an individual's suitability, the following factors will be considered: these factors may include, but not necessarily be limited to: the nature and gravity of the crime and the underlying conduct, the time that has passed since the offense, conviction and/or completion of the sentence, nature of the position held or sought, age of the individual at the time of the offense, number of offenses, any relevant evidence of rehabilitation or lack thereof and any other factors deemed relevant by the district.

A record of the suitability determination will be retained. The following information will be included in the determination:

- The name and date of birth of the employee or applicant;
- The date on which the school employer received the national criminal history check results; and,
- The suitability determination (either "suitable" or "unsuitable").

A copy of an individual's suitability determination documentation must be provided to another school employer, or to the individual, upon request of the individual for whom the school employer conducted a suitability determination.

### **Relying on Previous Suitability Determination.**

The school employer may obtain and may rely on a favorable suitability determination from a prior employer, if the following criteria are met:

The suitability determination was made within the last seven years; and

The individual has not resided outside of Massachusetts for any period longer than three years since the suitability determination was made; and either

The individual has been employed continuously for one or more school employers or has gaps totaling no more than two years in his or her employment for school employers; or

If the individual works as a substitute employee, the individual is still deemed suitable for employment by the school employer who made a favorable suitability determination. Upon request of another school employer, the initial school employer shall provide documentation that the individual is still deemed suitable for employment by the initial school employer.

### **Adverse Decisions Based on CHRI**

If inclined to make an adverse decision based on an individual's CHRI, the district will take the following steps prior to making a final adverse determination:

- Provide the individual with a copy of his/her CHRI used in making the adverse decision;
- Provide the individual with a copy of this CHRI Policy;
- Provide the individual the opportunity to complete or challenge the accuracy of his/her CHRI;
- and
- Provide the individual with information on the process for updating, changing, or correcting CHRI.

A final adverse decision based on an individual's CHRI will not be made until the individual has been afforded a reasonable time depending on the particular circumstances not to exceed thirty days to correct or complete the CHRI.

If a school employer receives criminal record information from the state or national fingerprint-based background checks that includes no disposition or is otherwise incomplete, the school employer may request that an individual, after providing him a copy of said background check, provide additional information regarding the results of the criminal background checks to assist the school employer in determining the applicant's suitability for direct and unmonitored contact with children, notwithstanding the terms of General Laws chapter 151B, S. 4, ( 9,9 ½). Furthermore, in exigent circumstances, a school employer may, pursuant to the terms of DESE regulations (see specific regulations in legal



references), hire an employee on a conditional basis without first receiving the results of a national criminal background check. After exhausting several preliminary steps as contained in the above referenced regulation the district may require an individual to provide information regarding the individual's history of criminal convictions; however, the individual cannot be asked to provide information about juvenile adjudications or sealed convictions. The superintendent is advised to confer with legal counsel whenever he/she solicits information from an individual concerning his/her history of criminal convictions.

### **Secondary Dissemination of CHRI**

If an individual's CHRI is released to another authorized entity, a record of that dissemination must be made in the secondary dissemination log. The secondary dissemination log is subject to audit by the DCJIS and the FBI.

The following information will be recorded in the log:

- Subject Name;
- Subject Date of Birth;
- Date and Time of the dissemination;
- Name of the individual to whom the information was provided;
- Name of the agency for which the requestor works;
- Contact information for the requestor; and
- The specific reason for the request.

### **Reporting to Commissioner of Elementary and Secondary Education**

Pursuant to state law and regulation, if the district dismisses, declines to renew the employment of, obtains the resignation of, or declines to hire a licensed educator or an applicant for a Massachusetts educator license because of information discovered through a state or national criminal record check, the district shall report such decision or action to the Commissioner of Elementary and Secondary Education in writing within 30 days of the employer action or educator resignation. The report shall be in a form requested by the Department and shall include the reason for the action or resignation as well as a copy of the criminal record checks results. The superintendent shall notify the employee or applicant that it has made a report pursuant to the regulations to the Commissioner.

Pursuant to state law and regulation, if the district discovers information from a state or national criminal record check about a licensed educator or an applicant for a Massachusetts educator license that implicates grounds for license action pursuant to regulations, the Superintendent shall report to the Commissioner in writing within 30 days of the discovery, regardless of whether the district retains or hires the educator as an employee. The report must include a copy of the criminal record check results. The school employer shall notify the employee or applicant that it has made a report pursuant to regulations to the Commissioner and shall also send a copy of the criminal record check results to the employee or applicant.

### **C.O.R.I. REQUIREMENTS**

It shall be the policy of the district to obtain all available Criminal Offender Record Information (CORI) from the department of criminal justice information services of prospective employee(s) or volunteer(s) of the school department including any individual who regularly provides school related transportation to children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer. State law requires that school districts obtain CORI data for employees of taxicab companies that have contracted with the schools to provide transportation to pupils.

The Superintendent, Principal, or their certified designees shall periodically, but not less than every three years, obtain all available Criminal Offender Record Information from the department of criminal justice informational services on all employees, individuals who regularly provide school related transportation to children, including taxicab company employees, and volunteers who may have direct and unmonitored contact with children, during their term of employment or volunteer service.

The Superintendent, Principal, or their certified designees may also have access to Criminal Offender Record Information for any subcontractor or laborer who performs work on school grounds, and who may have direct and unmonitored contact with children, and shall notify them of this requirement and comply with the appropriate provisions of this policy.

Pursuant to a Department of Education regulation, “Direct and unmonitored contact with children’ means contact with students when no other employee, for whom the employer has made a suitability determination of the school or district, is present. “Contact” refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication. The school employer may determine when there is potential for direct and unmonitored contact with children by assessing the circumstances and specific factors including but not limited to, whether the individual will be working in proximity with students, the amount of time the individual will spend on school grounds, and whether the individual will be working independently or with others. An individual shall not be considered to have the potential for direct and unmonitored contact with children if he or she has only the potential for incidental unsupervised contact in commonly used areas of the school grounds.”

In accordance with state law, all current and prospective employees, volunteers, and persons regularly providing school related transportation to children of the school district shall sign an acknowledgement form authorizing receipt by the district of all available CORI data from the department of criminal justice information services. In the event that a current employee has a question concerning the signing of the acknowledgement form, he/she may meet with the Principal or Superintendent; however, failure to sign the CORI acknowledgement form may result in a referral to local counsel for appropriate action. Completed acknowledgement forms must be kept in secure files. The School Committee, Superintendent, Principals or their designees certified to obtain information under the policy, shall prohibit the dissemination of school information for any purpose other than to further the protection of school children.

CORI is not subject to the public records law and must be kept in a secure location, separate from personnel files and may be retained for not more than three years. CORI shall be shared with the individual to whom it pertains, pursuant to law, regulation and the following model policy, and in the event of an inaccurate report the individual should contact the department of criminal justice informational services.

Access to CORI material must be restricted to those individuals certified to receive such information. In the case of prospective employees or volunteers, CORI material should be obtained only where the Superintendent had determined that the applicant is qualified and may forthwith be recommended for employment or volunteer duties.

The hiring authority, subject to applicable law and the model policy, reserves the exclusive right concerning any employment decision.

The Superintendent shall ensure that on the application for employment and/or volunteer form there shall be a statement that as a condition of the employment or volunteer service the school district is required by law to obtain Criminal Offender Record Information for any employee, individual who regularly provides transportation, or volunteer who may have direct and unmonitored contact with

children. Current employees, persons regularly providing school related transportation, and volunteers shall also be informed in writing by the Superintendent prior to the periodic obtaining of their Criminal Offender Record Information.

Records sealed pursuant to law shall not operate to disqualify a person in any examination, appointment or application for public service on behalf of the Commonwealth or any political subdivision thereof.

The Superintendent shall revise contracts with special education schools and other providers to require a signed statement that the provider has met all legal requirements of the state where it is located relative to criminal background checks for employees and others having direct and unmonitored contact with children.

LEGAL REFS.: M.G.L.6:167-178; 15D:7-8; 71:38R, 151B, 276:100A  
P.L. 92-544; Title 28 U.S.C. § 534; Title 28 C.F.R. 20.33(b)  
42 U.S.C. § 16962  
603 CMR 51.00  
803 CMR 2.00  
803 CMR 3.05 (Chapter 149 of the Acts of 2004)  
[FBI Criminal Justice Information Services Security Policy](#)  
[Procedure for correcting a criminal record](#)  
[FAQ – Background Checks](#)

SOURCE: MASC October 2014

**NOTE: The Department of Criminal Justice Information Services (DCJIS) has adopted regulations requiring that it maintain a model CORI policy and that any written policy must meet the minimum standards as found in the model. Therefore, MASC recommends that school districts retain both the school district specific policy incorporated here and the DCJIS model policy attached as ADDA-R.**

## **DCJIS MODEL CORI POLICY**

This policy is applicable to the criminal history screening of prospective and current employees, subcontractors, volunteers and interns, and professional licensing applicants.

Where Criminal Offender Record Information (CORI) and other criminal history checks may be part of a general background check for employment, volunteer work, licensing purposes, the following practices and procedures will be followed.

### **CONDUCTING CORI SCREENING**

CORI checks will only be conducted as authorized by the DCJIS, state law, and regulation, and only after a CORI Acknowledgement Form has been completed.

If a new CORI check is to be made on a subject within a year of his/her signing of the CORI Acknowledgement Form, the subject shall be given seventy two (72) hours notice that a new CORI check will be conducted.

### **ACCESS TO CORI**

All CORI obtained from the DCJIS is confidential, and access to the information must be limited to those individuals who have a "need to know". This may include, but not be limited to, hiring managers, staff submitting the CORI requests, and staff charged with processing job applications. The district must maintain and keep a current list of each individual authorized to have access to, or view, CORI. This list must be updated every six (6) months and is subject to inspection upon request by the DCJIS at any time.

### **CORI TRAINING**

An informed review of a criminal record requires training. Accordingly, all district personnel authorized to review or access CORI will review, and will be thoroughly familiar with, the educational and relevant training materials regarding CORI laws and regulations made available by the DCJIS.

### **USE OF CRIMINAL HISTORY IN BACKGROUND SCREENING**

CORI used for employment purposes shall only be accessed for applicants who are otherwise qualified for the position for which they have applied.

Unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. Rather, determinations of suitability based on background checks will be made consistent with this policy and any applicable law or regulations.

### **VERIFYING A SUBJECT'S IDENTITY**

If a criminal record is received from the DCJIS, the information is to be closely compared with the information on the CORI Acknowledgement Form and any other identifying information provided by the applicant to ensure the record belongs to the applicant.

If the information in the CORI record provided does not exactly match the identification information provided by the applicant, a determination is to be made by an individual authorized to make such determinations based on a comparison of the CORI record and documents provided by the applicant.

### **INQUIRING ABOUT CRIMINAL HISTORY**

In connection with any decision regarding employment, volunteer opportunities, or professional licensing, the subject shall be provided with a copy of the criminal history record, whether obtained from the DCJIS or from any other source, prior to questioning the subject about his or her criminal history. The source(s) of the criminal history record is also to be disclosed to the subject.

### **DETERMINING SUITABILITY**

If a determination is made, based on the verification of identity information as provided in this policy, that the criminal record belongs to the subject, and the subject does not dispute the record's accuracy, then the determination of suitability for the position or license will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but not be limited to, the following:

- (a) Relevance of the record to the position sought;
- (b) The nature of the work to be performed;
- (c) Time since the conviction;
- (d) Age of the candidate at the time of the offense;
- (e) Seriousness and specific circumstances of the offense;
- (f) The number of offenses;
- (g) Whether the applicant has pending charges;
- (h) Any relevant evidence of rehabilitation or lack thereof; and
- (i) Any other relevant information, including information submitted by the candidate or requested by the organization.

The applicant is to be notified of the decision and the basis for it in a timely manner.

### **ADVERSE DECISIONS BASED ON CORI**

If an authorized official is inclined to make an adverse decision based on the results of a criminal history background check, the applicant will be notified immediately. The subject shall be provided with a copy of the organization's CORI policy and a copy of the criminal history. The source(s) of the criminal history will also be revealed. The subject will then be provided with an opportunity to dispute the accuracy of the CORI record. Subjects shall also be provided a copy of DCJIS' *Information Concerning the Process for Correcting a Criminal Record*.

### **SECONDARY DISSEMINATION LOGS**

All CORI obtained from the DCJIS is confidential and can only be disseminated as authorized by law and regulation. A central secondary dissemination log shall be used to record any dissemination of CORI outside this organization, including dissemination at the request of the subject.

SOURCE: MASC May 2014

## WELLNESS POLICY

### General Policy

At the center of a thriving school is a healthy, resilient and successful learner. A comprehensive school wellness program will improve the safety and health of all school community members and support the academic achievement of students. The Chelmsford Public Schools will strive to make a significant contribution to the general well-being, nutritional status, social-emotional development, physical capacity, and learning ability of each student. Therefore, the Chelmsford Public Schools supports the adoption and implementation of a comprehensive school wellness program at all district schools that will:

- be designed in response to demonstrated needs in the school community
- utilize models whose effectiveness can be demonstrated
- make efficient use of school and community resources
- respond to families' needs and preferences to the greatest degree possible provide students with information and skills that can be adapted across the lifespan
- include specific goals for Health Education, Physical Education, Nutrition Education, and Personal Safety and Well-being.

The comprehensive wellness program will incorporate the following components:

1. **Healthy School Environment-** A culture and climate within schools that supports the physical, cognitive, emotional, and social well-being of school members, facilitates their safety, and is consistent with federal and state guidelines.
2. **Student Programs** - Programs to address students' physical, social, emotional, and learning needs. These will include, but not be limited to, peer programs, extracurricular activities, student assistance programs, and enrichment programs.
3. **Parent and Staff Support Programs** - Programs to provide information and support to parents, school staff, and faculty members who are directly involved in the care and education of students. This will include (a) professional development for staff in the areas of physical health and development, social-emotional issues, and nutrition, (b) employee assistance and wellness programs, and (c) parent education and support programs.
4. **Pupil Services** - School nurses, school psychologists, and school counselors will be available to provide for the health-related and social-emotional needs of individual students.
5. **Curriculum, Instruction, and Assessment-** Chelmsford staff and faculty members will plan, implement, and evaluate an appropriate pre K - 12 curriculum that addresses essential health and safety issues.
6. **Community Connections** - School personnel will strive to establish relationships among families, members of the school community, and members of the greater Chelmsford community in order to identify and facilitate access to available wellness resources.
7. **School Wellness Advisory Committee-** To monitor the progress of the policy, use data to make informed recommendations for programmatic/policy adoption, and provide an annual report to the Chelmsford School Committee and Superintendent.

## **Health Education**

A comprehensive program of health education that is designed to promote healthful living and discourage health-risk behaviors will be offered pre-kindergarten through twelfth grade. Health literate graduates of the school system will be able to:

- Comprehend concepts related to health promotion and disease prevention;
- Access valid health information and health-promoting products and services;
- Practice health-enhancing behaviors and reduce health risks;
- Analyze the influence of culture, media, technology, and other factors on health;
- Use interpersonal communication skills to enhance health;
- Use goal-setting, decision-making, and self-management skills to enhance health; and
- Advocate for personal, family, and community health.

The health education program will be an integral part of a coordinated school health program, be consistent with the Massachusetts State Frameworks and coordinated by the district health education coordinator. The health education program will:

1. Utilize educational theories and methods that have credible evidence of effectiveness;
2. Emphasize learning and practicing the skills students need for healthful living;
3. Build functional knowledge and skills from year to year (i.e., be sequential in design);
4. Include accurate and up-to-date information;
5. Use active, participatory instructional strategies and techniques;
6. Be appropriate to students' developmental levels, personal behaviors, and cultural backgrounds;
7. Be consistent with community standards;
8. Focus on the behaviors that have the greatest effect on a person's health and emphasize the short term and long-term consequences of personal health behaviors;
9. Encourage students to assess their personal behaviors and habits, set goals for improvement, and resist peer and wider social pressures to make unhealthy choices;
10. Stress the appealing aspects of living a healthy lifestyle;
11. Address students' health-related concerns;
12. Utilize curriculum materials that are gender-neutral and non-stereotyping;
13. Assess students' achievement of health knowledge and skills with common assessment instruments aligned with the curriculum;
14. Be appropriately adapted to the special needs of students with disabling conditions;
15. Be taught by well-prepared specialists who are highly qualified and certified by the state to teach health education with adequate support;
16. Be allocated enough instructional time to achieve the program's goals;
17. Be taught in classes that are the same average size as classes in other subject areas;
18. Include means for program evaluation;
19. Involve parents and families as active partners in their children's learning;
20. Explain to students the relationship among dietary intake, eating behaviors, physical activity and emotional health.

## **Physical Education**

Chelmsford Public Schools will establish specific learning goals and objectives for physical education. A sequential, developmentally appropriate curriculum shall be designed, implemented, and evaluated to help students develop the knowledge, motor skills, self-management skills, attitudes, and confidence needed to adopt and maintain physical activity throughout their lives. The Physical Education program will be an integral part of a coordinated school health program coordinated by the district Health and Physical Education Coordinator. The physical education program will:

1. Emphasize knowledge, skills, and personal goal-setting for a lifetime of regular physical activity;
2. Be consistent with Massachusetts State Frameworks for physical education and with national standards that define what students should know and be able to do;
3. Provide many different physical activity choices;
4. Feature cooperative as well as competitive games;
5. Meet the needs of all students;
6. Take into account gender and cultural differences;
7. Teach self-management skills as well as movement skills;
8. Actively teach cooperation, fair play, and responsible participation in physical activity;
9. Have student/teacher ratios comparable to those in other curricular areas;
10. Promote participation in physical activity outside of school;
11. Focus, at the high school level, on helping adolescents make the transition to an active (adult) lifestyle;
12. Provide a home link with information to caregivers to help them promote and incorporate physical activity and healthy eating into the children's lives;
13. Offer comprehensive Physical Education from Pre-K through Grade 12; and
14. Provide at least one daily recess period in Kindergarten through five which is not used as a punishment/reward.

Teachers will aim to develop students' self-confidence and maintain a safe psychological environment free of embarrassment, humiliation, shaming, taunting, or harassment of any kind. Staff shall not order performance of physical activity as a form of discipline or punishment.

Adapted Physical Education will be included as part of individual education plans for students with chronic health problems, other disabling conditions, or other special needs that limit or preclude such students' participation in regular physical education instruction or activities.

Physical education will be taught by highly qualified specialists who are certified by the state to teach physical education. All physical education teachers will regularly participate in professional development activities to effectively deliver the physical education program. Preparation and professional development activities will provide basic knowledge of the physical development of children and adolescents combined with skill practice in program-specific activities and other appropriate instructional techniques and strategies designed to promote lifelong habits of physical activity.



## **Nutrition**

Chelmsford Public Schools recognizes that an intake of healthy, nutritious food is essential for students to succeed academically. Healthy eating patterns during childhood can affect eating patterns in later years; therefore, students need to gain the knowledge and skills that are necessary to select foods that promote lifelong health. Students of all ages need the knowledge to help them make appropriate food choices, and to understand food promotion through media messages regarding realistic body size and shape.

Food Service and Appropriate School Personnel will:

1. Provide an assurance that guidelines for reimbursable school meals will not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section IO of the Child Nutrition Act (42 U.S.C. 1779) and section 9 (t) (1) and 17 (a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758) (t) (1), 1766 (a) 0, as those regulations apply to schools;
2. Comply with all state and local food safety regulations. Hazard Analysis and Critical Control Point plans and guidelines will be implemented to prevent food illness in schools;
3. Be sensitive to the school environment in displaying food providers' logo and trademark on school grounds;
4. Be consistent with established nutrition environment standards with the advertising of foods and beverages in the areas accessible to students during mealtimes;
5. Ensure profit generation will not take precedence over the nutritional needs of the students. The child nutrition program will aim to be self-supporting; however, the program is an essential educational support activity. If subsidy of the child nutrition fund is needed, it will not be from the sale of foods with minimal nutritional value or compete nutritionally with program meals;
6. Ensure that all students have affordable access to the varied and nutritious foods needed to promote life-long health;
7. Emphasize that food not be used as a reward or punishment for student behaviors, unless it is detailed in a student's Individualized Education Plan, 504 Plan, Health Care Plan or any other document utilized to meet the specific needs of a student;
8. Provide enough time for students to eat.

Principals, teachers and staff will promote a school environment supportive of healthy eating and life-long health. School personnel are encouraged to model healthy eating by serving nutritious food at school meetings and events; refrain from using candy, snacks of minimal nutritional value, and soft drinks as rewards for students or as manipulatives in curriculum activities, and seek non-food alternatives in holiday and birthday parties in the classroom. If schools participate in fundraising involving food, it is recommended the fundraiser support a healthy school environment.

## **Health and Safety**

Chelmsford Public Schools strive to provide a safe environment that supports academic success by:

1. Providing school buildings and grounds, buses and equipment with devices/technology that meet required health and safety standards that include environmental air quality, sanitation, water, snow, and ice removal keeping them inviting, clean, safe and in good repair;
2. Creating an environment where students, parents/guardians and staff are respected, valued and accepted with high expectations for personal behavior and accomplishments;
3. Providing staff training in appropriate safety procedures that include, but are not limited to, Staff Crisis Manual, Policies, Crisis Teams, Mandatory Reporting Responsibilities, Harassment, Life Threatening Allergies, Nonviolent, Crisis Intervention, and Blood Borne Pathogens;
4. Working with staff, students, and the Chelmsford community in conjunction with local law enforcement, to maintain a school environment that is free of tobacco, alcohol and other drugs;
5. Effectively communicating safety issues with staff, students and the community including but not limited to E-Mail, Connect Ed calls, and news releases;
6. Using cleaning supplies that are effective and safe for use in schools with safety information provided for their proper use;
7. Complying with health, state, and federal laws to support safe food preparation, food storage and addressing cross contamination concerns in the Food Service Department;
8. Supporting school programs that teach and practice safety measures that include, but are not limited to, fire safety, bike helmet, live smart, universal precautions/hygiene, and Darkness to Light;
9. Supporting a district wide Food Allergy Program.

The Wellness Procedural Guidelines will be implemented by the Superintendent. Each principal shall monitor the Review of Compliance. He/she may delegate tasks such as safety checks and instruction as necessary.

## **School Wellness Advisory Committee**

In accordance with Massachusetts General Law C.111 section 223 the Department of Public Health has established guidelines for the creation, implementation and role of School Wellness Advisory Committees.

The School Wellness Advisory Committee for the Chelmsford Public School District will have representation from:

- Community Serving Agencies (Local Health Care, Hospital, Mental Health providers)
- Nutritional and Food Service Staff
- Parents
- Physical and Health Education Staff
- School Administration
- School Committee
- School Nursing Staff
- Students

The School Wellness Advisory Committee is charged to meet 4-5 times per year in order to:

- Establish observable and measureable goals and objectives based on review of student and public health data as well as input from the school and community at-large;
- Make recommendations regarding district programs and policies to promote student wellness;
- Identify persons responsible to ensure that school programs and practices are in alignment with the District Wellness Policy;
- Communicate to the Superintendent, School Committee and public, information regarding programs, policies, and community links related to the general well-being;
- Deliver an annual report to the Superintendent and the School Committee that includes the goals, action plans, progress monitoring and identification of areas that need to be addressed for the upcoming school year.

### **Protocol for Faculty, Staff and Principal for Food during the School Day**

The Chelmsford Public Schools will determine in advance any special school-wide events that will include food. Food will only be used in curriculum and special school events during the school day (includes 30 minutes prior to and after school is in session) when protocol is followed and the protocol check list form is filled out two or more weeks before the event.

The following steps should be followed when a teacher is planning to use food for a curriculum activity or school event:

1. The teacher should speak to the Principal about the plan to include food in curriculum instruction or related activity for approval. If Principal wants he/she may contact one of the Wellness Committee Co-chairs for further assistance/clarification.
2. The teacher shall send a letter home to all parents/guardians of all students involved informing them that food will be used in the specific curriculum activity or special school event.
3. The teacher shall discuss plans with the school nurse to review any allergy concerns and other considerations prior to the activity/event.
4. The school nurse may require a letter sent home to all parents/guardians of students in the class and/or have a conversation with parents directly who have students with food allergies.
5. When all steps are complete, the "Faculty/Staff Food Protocol Check List" should be submitted to the Principal for final approval and signature.

School staff shall not use candy, soft drinks, nor snacks of nutritional value not meeting nutrition standards set for public schools in non-curriculum related classroom-based celebrations nor as rewards for students during the academic school day.

### **Life Threatening Food Allergy Policy**

The Chelmsford School Committee recognizes that students may have reactions to allergens that range from mild to severe life threatening anaphylactic reaction. The Chelmsford School Committee also recognizes the importance for the Chelmsford School District to have a clearly defined plan relative to

any allergy for students. The Administration and staff of the Chelmsford Public Schools (CPS) shall comply and implement protocols established to minimize the risk of exposure to allergens that pose a threat to students, plan for the individual needs of students with life-threatening food allergies, and educate all members of the school community on Life Threatening Allergies (LTA). The plans and protocols should address: (a) measures to reduce exposure to allergens; and (b) procedures to treat allergic reactions.

Part of the plans on life threatening allergies for students will aim to assist students with assuming more individual responsibility for their health and safety as they grow older and to ensure full participation in the full potential of educational programs and school sponsored activities.

An effective food allergy program needs the cooperation of parents, teachers, counselors, professional support personnel, school nutrition food service director/personnel, administrators, school nurses, school physicians, primary care physicians, extracurricular advisors, bus/transportation personnel, and any staff that might be present where children can be exposed to the food allergens that can trigger their extreme reaction.

Protocols and procedures for the Management of Life-Threatening Food Allergies in the CPS will be reviewed and/or modified as appropriate, by the district Wellness Advisory Committee.

1. Annually, district- wide and building-based education and training is mandated to staff regarding the management of student allergies, recognition of signs of an allergic reaction, and activation of the emergency response plan.
2. Additionally, the head nurse shall insure that training is offered on the administration of epinephrine via auto injector to all staff.
3. A health care plan including accommodations for prevention, management and emergency response shall be developed in collaboration with parent/legal guardian/doctor for each student with a medically diagnosed life-threatening allergy.
4. Inclusion of food for curriculum instruction and related activities or special grade-wide events, requires strict adherence to the food allergy management protocol and consultation with the nurse and approval of the principal.
5. Staff employed by CPS to supervise and/or coach students who are participating as members of school- sponsored athletic teams, clubs, and other extracurricular activities beyond the school day are responsible for implementing management measures of students with Life Threatening Allergies while the students are under the staff's supervision and shall demonstrate epi pen training.
6. Unless otherwise required by law, CPS staff is not responsible for implementing the Food Allergy Policy and related protocols and procedures during (A) school sponsored events beyond the school day that are open to the public (e.g. school athletic contests, plays, or ceremonies) or (B) programs or events on CPS property that are sponsored by various parent, community, and private groups.

LEGAL REFS.: M.G.L. 258C:13; 71:55A  
Americans with Disabilities Act

REFS.: Managing Life Threatening Allergies in Schools. - Massachusetts Department  
of Education and Massachusetts Department of Public Health, 2002

SOURCE: Chelmsford

## **COMMITMENT TO ACCOMPLISHMENT**

The School Committee accepts ultimate responsibility for all facets of school operations. Because it is accountable to residents of the District, the School Committee will maintain a program of accountability consisting of the following elements:

- Clear statements of expectations and purpose as these relate to operations, programs, departments, and positions.
- Provisions for the staff, resources, and support necessary to achieve stated expectations and purposes, subject to financial support by residents of the District.
- Evaluation of operations and instructional and staff development programs to determine how well expectations and purposes are being met.
- Specific performance objectives to enable individuals to direct their own efforts to the goals and objectives of the District.
- Evaluation of the efforts of employees in line with stated objectives, with the first purpose of evaluation being to help each individual make a maximum contribution to the goals of the District.

Every effort will be made by the School Committee, Superintendent, and staff to fulfill the responsibilities inherent in the concept of accountability.

SOURCE: MASC

## **SECTION B**

### **BOARD GOVERNANCE AND OPERATIONS**

<b>BA</b>	<b>SCHOOL COMMITTEE OPERATIONAL GOALS</b>
<b>BAA</b>	<b>EVALUATION OF SCHOOL COMMITTEE OPERATIONAL PROCEDURES</b>
<b>BB</b>	<b>SCHOOL COMMITTEE LEGAL STATUS</b>
<b>BBA</b>	<b>SCHOOL COMMITTEE POWERS AND DUTIES</b>
<b>BBAA</b>	<b>SCHOOL COMMITTEE MEMBER AUTHORITY</b>
<b>BBB</b>	<b>SCHOOL COMMITTEE ELECTIONS</b>
<b>BBBA/ BBBB</b>	<b>SCHOOL COMMITTEE MEMBER QUALIFICATIONS / OATH OF OFFICE</b>
<b>BBBC</b>	<b>SCHOOL COMMITTEE MEMBER RESIGNATION</b>
<b>BBBE</b>	<b>SCHOOL COMMITTEE UNEXPIRED TERM FULFILLMENT</b>
<b>BCA</b>	<b>SCHOOL COMMITTEE MEMBER ETHICS</b>
<b>BCB</b>	<b>CONFLICT OF INTEREST</b>
<b>BDA</b>	<b>SCHOOL COMMITTEE ORGANIZATIONAL MEETING</b>
<b>BDB</b>	<b>SCHOOL COMMITTEE OFFICERS</b>
<b>BDD</b>	<b>SCHOOL COMMITTEE – SUPERINTENDENT RELATIONSHIP</b>
<b>BDE</b>	<b>SUBCOMMITTEES OF THE SCHOOL COMMITTEE</b>
<b>BDF</b>	<b>ADVISORY COMMITTEES TO THE SCHOOL COMMITTEE</b>

<b>BDFA</b>	<b>SCHOOL COUNCILS</b>
<b>BDG</b>	<b>SCHOOL ATTORNEY</b>
<b>BE</b>	<b>SCHOOL COMMITTEE MEETINGS</b>
<b>BEC</b>	<b>EXECUTIVE SESSIONS</b>
<b>BEDA</b>	<b>NOTIFICATION OF SCHOOL COMMITTEE MEETINGS</b>
<b>BEDB</b>	<b>AGENDA PREPARATION AND DISSEMINATION</b>
<b>BEDBA</b>	<b>CONSENT AGENDA</b>
<b>BEDC</b>	<b>QUORUM</b>
<b>BEDD</b>	<b>SCHOOL COMMITTEE RULES OF ORDER</b>
<b>BEDF</b>	<b>VOTING METHOD</b>
<b>BEDG</b>	<b>MINUTES</b>
<b>BEDH</b>	<b>PUBLIC COMMENT AT SCHOOL COMMITTEE MEETINGS</b>
<b>BEDH-E</b>	<b>GUIDELINES FOR PUBLIC COMMENT</b>
<b>BEDL</b>	<b>REMOTE PARTICIPATION</b>
<b>BEE</b>	<b>SPECIAL PROCEDURES FOR CONDUCTING HEARINGS</b>
<b>BG</b>	<b>SCHOOL COMMITTEE POLICY DEVELOPMENT</b>
<b>BGB</b>	<b>POLICY ADOPTION</b>
<b>BGC</b>	<b>POLICY REVISION AND REVIEW</b>
<b>BGD</b>	<b>SCHOOL COMMITTEE REVIEW OF PROCEDURES</b>
<b>BGE</b>	<b>POLICY DISSEMINATION</b>
<b>BGF</b>	<b>SUSPENSION OF POLICIES</b>



<b>BHC</b>	<b>SCHOOL COMMITTEE – STAFF COMMUNICATIONS</b>
<b>BHE</b>	<b>USE OF ELECTRONIC MESSAGING BY SCHOOL COMMITTEE MEMBERS</b>
<b>BIA</b>	<b>NEW SCHOOL COMMITTEE MEMBER ORIENTATION</b>
<b>BIBA</b>	<b>SCHOOL COMMITTEE CONFERENCES, CONVENTIONS, AND WORKSHOPS</b>
<b>BID</b>	<b>SCHOOL COMMITTEE MEMBER COMPENSATION AND EXPENSES</b>
<b>BJ</b>	<b>SCHOOL COMMITTEE LEGISLATIVE PROGRAM</b>
<b>BK</b>	<b>SCHOOL COMMITTEE MEMBERSHIPS</b>

## **SCHOOL COMMITTEE OPERATIONAL GOALS**

The School Committee is responsible to the people of the Town of Chelmsford. The Committee's current decisions will influence the course of education in our schools for years to come. The Committee and each of its members must look to the future and to the needs of all people more than the average citizen finds necessary. This requires a comprehensive perspective and long-range planning in addition to attention to immediate problems.

The School Committee's primary responsibility is to establish those purposes, programs, and procedures that will best produce the educational achievement needed by our students. The Committee is charged with accomplishing this while also being responsible for wise management of resources available to the school system. The Committee must fulfill these responsibilities by functioning primarily as a legislative body to formulate and adopt policy, by selecting an executive officer to implement policy, and by evaluating the results. It must carry out its functions openly, while seeking the comments of public, students, and staff in its decision-making processes.

In accordance with these principles, the technique will involve:

1. Periodically setting performance objectives for the School Committee itself and evaluating their accomplishment.
2. Setting objectives for performance for each position and function in the system.
3. Allowing the people responsible for carrying out objectives to have a role in setting them.
4. Establishing practical and simple goals.
5. Conducting a concrete and periodic review of performance against these goals.

SOURCE: MASC

## **EVALUATION OF SCHOOL COMMITTEE OPERATIONAL PROCEDURES**

The School Committee will periodically establish realistic objectives related to Committee procedures and relationships. At the end of a specified length of time, the Committee will measure its performance against the stated objectives.

The following areas of School Committee operations and relationships are representative of those in which objectives may be set and progress appraised:

1. Communication with the public
2. School Committee - Superintendent relationships
3. School Committee member development and performance
4. Policy development
5. Educational leadership
6. Fiscal management
7. School Committee meetings
8. Performance of subcommittees of the School Committee
9. Interagency and governmental relationships

When the Committee has completed its self-evaluation, the members will discuss the results in detail and formulate a new series of objectives. At the same time, the Committee will set an approximate date on which the next evaluation will be conducted.

Implied in the concept of evaluation is an assumption that individuals and Committees are capable of improvement. The School Committee believes that its performance will be improved if evaluation is carried out systematically in accordance with good planning, conscientious follow-through, and careful assessment of results.

SOURCE: MASC

## **SCHOOL COMMITTEE LEGAL STATUS**

The School Committee is the governing board of the town's public school system. Although it functions as a duly elected Committee of town government, the School Committee has, unlike other town boards, autonomous and absolute authority within limitations established by the Commonwealth of Massachusetts to carry out the educational policies of the state and guide the educational process.

Established by law

SOURCE: MASC

LEGAL REFS.: M.G.L. 41:1 and 71:37 specifically, but powers and duties of School Committees are established throughout the General Laws of Massachusetts Relating to School Committees;  
Town of Chelmsford Charter: Art. III, Sec. 2(a)

CROSS REFS.: AA, School District Legal Status  
BBA, School Committee Powers and Duties

## SCHOOL COMMITTEE POWERS AND DUTIES

The School Committee has all the powers conferred upon it by state law and must perform those duties mandated by the state. These include the responsibility and right to determine policies and practices and to employ a staff to implement its directions for the proper education of the children of the community.

The Committee takes a broad view of its functions. It sees them as:

1. **Legislative or policymaking.** The Committee is responsible for the development of policy as guides for administrative action and for employing a Superintendent who will implement its policies.
2. **Appraisal.** The Committee is responsible for evaluating the effectiveness of its policies and their implementation.
3. **Provision of financial resources.** The Committee is responsible for adoption of a budget that will enable the school system to carry out the Committee's policies.
4. **Public relations.** The Committee is responsible for providing adequate and direct means for keeping the local citizenry informed about the schools and for keeping itself and the school staff informed about the needs and wishes of the public.
5. **Educational planning and evaluation.** The Committee is responsible for establishing educational goals and policies that will guide the Committee and staff for the administration and continuing improvement of the educational programs provided by the School District.

### **Personnel Matters**

The Superintendent shall be appointed by vote of the Committee and shall directly report to the Committee as provided by law and perform all the duties that are prescribed by law and such other duties, not inconsistent thereto, as a majority of the Committee may direct.

The School Committee shall appoint, upon the recommendation of the Superintendent, Assistant/Associate/Deputy Superintendent(s), School Business Administrator, Special Education Administrator, School Physician, School Nurses, and Supervisor of Attendance. Such positions shall not report directly to the School Committee.

SOURCE: MASC July 2016

LEGAL REF.: M.G.L. [71:37](#) specifically, but powers and duties of School Committees are established throughout the Massachusetts General Laws.

CROSS REF.: [BB](#), School Committee Legal Status  
BDG, School Attorney

## **SCHOOL COMMITTEE MEMBER AUTHORITY**

### **Authority**

Because all powers of the School Committee derived from state laws are granted in terms of action as a group, members of the School Committee have authority only when acting as a Committee legally in session.

The School Committee will not be bound in any way by any statement or action on the part of an individual member except when such statement or action is a result of specific instructions of the Committee.

No member of the Committee, by virtue of his/her office, will exercise any administrative responsibility with respect to the schools or command the services of any school employee.

The School Committee will function as a body and all policy decisions and other matters, as required by law, will be settled by an official vote of the Committee sitting in formal session.

### **Duties**

The duties and obligations of the individual Committee member may be enumerated as follows:

1. To become familiar with the General Laws of the Commonwealth relating to education and School Committee operations, regulations of the Massachusetts Board of Education, policies and procedures of this School Committee and School Department.
2. To keep abreast of new laws and the latest trends in education.
3. To have a general knowledge of the goals, objectives, and programs of the town's public schools.
4. To work effectively with other Committee members without trying either to dominate the Committee or neglect his/her share of the work.
5. To respect the privileged communication that exists in executive sessions by maintaining strict confidentiality on matters discussed in these sessions, except that which becomes part of the public record, once it has been approved for release.
6. To vote and act in Committee impartially for the good of the students.
7. To accept the will of the majority vote in all cases, and to remember that he/she is one of a team and must abide by, and carry out, all Committee decisions once they are made.
8. To represent the Committee and the schools to the public in a way that promotes interest and support.

9. To refer questions and complaints to the proper school authorities.
10. To comply with the accepted code of ethics for School Committee members.

SOURCE: MASC

## **SCHOOL COMMITTEE ELECTIONS**

The Chelmsford School Committee is composed of five members serving three-year staggered terms. State law provides that as nearly an equal number of terms as possible shall expire each year.

The Chelmsford School Committee members shall be chosen by ballot from among the registered voters of the Town at the annual election, the first Tuesday in April, as the terms of office of the incumbent(s) expire.

LEGAL REFS.:       M.G.L. 41:1  
                          Charter of the Town of Chelmsford, Art. 3,Sec. 1; Art. III; Sec. 3.

Revised: January 1997

Reviewed and reaffirmed: June 27, 2005; September 24, 2013; January 3, 2017.

SOURCE: Chelmsford



## **SCHOOL COMMITTEE MEMBER QUALIFICATIONS / OATH OF OFFICE**

In order to serve on the School Committee, an individual must be a registered voter in the town from which he/she is elected or appointed and must take an oath of office as required by law.

Each new member will present to the Committee clerk official certification of having sworn the oath before an officer duly qualified to administer oaths prior to entering on his/her official duties as a member of the Committee.

From the Municipal or District Clerk, newly qualified Committee members, by law, receive, and sign a receipt for, a copy of the Massachusetts open meeting law governing the conduct of Committee meetings in general and executive sessions in particular.

Newly qualified Committee members shall, by law, receive and sign a receipt for, within 30 days of taking office, a copy of the Massachusetts Ethics Commission's Summary of the Conflict of Interest laws. As municipal employees, all School Committee members shall receive a copy of said summary annually. All School Committee members shall, within 30 days of taking office, and every 2 years thereafter, complete the Massachusetts Ethics Commission's online training program. Upon completion of the online training program, members shall provide notice of such completion to be retained for 6 years by the Municipal or District Clerk.

Membership on a School Committee is not limited to race, color, sex, religion, national origin, gender identity or sexual orientation.

Established by law

SOURCE: MASC July 2016

LEGAL REFS.: M.G.L. [30A:20](#); [41:1](#); [41:107](#); [76:5](#); 268A:27-28;

## **SCHOOL COMMITTEE MEMBER RESIGNATION**

A current School Committee member who submits a resignation to the appropriate certifying authority terminates School Committee duties at the time of such resignation unless a later time is stated in the resignation.

Should a School Committee member move out of the town or District in which he or she holds office, that member shall be deemed to have vacated the office.

Established by law

SOURCE: MASC

LEGAL REFS.: M.G.L. 41:2; 41:109

## **SCHOOL COMMITTEE UNEXPIRED TERM FULFILLMENT**

When a vacancy occurs on the Chelmsford School Committee, the remaining members will give written notice thereof, within one month of the vacancy, to the Chelmsford Board of Selectmen, who, with the remaining members of the Chelmsford School Committee, will, after one week's notice, meet and fill such vacancy by roll call vote. The Chelmsford Board of Selectmen will fill the vacancy, if the Chelmsford School Committee fails to give notice within the time specified. A majority of the ballots of the elected officials entitled to vote is necessary for election. The person so elected will fill the seat on the Chelmsford School Committee until the next town election.

LEGAL REF.: M.G.L. 41:11

Reviewed and revised: June 27, 2005; September 24, 2013.  
Reviewed and reaffirmed: January 3, 2017.

SOURCE: Chelmsford

## **SCHOOL COMMITTEE MEMBER ETHICS**

Massachusetts Association of School Committees Code of Ethics Preamble

The acceptance of a Code of Ethics implies the understanding of the basic organization of School Committees under the Laws of the Commonwealth of Massachusetts (M.G.L. 268A). The oath of office of a School Committee member binds the individual member to adherence to those State laws which apply to School Committees, since School Committees are agencies of the State.

This code of ethics delineates three areas of responsibility of Chelmsford School Committee members in addition to that implied above:

1. Community responsibility
2. Responsibility to the school administration
3. Relationship to fellow Committee members

A Chelmsford School Committee member in his/her relations with his/her community should:

- Realize that his/her primary responsibility is to the children;
- Recognize that his/her basic function is to be policy making and not administrative;
- Remember that he/she is one of a team and must abide by, and carry out, all Committee decisions once they are made;
- Be well-informed concerning the duties of a Committee member on both a local and state level;
- Remember that he/she represents the entire community at all times;
- Accept the office as a Committee member as a means of unselfish service with no intent to "play politics" in any sense of the word, or to benefit personally from his/her Committee activities.

A Chelmsford School Committee member in his/her relations with his/her school administration should:

- Endeavor to establish sound, clearly-defined policies which will direct and support the administration;
- Recognize and support the administrative chain of command and refuse to act on complaints as an individual outside the administration;
- Act only on the recommendations of the Chief administrator in all matters of employment or dismissal of school personnel;
- Give the chief administrator full responsibility for discharging his/her professional duties and hold him/her responsible for acceptable results;
- Refer all complaints, verbal or written, to the administrative staff for solution and only discuss them at committee meetings if such solutions fail. Any complaints or problems should be confidential and not discussed with the community.

A Chelmsford School Committee member in his/her relations with his/her Committee members should:

- Recognize that action at official meetings is binding and that he/she alone cannot bind the committee outside of such meetings;
- Realize that he/she should not make statements or promises of how he/she will vote on matters that will come before the committee;
- Uphold the intent of executive sessions and respect the privileged communication that exists in executive sessions;
- Not withhold pertinent information on school matters or personnel problems, either from members of his/her own Committee or from members of other Committees who may be seeking help and information on school problems.

Reviewed and revised: June 27, 2005; January 3, 2017.

SOURCE: Chelmsford

## CONFLICT OF INTEREST

The Town of Chelmsford has enacted this ordinance applicable to school department employees and School Committee members:

"NO person will be employed in a department which has a member of his/her immediate family as another employee or in a department which is governed by an appointing authority or elected official who is a member of his/her immediate family without Personnel Board approval. The immediate family means grandparent, parent, children, brother, sister, mother-in-law, father in-law, brother-in-law, or sister-in-law. This section is effective as of the date of enactment and does not affect prior existing relationships."

LEGAL REFS.: M.G.L. 71:52; 268A:21A

Adopted by Town Meeting, 1979

Adopted:1981

Reviewed and reaffirmed: June 27, 2005

SOURCE: Chelmsford

## **SCHOOL COMMITTEE ORGANIZATIONAL MEETING**

For the purpose of organizing, the School Committee, at its first regular meeting following the Town's annual elections, will elect from its membership a Chair, a Vice-Chair, and a clerk, all of whom will hold their respective offices for a term of one year or until a successor is elected.

In the event the Chair and Vice-Chair are no longer members of the School Committee, the senior member (years served) will act as the Chair Pro-Tem.

A majority of the members of the School Committee will constitute a quorum. The election will proceed as follows:

1. Nominations for the office of Chair will be made from the floor. The Chair will be elected by a majority roll-call vote of the members present and voting. If no nominee receives a majority vote, the election will be declared null and void and nominations will be reopened.
2. Upon election, the new Chair will preside, calling for the election of a Vice-Chair and clerk, in order. The procedure used for their election will be the same as that for electing the Chair.

Any vacancy among the officers occurring between organizational meetings will be filled by a member elected by the School Committee. The election will be conducted as described above. Following election of officers at its organizational meeting, the School Committee may proceed into such regular or special business as scheduled on the agenda.

SOURCE: MASC

## **SCHOOL COMMITTEE OFFICERS**

### **Duties of the Chair**

The Chair of the School Committee has the same powers as any other member of the Committee to vote upon all measures coming before it, to offer resolutions and to discuss questions. He/she will perform those duties that are consistent with his/her office and those required by law, state regulations, and this Committee. In carrying out these responsibilities, the Chair will:

1. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Committee;
2. Consult with the Superintendent in the planning of the Committee's agendas;
3. Confer with the Superintendent on crucial matters that may occur between Committee meetings;
4. Appoint subcommittees, subject to Committee approval;
5. Call special meetings of the Committee as found necessary;
6. Be public spokesperson for the Committee at all times except as this responsibility is specifically delegated to others;
7. Be responsible for the orderly conduct of all Committee meetings.

As presiding officer at all meetings of the Committee, the Chair will:

1. Call the meeting to order at the appointed time;
2. Announce the business to come before the Committee in its proper order;
3. Enforce the Committee's policies relating to the order of business and the conduct of meetings;
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference;
5. Explain what the effect of a motion would be if this is not clear to members;
6. Restrict discussion to the question when a motion is before the Committee;
7. Answer all parliamentary inquiries;
8. Put motions to a vote, stating definitely and clearly the vote and result thereof.



**Duties of the Vice-Chair**

The Vice-Chair of the Committee will act in the absence of the Chair as presiding officer of the Committee and will perform such other duties as may be delegated or assigned to him/her.

**Clerk**

The clerk will keep or cause to be kept an accurate journal of all Committee meetings; will comply with state law and Committee policy regarding notification of meetings; and will render such reports as may be required by the state or the town.

SOURCE: MASC

LEGAL REF.: M.G.L. 71:36

Note: The treasurer of the town serves as treasurer of the School Committee.

**SCHOOL COMMITTEE – SUPERINTENDENT RELATIONSHIP**

Formulation and adoption of policy is one of the most important functions of the Chelmsford School Committee. The execution of the policies is the function of the Superintendent. The Superintendent shall be responsible for the execution of the policies established by the Chelmsford School Committee. The School Committee recognizes that the Superintendent shall manage the schools in accordance with the established policies.

This policy is defining the relationship that exists between the school committee and the superintendent. Independently each entity has its own separate duties but they do not operate independently of each other.

The relationship that exists between a School Committee and its Superintendent is an intrinsic part of the educational process within a community. Communication and cooperation is absolutely necessary in order that the entities work cooperatively and collaboratively together towards what is deemed best for the district.

<b><u>The School Committee shall:</u></b>	<b><u>The Superintendent shall</u></b>
Select the Superintendent of schools by majority vote and support him/her in the discharge of his/her duties.	Be considered the chief executive officer of the Chelmsford School Committee. All school employees are responsible directly or indirectly to the Superintendent of Schools.
Create and adopt policies.	Establish process and procedures to carry out all policies adopted by the Chelmsford School Committee.
Adopt the annual budget.	Prepare and submit to the committee for consideration the annual budget.
Consider and approve (or reject) accounts payable (warrants).	Have power within the limits of major appropriations approved by the Chelmsford School Committee to approve and direct all purchases and expenditures.
Review and approve line item transfers and adjustments on a regular basis.	Present monthly financial status reports to the committee detailing the line item transfers and adjustments for review and approval.

<b>The School Committee shall</b>	<b>The Superintendent shall</b>
Require and consider reports of business transacted or pending and of the financial status of the school system.	Prepare annual reports on the operation of the school system and such other reports required by the School Committee.
Upon recommendation of the Superintendent approve the hiring of school personnel when law requires School Committee approval.	When state law requires School Committee approval, recommend candidates to the school committee for their vote.
Negotiate personnel contracts and/or establish salary schedules.	Develop financial strategies and determine contract language changes for committee review.
Consider adoption of personnel policies.	Recommend personnel policies for adoption and be responsible for assignment of all personnel and approve all candidates for employment and approve dismissal of personnel.
Require and discuss reports of the Superintendent concerning the progress of the schools in terms of achievement of pupils, teachers, and supervisors.	Formulate and administer means of evaluating staff members and report findings to the committee. Duties and responsibilities may be delegated, but the Superintendent has final responsibility for actions of subordinates.
Present to the community in conjunction with the Superintendent recommendations for adjustments to the scope of educational activities.	Provide professional leadership for the educational program of the schools. Keep the committee continuously informed on the progress and condition and educational needs of the school.
Consider recommendations for additional capital outlays and adopt plans for such improvements and suggest the means for financing them.	Develop plans for maintenance, improvement, safety, or expansion of buildings and site facilities needed to provide properly for an adequate educational program.
Present the needs of the schools before the citizens of the community.	Plan means of keeping the community informed about matters. Serve as a representative of the schools before the public.

<b><u>The School Committee shall</u></b>	<b><u>The Superintendent shall</u></b>
Adopt a school curriculum and annual school calendar.	Recommend for committee action school curriculum and the annual school calendar.
Annually vote on School Choice options.	Evaluate and report to the school committee any available openings at each school and each grade level that may be a potential School Choice space.

Revised: January 1997

Reviewed and revised: June 27, 2005; January 3, 2017.

SOURCE: Chelmsford

## **SUBCOMMITTEES OF THE SCHOOL COMMITTEE**

The School Committee shall appoint members to subcommittees at their annual organizational meeting for a period of one year. These subcommittees may be created for a specific purpose and to make recommendations for Committee action.

1. The subcommittee will be established through action of the Committee;
2. The Committee Chair, subject to approval by the Committee, will appoint the subcommittee chair and its members. Each subcommittee will consist of two members and one alternate member from the Chelmsford School Committee. Alternates shall only be present when a member is absent;
3. The subcommittee will be provided with a list of its functions and duties;
4. The subcommittee may make recommendations for Committee action, but it may not act for the School Committee;
5. All subcommittees of the School Committee are subject to the provisions of the Open Meeting Law.

SOURCE: MASC

LEGAL REF.: M.G.L. 30A:18-25

CROSS REF.: BEC, Executive Sessions

## **ADVISORY COMMITTEES TO THE SCHOOL COMMITTEE**

The following general policies will govern the appointment and functioning of advisory committees to the School Committee other than the student advisory committee, which is governed by the terms of the Massachusetts General Laws.

1. Advisory committees may be created by the School Committee to serve as task forces for special purposes or to provide continuing consultation in a particular area of activity. However, there will be no standing overall advisory committee to the School Committee.
2. If an advisory committee is required by state or federal law, its composition and appointment will meet all the guidelines established for that particular type of committee.
3. The composition of task forces and any other advisory committees will be broadly representative and take into consideration the specific tasks assigned to the committee. Members of the professional staff may be appointed to the committee as members or consultants, as found desirable.
4. Appointments to such committees will be made by the Committee; appointment of staff members to such committees will be made by the School Committee upon recommendation of the Superintendent.
5. Tenure of committee members will be one year only unless the member is reappointed.
6. Each committee will be clearly instructed as to:
  - a. The length of time each member is being asked to serve;
  - b. The assignment the School Committee wishes the committee to fulfill and the extent and limitations of its responsibilities;
  - c. The resources the School Committee will provide;
  - d. The approximate dates on which the School Committee wishes to receive major reports;
  - e. School Committee policies governing citizens, committees and the relationship of these committees to the School Committee as a whole, individual School Committee members, the Superintendent, and other members of the professional staff;
  - f. Responsibilities for the release of information to the press.
7. Recommendations of committees will be based upon research and fact.
8. The School Committee possesses certain legal powers and prerogatives that cannot be delegated or surrendered to others. Therefore, all recommendations of an advisory committee must be submitted to the School Committee.

9. Advisory committees created under this policy are subject to the provisions of the Open Meeting Law.

The Committee will have the sole power to dissolve any of its advisory committees and will reserve the right to exercise this power at any time during the life of any committee.

SOURCE: MASC

LEGAL REF.: M.G.L. 30A:18-25

CROSS REF.: JIB, Student Involvement in Decision-making

## **SCHOOL COUNCILS**

### **Recognition of the Role of School Councils**

The Chelmsford School Committee acknowledges and endorses Chelmsford School Councils, established under law, as building-based committees that can foster site-based management in the schools; provide teachers, parents and community members with an opportunity to become more involved in and supportive of the public school system; and have a role in shaping the policies and programs of the school. The Chelmsford School Committee understands that school councils are intended to provide assistance in the following areas:

- identifying the educational needs of students in the building;
- adopting educational goals for the school, consistent with district-wide policies and state-wide performance standards;
- developing a school improvement plan;
- assisting any other areas in which the Chelmsford School Committee may grant them policy-making authority, except for labor relations matters subject to law.

The Chelmsford School Committee recognizes that school councils can enhance site-based decision-making by ensuring that different groups in the school community ~ parents, teachers, and non-parent members with different and mutually complementary perspectives on improvement goals and plans for the schools ~ are involved in the decision- making process.

All meetings of the school council shall conform to the Open Meeting Law, which stipulate that all meetings be open to the public, that meetings be posted at least 48 hours in advance, and that minutes of the meeting shall be maintained as required.

### **Authority of the School Committee Over School Councils**

The Chelmsford School Committee oversees school councils by:

- reviewing (and approving\*) School Improvement Plans;
- setting district-wide policies and performance standards that school improvement plans must consider and reflect;
- at its discretion, developing guidelines to enhance participatory decision-making on the school councils (e.g., defining the review process for the school improvement plan, identifying additional elements to be addressed in the school improvement plans, identifying community organizations or a pool of community leaders from which school councils can select non-parent community members, etc.).



### **Membership of Chelmsford School Committee Members on School Councils**

A Chelmsford School Committee member who is a parent of a student attending a school can run and be elected to serve as a parent member of a school council. Chelmsford School Committee members may not serve as a non-parent community member of a school council, however, because Chelmsford School Committee members already are involved in the school district at the highest level of school governance; the intent of the law is to widen the base of citizen involvement in, and support for, the schools; and the Chelmsford School Committee may elect to become involved in recruiting non-parent community members for school councils.

### **Participation of Chelmsford School Committee Members at School Council Meetings**

Chelmsford School Committee members may attend school council meetings, which are open to the public under the school council's rules of procedure. A Chelmsford School Committee member who elects to participate in school council meetings is expected to make clear to those in attendance on each occasion that he or she is acting in his or her individual capacity as a parent or member of the community, not as a Chelmsford School Committee member. In so doing, however, the member should be cognizant of the fact that the public often views his or her conduct as official conduct, even where the member has issued a disclaimer, stating that his or her actions are those of a private citizen. Accordingly, it is recommended that a Chelmsford School Committee member who attends a school council meeting refrain from participating in regards to matters that ultimately will be subject to the review (and approval\*) of the Chelmsford School Committee.

The Chelmsford School Committee will send all school councils a notice at the start of each school year, clarifying that Chelmsford School Committee members who choose to attend and participate in school council meetings do so as individual members of the community, not as representatives of, or spokespersons for, the Chelmsford School Committee.

LEGAL REFS.: M.G.L. 30A:18-25; 71:38Q; 71:59C

\* School Improvement Plans currently are not approved by school committee vote. This is subject to change. Policy will be updated upon any additional changes by law.

Adopted: September 22, 1998Page 2 of 2

Reviewed and revised: August 16, 2005; December 15, 2015.

SOURCE: Chelmsford

## **SCHOOL ATTORNEY**

It will be the duty of the counsel for the Committee to advise the School Committee and the Superintendent on the specific legal problems submitted to him/her. He/she will attend meetings upon request and will be sufficiently familiar with Committee policies, practices, and actions under these policies, and with requirements of the school law to enable him/her to offer the necessary legal advice.

A decision to seek legal advice or assistance on behalf of the school system will be made by the Committee. The Superintendent may also take such action at the direction of the Committee.

Many types of legal assistance are routine and do not require specific Committee approval or prior notice. However, when the Superintendent concludes that unusual types or amounts of professional legal service may be required, he/she will advise the Committee and seek either initial or continuing authorization for such service.

The School Committee may use the services provided by the town counsel. The Committee and the Superintendent may seek his/her services to counsel and represent the school system at various times.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:37E; 71:37F

CROSS REFS: BBA - School Committee Powers and Duties

## SCHOOL COMMITTEE MEETINGS

The School Committee will transact all business at official meetings of the Committee. These may be either regular or special meetings, defined as follows:

1. **Regular meeting**: the usual official legal action meeting, held regularly
2. **Special meeting**: an official legal action meeting called between scheduled regular meetings to consider specific topics.

Every meeting of the School Committee, regular or special, will be open to the public unless an executive session is held in accordance with state law.

SOURCE: MASC

LEGAL REFS.: M.G.L. 30A:18-25

CROSS REFS.: BEC, Executive Sessions  
BEDA, Notification of School Committee Meetings

## **EXECUTIVE SESSIONS**

All meetings of the School Committee are open to attendance by the public and media representatives. However, the Committee has the right to convene in a closed executive session when it meets the following procedural conditions imposed by state law:

1. The Committee will first convene in an open session for which due notice has been given.
2. The Chair (or, in his/her absence, the presiding member) will state the purpose for the executive session by stating all subjects that may be revealed without compromising the purpose for which the executive session was called.
3. A majority of the members must vote to enter the executive session, with the vote taken by roll call and recorded in the official minutes.
4. The Chair or presiding member will state before entering the executive session whether the Committee will reconvene in open session after the executive session.

The law puts specific limitations on the purposes for which executive sessions may be convened. The Committee may enter executive sessions only to deliberate:

1. The reputation, character, physical condition or mental health, rather than the professional competence, of a single individual, or the discipline or dismissal, including the hearing of charges against, a member of the committee, a school department employee or student, or other individual. The individual has certain rights enumerated in the law including requiring the Committee to hold an open session should the individual so request.
2. Strategy with respect to non-union negotiations or to conduct collective bargaining sessions with non-union personnel.
3. Strategy with respect to collective bargaining or litigation, if an open meeting might have a detrimental effect. Collective bargaining may also be conducted.
4. The deployment of security personnel or devices.
5. Allegations of criminal misconduct or to discuss the filing of criminal complaints.
6. Transactions of real estate, if an open meeting might be detrimental to the negotiating position of the committee or another party.
7. To comply with the provisions of any general or specific law of federal grant-in-aid requirements.
8. And to consider and interview applicants for employment by a preliminary screening committee (The only position that the School Committee would be involved in that might qualify would be for the position of Superintendent). This exemption only applies if it can be determined that an open meeting will have a detrimental effect in obtaining qualified applicants. This shall not apply to applicants who have passed a prior preliminary screening.

9. To meet or confer with a mediator with respect to any litigation or public business.
10. To discuss trade secrets or confidential competitively-sensitive or other proprietary information conducted by a governmental body as an energy supplier.

(In the first case, an open meeting will be held if the individual involved so requests).

Accurate records of the proceedings conducted in executive session will be kept and may remain secret only so long as their publication would defeat the purpose of the session.

The School Committee Chair and the Superintendent will review executive session minutes for possible declassification on, at least, a quarterly basis and, if necessary, will consult with legal counsel. The School Committee Chair will bring minutes recommended for declassification to the School Committee for a vote either as part of a consent agenda or for individual action. In either case, there shall be an announcement of the declassification of minutes.

When a specific set of executive session minutes, not yet declassified, is requested by a member of the public, the School Committee shall render a decision on declassification at its next meeting or within 30 days after the request, whichever occurs first.

All votes taken in executive session will be recorded roll call votes, and will become part of the minutes of executive sessions.

Established by law and Committee policy

SOURCE: MASC

LEGAL REFS.: M.G.L. 30A:21; 30A:22

CROSS REFS.: BDE, Subcommittees of the School Committee  
BE, School Committee Meetings  
KEB, Public Complaints about School Personnel

## **NOTIFICATION OF SCHOOL COMMITTEE MEETINGS**

As required by law, a minimum of 48 hours' advance notice (excluding Saturdays, Sundays and legal holidays) will be given for any meeting of the School Committee, including all subcommittee meetings. The only exception permitted is in case of emergency, which the law defines as "a sudden, generally unexpected occurrence or set of circumstances demanding immediate action."

Notification of the dates, times, and places of regular meetings may be accomplished by periodic publication of the schedule for the ensuing months. However, a minimum of 48 hours prior to each meeting the Committee shall cause to be posted a listing of each subject the Chair reasonably anticipates will be discussed at the meeting (the agenda). Notification of a change in a regular meeting time, place, or agenda and notification, including agenda, of a special meeting will be filed with the town clerk at least 48 hours in advance, as required by law.

SOURCE: MASC July 2016

LEGAL REFS.: M.G.L. [30A:18-25](#)

CROSS REF.: [BE](#), School Committee Meetings

## **AGENDA PREPARATION AND DISSEMINATION**

The Superintendent, in cooperation with the Chelmsford School Committee chairperson or designee, will prepare all agendas for meetings of the committee. Items of business may be suggested by any Chelmsford School Committee member, staff member or citizen; the inclusion of such items will be at the discretion of the Superintendent and Chelmsford School Committee chairperson.

The Chelmsford School Committee will follow the order of business set up by the agenda unless the order is altered by a majority vote or recognition of approval by consensus of the members present. Items of business not on the agenda may not be discussed. However, under new business future agenda items may be recommended.

The agenda, together with supporting materials, will be distributed to Chelmsford School Committee members at least three days in advance of the meeting, if at all possible, to permit them to give items of business careful consideration. The agenda shall be publicly posted and will be made available to the press, to staff, and to others upon request.

Adopted: 1981

Reviewed and revised: July 12, 2005; May 13, 2014.

SOURCE: Chelmsford

## **CONSENT AGENDA**

The Chelmsford School Committee directs the Superintendent to prepare a Consent Agenda to be presented to the Chelmsford School Committee at least three days, if at all possible, before each Chelmsford School Committee meeting.

The Consent Agenda would include the following items:

- Regular Session and Executive Session minutes
- Correspondence
- Other applicable materials

Items that the Chair of the Chelmsford School Committee and/or the Superintendent determine could be of a controversial nature would not be included in the Consent Agenda.

Any Chelmsford School Committee member wishing to remove any item from the Consent agenda and have it considered as a separate item may do so by notifying the Chelmsford School Committee Chair by the afternoon of the scheduled Chelmsford School Committee meeting. The item will be removed or discussed at that respective meeting at the discretion of the Chair.

The Consent Agenda is to be sent to the Chelmsford School Committee in a manner that separates it from the regular agenda.

The Consent Agenda may be approved by one motion at the beginning of the Chelmsford School Committee meeting.

Adopted: November 1982

Reviewed and revised: July 12, 2005; May 13, 2014.

SOURCE: Chelmsford



## **QUORUM**

A simple majority of Committee members will constitute a quorum unless otherwise provided by law.

LEGAL REF.: M.G.L. 39:23A

Adopted:1981

Reviewed and revised: July 12, 2005

SOURCE: Chelmsford

## **SCHOOL COMMITTEE RULES OF ORDER**

Robert's Rules of Order, Newly Revised will govern the proceedings of the Committee, except when those rules are in conflict with the Committee's approved policies and regulations.

In accordance with Robert's Rules, the Committee may suspend parliamentary rules of order by a two-thirds vote.

SOURCE: MASC

## **VOTING METHOD**

### **Open meeting**

Votes of the School Committee will be taken by voice vote or a hand count and shall be recorded in the minutes. If the vote is unanimous only that fact need be recorded. No vote taken at an open session shall be by secret ballot.

All actions will require a majority vote of all members present and voting except as state law, Robert's Rules of Order, Newly Revised, or policies of this Committee require a larger majority. A majority of the members of the School Committee will constitute a quorum.

A two-thirds vote will be required to suspend parliamentary rules of order.

### **Executive Session**

A majority of the members of the School Committee must vote to enter into executive session, with the vote taken by roll call and recorded in the official minutes.

All votes taken in executive session will be recorded roll call votes, and will become part of the minutes of executive sessions. Any votes taken to ratify employment contracts or collective bargaining agreements shall be taken in open session.

SOURCE: MASC

Updated July 2012

LEGAL REFS.: M.G.L. 30A:18-25; 71:42; 71:50

## MINUTES

The minutes of a School Committee meeting constitute the written record of Committee actions; they are legal evidence of what the action was. Therefore, the clerk of the School Committee will be responsible for reporting in the minutes all actions taken by the Committee.

Minutes will include:

1. A statement on the nature of the meeting (regular or special), the time, the place, and the approval of the last regular and each subsequent special meeting.
2. Names of the members present or absent, annotated as to arrival and departure times, if during the meeting.
3. A complete record of official actions taken by the Committee relative to the Superintendent's recommendations, to communications, and to all business transacted. Resolutions and motions will be given in their exact wording, accompanied by the names of members moving and seconding and a record of the results of the vote. Reports and documents relating to a formal motion may be omitted if they are referred to and identified by title and date.
4. Notation of formal adjournment.

Copies of the minutes will be sent to all Committee members at least 48 hours in advance of the meeting, if at all possible, at which the minutes are to be approved.

The approved minutes will become permanent records of the Committee. Minutes of public meetings and minutes of executive sessions that have been declassified will be in the custody of the Superintendent who will make them available to interested citizens upon request.

SOURCE: MASC

LEGAL REFS.: M.G.L. 30A:22; 66:10

CROSS REF.: KDB, Public's Right to Know

## **PUBLIC COMMENT AT SCHOOL COMMITTEE MEETINGS**

All regular and special meetings of the School Committee shall be open to the public. Executive sessions will be held only as prescribed by the Statutes of the Commonwealth of Massachusetts.

The School Committee desires citizens of the District to attend its meetings so that they may become better acquainted with the operations and the programs of our local public schools. In addition, the Committee would like the opportunity to hear the wishes and ideas of the public.

In order that all citizens who wish to be heard before the Committee have a chance and to ensure the ability of the Committee to conduct the District's business in an orderly manner, the following rules and procedures are adopted:

1. At the start of each regularly scheduled School Committee meeting, individuals or group representatives will be invited to address the Committee. The Chair shall determine the length of the public participation segment.
2. Speakers will be allowed three (3) minutes to present their material. The presiding Chair may permit extension of this time limit.
3. Topics for discussion must be limited to those items listed on the School Committee meeting agenda for that evening.
4. Improper conduct and remarks will not be allowed. Defamatory or abusive remarks are always out of order. If a speaker persists in improper conduct or remarks, the Chair may terminate that individual's privilege of address.
5. All remarks will be addressed through the Chair of the meeting.
6. Speakers may offer such objective criticisms of the school operations and programs as concern them, but in public session the Committee will not hear personal complaints of school personnel nor against any member of the school community. Under most circumstances, administrative channels are the proper means for disposition of legitimate complaints involving staff members.
7. Written comments longer than three (3) minutes may be presented to the Committee before or after the meeting for the Committee members' review and consideration at an appropriate time.

SOURCE: MASC July 2016

## GUIDELINES FOR PUBLIC COMMENT

A School Committee Meeting is a meeting of a government body at which members of the body deliberate over public business. We welcome the attendance of members of the school district community to view your School Committee as it conducts its regular business meeting.

Massachusetts General Laws Chapter 30A Section 20(f) governs public participation at open meetings covering all public bodies.

### ***Chapter 30A:20 [Notice, Remote Participation, Public Participation, Certification]***

*(f) No person shall address a meeting of a public body without permission of the chair, and all persons shall, at the request of the chair, be silent. No person shall disrupt the proceedings of a meeting of a public body. If, after clear warning from the chair, a person continues to disrupt the proceedings, the chair may order the person to withdraw from the meeting and if the person does not withdraw, the chair may authorize a constable or other officer to remove the person from the meeting.*

The School Committee believes that the school district community should have an opportunity to comment to the Committee on issues that affect the school district and are within the scope of the Committee's responsibilities. Therefore, the Committee has set aside a period of time at each School Committee meeting to hear from the public. In addition, if the Committee believes that an issue requires a dialogue with the school district community, the Committee may schedule a separate public hearing on that issue.

Any citizen who wishes to make a presentation to the School Committee on an item which is of interest to him/her and within the scope of the Committee's responsibilities may request to be placed on the agenda for a particular meeting. Such request should be in writing and should be received by the Superintendent of Schools at least one week prior to the date of the meeting. Such request should contain background statements which would explain the scope and intent of the agenda item. The Chair of the Committee works with the Superintendent to formulate the meeting agendas. Together they will determine whether or not to place an item on the agenda and if the item is to be taken up they will also determine when to place an item on the agenda and all parameters to be required of the presenter.

Here are the general rules for the Committee's public comment period:

1. Public Comment shall be for a period of 20 minutes and shall generally follow the opening of the meeting. The Committee reserves the right to rearrange its agenda to accommodate scheduled presenters.
2. Any citizen wishing to speak before the Committee shall identify themselves by name and address and shall speak for no longer than 3 minutes. No citizen may speak more than once without permission of the Chair. All citizens shall speak to the full Committee through the Chair and shall not address individual members or administrators.
3. Individuals may address topics on the agenda. The Chair shall rule out of order any individual who fails to honor the guidelines or who addresses a matter inappropriate for public comment.

4. Any Committee member may direct questions to the speaker through the Chair in order to clarify comments of the speaker.

SOURCE: MASC

## **REMOTE PARTICIPATION**

The Chelmsford School Committee strongly recommends that members physically attend all posted meetings whenever possible. The Chelmsford School Committee acknowledges their responsibility to ensure that remote participation is not used in any way that defeats the purposes of the Open Meeting Law, namely promoting transparency with regard to deliberations and decisions on which public policy is based.

The Chelmsford School Committee recognizes that extenuating circumstances such as illness, physical disability, geographical distance, military service and emergencies may prevent a member from physical attendance at an open meeting and/or an executive session. Members of the Chelmsford School Committee may utilize remote participation in open meetings and executive sessions subject to the following procedures and restrictions.

- A quorum of the board/committee must be physically present at the meeting location;
- The chair must announce at the beginning of the meeting the name of the person participating remotely and the reason therefore;
- The participant and all people in attendance at the meeting must be able to hear each other, and in the use of video technology, must be able to see each other;
- Telephone, internet, or satellite enabled audio or video conferencing; or any other technology that enables the remote participant and all persons present at the meeting location to be clearly audible to one another;
- All votes taken in open or executive session must be roll call votes and recorded in the minutes.

The chair shall announce the remote participant(s), the reason for remote participation, and the means of remote participation at the beginning of the meeting. The minutes shall reflect these conditions, the beginning of remote participation, any technical difficulties, any interruption in the remote participation, and the time of interruption or disconnection of remote participation. At the Chair's discretion discussion may be suspended in the event of any technical difficulties or disconnection by the remote participation of member(s).

LEGAL REFS.: 940 CMR 29.10: Remote Participation  
M.G.L. 30A; 39:23A, 23B

Adopted: February 28, 2012.

SOURCE: Chelmsford



## **SPECIAL PROCEDURES FOR CONDUCTING HEARINGS**

In conducting all public hearings required by law, and others, as it deems advisable, the School Committee will:

1. Give due and public notice in line with statutory requirements and seek to publicize the meeting in all local media;
2. Make available printed information on the topic of the hearing;
3. Give all persons an equal opportunity to be heard in accordance with the Committee's policy.

The Chair of the Committee will preside at the hearing.

The public will be informed at the beginning of the hearing the particular procedure that will be followed in regard to questions, remarks, rebuttals, and any time limitations or other rules that must be followed to give everyone an opportunity to be heard.

In conformance with customary hearing procedures, statements and supporting information will be presented first by the Committee, or by others for the Committee; to comment, citizens must be recognized by the Chair, and all remarks must be addressed to the Chair and be germane to the topic. To assure that all who wish get a chance to speak, the Chair will recognize persons who have not commented previously during the hearing before recognizing persons who wish to remark a second time.

SOURCE: MASC

## **SCHOOL COMMITTEE POLICY DEVELOPMENT**

The School Committee will develop policies and put them in writing so that they may serve as guides for the discretionary action of those to whom it delegates authority.

The formulation and adoption of these written policies will constitute the basic method by which the School Committee will exercise its leadership in providing for the successful and efficient functioning of the school system. Through the study and evaluation of reports concerning the execution of its policies, the School Committee will exercise its control over school operation.

The School Committee accepts the definition of policy set forth by the National School Boards Association:

Policies are principles adopted by a School Committee to chart a course of action. They tell what is wanted; they may include why and how much. Policies should be broad enough to indicate a line of action to be followed by the administration in meeting day-to-day problems, yet be specific enough to give clear guidance.

The policies of the School Committee are framed, and are meant to be interpreted in terms of state law, regulations of the Massachusetts Board of Elementary and Secondary Education, and other regulatory agencies of the various levels of government.

SOURCE: MASC

## **POLICY ADOPTION**

Adoption of new policies or changing existing policies is solely the responsibility of the School Committee. Policies will be adopted and/or amended only by the affirmative vote of a majority of the members of the School Committee when such action has been scheduled on the agenda of a regular or special meeting.

To permit time for study of all policies or amendments to policies and to provide an opportunity for interested parties to react, proposed policies or amendments will be presented as an agenda item to the Committee in the following sequence:

1. Information item - distribution with agenda
2. Discussion item - reading of the proposed policy or policies; response from Superintendent; report from any advisory committee assigned responsibility in the area; Committee discussion and directions for any redrafting
3. Action item - discussion, adoption or rejection

Amendments to the policy at the action stage will not require repetition of the sequence, unless the Committee so directs.

The School Committee may dispense with the above sequence to meet emergency conditions.

Policies will be effective upon the date set by the School Committee. This date will ensure that affected persons have an opportunity to become familiar with the requirements of the new policy prior to its implementation.

The date of adoption of this manual can be found in the introduction. As individual policies are reviewed and revised, dates will be noted on individual policies.

SOURCE: MASC

## **POLICY REVISION AND REVIEW**

In an effort to keep its written policies up to date so that they can be used consistently as a basis for School Committee action and administrative decision, the Committee will review its policies on a regular basis.

The Committee will evaluate how the policies have been executed by the school staff and will weigh the results. It will rely on the school staff, students, and the community for providing evidence of the effect of the policies it has adopted.

The Superintendent is given the continuing commission of calling to the Committee's attention all policies that are out of date or for other reason appear to need revision.

The official copy and permanent public record of the district policy manual shall be the hard copy available in the Superintendent's office.

SOURCE: MASC

## **SCHOOL COMMITTEE REVIEW OF PROCEDURES**

It is expected that the Superintendent and administrative staff will need to issue procedures implementing policies of the School Committee. Many of these will be routine from year to year; others will arise in special circumstances; some will be drawn up under specific directions from the Committee.

The Committee may review the procedures developed by the Superintendent for the school system whenever they appear inconsistent with policy, goals, or objectives of the District, but it will revise or veto such procedures only when, in the Committee's judgment, they are inconsistent with policies adopted by the Committee.

The Committee will not officially approve procedures except as required by state law or in cases when strong community attitudes, or possible student or staff reaction, make it necessary or advisable for a procedure to have the Committee's advance approval.

### **Rules Pertaining to Staff and Student Conduct**

Under Massachusetts law, the Superintendent is required to publish "rules and regulations pertaining to the conduct of teachers and students which have been adopted." Codes of discipline, as well as procedures used to develop such codes, shall be filed with the Dept. of Elementary and Secondary Education for information purposes only. Standards of conduct will be included in staff and student handbooks. These handbooks will be reviewed and approved annually by the School Committee.

SOURCE: MASC

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

## **POLICY DISSEMINATION**

The Superintendent is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Committee and the regulations needed to put them into effect.

Accessibility is to extend at least to all employees of the school system, to members of the Committee, and, insofar as conveniently possible, to all persons in the community. A policy concerning a particular group or groups in the schools will be distributed to those groups prior to the policy's effective date.

All policy manuals distributed to anyone will remain the property of the Committee and will be considered as "on loan" to anyone, or any organization, in whose possession they might be at any time. They are subject to recall at any time deemed necessary for purposes of updating.

The School Committee's official policy manual will be considered a public record and will be available for inspection at the Superintendent's office. A copy will also be available on the district's website.

SOURCE: MASC

## **SUSPENSION OF POLICIES**

The operation of any section or sections of School Committee policies not established by law or contract may be temporarily suspended by a two-thirds vote of Committee members present at any regular or special meeting. Any action to suspend policy must be reviewed at the next scheduled meeting and will be so noted on the agenda for that meeting.

SOURCE: MASC

## **SCHOOL COMMITTEE – STAFF COMMUNICATIONS**

The School Committee wishes to maintain open channels of communication between itself and the staff. The basic line of communication will, however, be through the Superintendent.

### **Staff Communications to the School Committee**

All communications or reports to the Committee or any of its subcommittees from principals, supervisors, teachers, or other staff members will be submitted through the Superintendent. This procedure does not deny the right of any employee to appeal to the Committee for administrative decisions on important matters, except those matters that are outside of the Committee's legal authority, provided the Superintendent has been notified of the forthcoming appeal and that it is processed in accordance with the Committee's policy on complaints and grievances. Staff members are also reminded that Committee meetings are public meetings. As such, they provide an excellent opportunity to observe first-hand the Committee's deliberations on problems of staff concern.

### **School Committee Communications to Staff**

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the Superintendent. The Superintendent will develop appropriate methods to keep staff fully informed of the Committee's problems, concerns and actions.

### **Visits to Schools**

Individual School Committee members interested in visiting schools or classrooms will inform the Superintendent of such visits and make arrangements for visitations through the principals of the various schools. Such visits will be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes. Official visits by Committee members will be carried on only under Committee authorization.

SOURCE: MASC



## **USE OF ELECTRONIC MESSAGING BY SCHOOL COMMITTEE MEMBERS**

As elected public officials, School Committee members shall exercise caution when communicating between and among themselves via electronic messaging services including, but not limited to, electronic mail (e-mail), text messages, social media postings, internet web forums, and internet chat rooms.

Under the Open Meeting Law, deliberation by a quorum of members constitutes a meeting. Deliberation is defined as movement toward a decision including, but not limited to, the sharing of an opinion regarding business over which the Committee has supervision, control, or jurisdiction. A quorum may be arrived at sequentially using electronic messaging without knowledge and intent by the author.

School Committee members should use electronic messaging between and among members only for housekeeping purposes such as requesting or communicating agenda items, meeting times, or meeting dates. Electronic messaging should not be used to discuss Committee matters that require public discussion under the Open Meeting Law.

Under the Public Records Law, electronic messages between public officials may be considered public records. Therefore, in order to ensure compliance, the School Committee Chair, in consultation with the Superintendent of Schools, shall annually designate a member of the central office staff who shall be copied on all electronic mail correspondence between and among members of the School Committee, or the district shall provide district e-mail addresses, which are archived. These copies shall be printed and retained in the central office in the same fashion as any other School Committee records. School Committee members who do not have a computer or access to these messages shall be provided copies on a timely basis.

SOURCE: MASC July 2016

LEGAL REFS.: M.G.L.[4:7](#); [30A:18-25](#), [23B](#); [66:10](#)

## **NEW SCHOOL COMMITTEE MEMBER ORIENTATION**

In accordance with the requirements of law, each new School Committee member elected to the School Committee is required to complete, within one year of their election or appointment, at least eight hours of orientation training. This orientation shall include, but is not limited to, a review of School Finance, the Open Meeting Law, Public Records Law, Ethics/Conflict of Interest Law, Special Education Law, Collective Bargaining, School Leadership Standards and Evaluations, and the Roles and Responsibilities of School Committee Members.

The School Committee and Superintendent shall assist each new member to understand the Committee's functions, policies and procedures of the Committee as soon after election as possible. Each new member shall be given or provided direct on-line access to the following materials:

- A. A copy of the School Committee policy manual
- B. A copy of the Open Meeting Law
- C. A copy of the Ethics/Conflict of Interest Regulations
- D. A copy of the district's budget
- E. Collective bargaining agreements and contracts
- F. Student and staff handbooks

Each new member shall also receive any other materials the Chair and/or the Superintendent determine. The Chair and/or Superintendent shall also clarify policy:

- A. Arranging visits to schools or administrative offices
- B. Requesting information regarding school district operations
- C. Responding to community requests/complaints concerning staff or programs
- D. Handling confidential information
- E. An overview of the process for paying bills (warrant signing)

Whether appointed or elected, new members should be advised that they are also members of the Massachusetts Association of School Committees, Inc. (MASC) and should be encouraged to utilize the services and resources MASC provides by attending meetings or workshops specifically designed for new Committee members. Their expenses at these meetings or workshops will be reimbursed in accordance with established School Committee policy.

SOURCE: MASC July 2016

LEGAL REF.: M.G.L. [71:36A](#)

CROSS REF.: BBBA/BBBB School Committee Member Qualifications/Oath of Office

## **SCHOOL COMMITTEE CONFERENCES, CONVENTIONS, AND WORKSHOPS**

To provide continuing in-service training and development for its members, the School Committee encourages the participation of all members at appropriate School Committee conferences, workshops and conventions. However, in order to control both the investment of time and funds necessary to implement this policy, the Committee establishes these principles and procedures for its guidance:

1. The School Committee shall be made aware of School Committee conferences, conventions and workshops. The Committee will periodically decide which meetings appear to be most promising in terms of producing direct and indirect benefits to the school system.
2. Funds for participation at such meetings will be budgeted for on an annual basis. When funds are limited, the Committee will designate which of its members would be the most appropriate to participate at a given meeting.
3. Reimbursement to Committee members for their travel expenses will be in accordance with the travel reimbursement policy.
4. When a conference, convention, or workshop is not attended by the full Committee, those who do participate will be requested to share information, recommendations and materials acquired at the meeting.

SOURCE: MASC July 2016

LEGAL REF.: M.G.L. [40:5](#)

CROSS REFS.: [BID](#), School Committee Member Compensation and Expenses  
[DKC](#), Expense Reimbursements

## **SCHOOL COMMITTEE MEMBER COMPENSATION AND EXPENSES**

The School Committee shall serve without compensation, except that a member of a School Committee of a city, town, regional school district or superintendency union may be compensated for his/her services by a majority vote of the city council in a city having a Plan D or Plan E charter; in a city not having a Plan D or Plan E charter by vote of the city council, subject to the provisions of the charter of such a city; in a town by a majority vote at a town meeting; and in a regional school district or school superintendency by a majority vote of the voting member towns authorized at their respective town meetings, the amount of such compensation, in each case, to be set by the respective cities, towns or groups of towns. No member of a School Committee in any town shall be eligible to the position of teacher, or Superintendent of public schools therein, or in any union school or superintendency union or district in which his/her town participates.

Upon submitting vouchers and supporting bills for expenses incurred in carrying out specific services previously authorized by the Committee, members may be reimbursed from school funds.

Reimbursable expenses may include the cost of attendance at conferences of School Committee associations and other professional meetings or visitations when such attendance and expense payment has had prior School Committee approval.

SOURCE: MASC

LEGAL REFS.: M.G.L. 40:5; 71:52

CROSS REF.: BIBA, School Committee Conferences, Conventions, and Workshops

## **SCHOOL COMMITTEE LEGISLATIVE PROGRAM**

The School Committee, as an agent of the state, must operate within the bounds of state and federal laws affecting public education. If the Committee is to meet its responsibilities to the residents and students of this community, it must work vigorously for the passage of new laws designed to advance the cause of good schools and for the repeal or modification of existing laws that impede this cause.

To this end:

1. The Committee will keep itself informed of pending legislation and actively communicate its concerns and make its position known to elected representatives at both the state and national level.
2. The Committee will work with its legislative representatives (both state and federal), with the Massachusetts Association of School Committees, and other concerned groups in developing an annual, as well as a long-range, legislative program. One of the major objectives of the Committee's legislative program will be to seek full funding for all state and federally mandated programs.
3. The Committee will annually designate a person ~ who may or may not be a member of the Committee ~ to serve as its legislative representative. This person will be authorized to speak on the Committee's behalf with respect to legislation being considered by the Massachusetts Legislature or the United States Congress or their respective committees. In all dealings with individual elected representatives, the Legislature or Congress, the Committee's representative will be bound by the official positions taken by the School Committee.

SOURCE: MASC

## **SCHOOL COMMITTEE MEMBERSHIPS**

The Committee may maintain memberships in the national, state and regional School Committees (boards) associations and take an active part in the activities of these groups.

It may also maintain institutional memberships in other educational organizations, which the executive officer and Committee find to be of benefit to members and personnel.

The materials and benefits of institutional memberships will be distributed and used to the best advantage of the Committee and the staff.

SOURCE: MASC

## **SECTION C**

### **GENERAL SCHOOL ADMINISTRATION**

<b>CA</b>	<b>ADMINISTRATION GOALS</b>
<b>CB</b>	<b>SCHOOL SUPERINTENDENT</b>
<b>CBB</b>	<b>SUPERINTENDENT RECRUITMENT AND APPOINTMENT</b>
<b>CBD</b>	<b>SUPERINTENDENT'S CONTRACT</b>
<b>CBI</b>	<b>EVALUATION OF THE SUPERINTENDENT</b>
<b>CCB</b>	<b>LINE AND STAFF RELATIONS</b>
<b>CE</b>	<b>ADMINISTRATIVE COUNCILS, CABINETS, AND COMMITTEES</b>
<b>CH</b>	<b>POLICY IMPLEMENTATION</b>
<b>CHA</b>	<b>DEVELOPMENT OF PROCEDURES</b>
<b>CHB</b>	<b>REVIEW OF PROCEDURES</b>
<b>CHCA</b>	<b>APPROVAL OF HANDBOOKS AND DIRECTIVES</b>
<b>CHCA-E</b>	<b>APPROVAL OF HANDBOOKS AND DIRECTIVES</b>
<b>CHD</b>	<b>ADMINISTRATION IN POLICY ABSENCE</b>
<b>CL</b>	<b>ADMINISTRATIVE REPORTS</b>
<b>CM</b>	<b>SCHOOL DISTRICT ANNUAL REPORT</b>
<b>CN</b>	<b>SCHOOL DISTRICT LONG RANGE PLANNING</b>

## **ADMINISTRATION GOALS**

It is the intent of the School Committee that the District employs qualified personnel to administer the school system efficiently and to require the Superintendent to organize the administration in a manner that will make clear the functions of each position and the relationships among them.

The Superintendent will establish clear lines of communication, both vertically and horizontally, and will form any staff councils or committees needed to provide for efficient conduct of school business. In order to engage in this process in an orderly and effective fashion, each individual and group will be given particular, clear-cut responsibilities. Channels will be established so that the recommendations and decisions of each group can be heard and reviewed by the chief administrative officer concerned, and, where appropriate, by the Superintendent and School Committee.

The organization and administration of the schools will balance responsibility with commensurate authority, subject to the reserved legal powers of the School Committee. This means that a staff member, when assigned a responsibility or a position, will be given the authority to make the decisions necessary to perform the assigned tasks.

For the schools to operate effectively, each administrative officer will be responsible and accountable for making a plan of development for all staff assigned to his/her area of operation.

SOURCE: MASC



## **SCHOOL SUPERINTENDENT**

The Committee shall employ a Superintendent of Schools and fix his/her compensation. The Superintendent shall act in accordance with Mass. General Laws and shall perform such other duties consistent with this section as the Committee may determine. He/she shall also prepare such reports as may be required by the Massachusetts Department of Elementary and Secondary Education and shall submit materials for the Committee's annual report to the Selectmen in sufficient time for printing in the annual report.

SOURCE: MASC July 2016

LEGAL REFS: M.G.L. [71:59](#), [72:3](#)

## **SUPERINTENDENT RECRUITMENT AND APPOINTMENT**

By law, the appointment of a Superintendent is a function of the Chelmsford School Committee. It is the responsibility of the Chelmsford School Committee to establish the process of hiring the Superintendent.

The Chelmsford School Committee will determine the process of appointing an advisory committee, if needed, and/or the hiring of a consultant(s) or other professional services for the purposes of hiring a new superintendent.

The final selection will rest with the Chelmsford School Committee after a thorough consideration of qualified applicants.

LEGAL REF.: M.G.L.71:59

Adopted:1981.

Reviewed and revised: August 16, 2005; March 8, 2016.

Reaffirmed: July 23, 2013.

SOURCE: Chelmsford

## **SUPERINTENDENT'S CONTRACT**

The Committee, upon the appointment of a candidate to be Superintendent will enter into a written contract with the Superintendent which will meet the requirements of law and will protect the rights of both the Committee and the Superintendent. In accordance with said contract or, in the absence of specific contract language, by vote of the members, the Committee may choose to negotiate a successor contract with an incumbent Superintendent.

SOURCE: MASC July 2016

LEGAL REFS.: M.G.L. [71:41](#); [71:42](#)

**NOTE: Under the laws of the Commonwealth, the School Committee may award a contract to a Superintendent of schools for a period not to exceed six years.**

## **EVALUATION OF THE SUPERINTENDENT**

Evaluation can serve the purpose of helping educators and educational leaders continually improve their practice.

Through evaluation of the Superintendent, the School Committee will strive to accomplish the following:

1. Ensure the efforts of the Superintendent are focused on district goals and the standards of professional practice established by state regulation are met by the Superintendent.
2. Ensure all Committee members and the Superintendent are in agreement and clear on the role of the Superintendent and the immediate priorities among his/her responsibilities.
3. Provide excellence in administrative leadership of the school district.
4. Develop a respectful and productive working relationship between the School Committee and Superintendent.

The School Committee and Superintendent will periodically develop a set of performance objectives based on the needs of the school district and in keeping with state regulations for evaluation of the Superintendent. The Superintendent's performance will be reviewed in accordance with specified goals and standards. Additional objectives will be established according to the evaluation cycle agreed upon with the Superintendent.

All School Committee discussion and deliberation related to the Superintendent's performance evaluation shall be conducted in open session in accordance with the open meeting law.

SOURCE: MASC July 2016

LEGAL REF: M.G.L. 30A:18-25  
603CMR35:00

## **LINE AND STAFF RELATIONS**

The School Committee expects the Superintendent to establish clear understandings on the part of all personnel of the working relationships in the school system.

Personnel will be expected to refer matters requiring administrative action to the administrator to whom they are responsible. The administrator will refer such matters to the next higher administrative authority when necessary.

It is expected that the established lines of authority will serve most purposes. But all personnel will have the right to appeal any decision made by an administrative officer through established grievance procedures.

Additionally, lines of authority do not restrict in any way the cooperative, sensible working together of all staff members at all levels in order to develop the best possible school programs and services. The established lines of authority represent direction of authority and responsibility; when the staff is working together, the lines represent avenues for a two-way flow of ideas to improve the program and operations of the school system.

SOURCE: MASC

## **ADMINISTRATIVE COUNCILS, CABINETS, AND COMMITTEES**

The Superintendent may establish such permanent or temporary councils, cabinets and committees as he/she deems necessary for assuring staff participation in decision making, for implementing policies and procedures and for the improvement of the educational program.

Functioning in an advisory capacity, all councils, cabinets and committees created by the Superintendent may make recommendations for submission to the School Committee through the Superintendent. Such groups will exercise no inherent authority. Authority for establishing policy remains with the Committee and authority for implementing policy remains with the Superintendent.

The membership, composition and responsibilities of administrative councils, cabinets and committees will be defined by the Superintendent and may be changed at his/her discretion. However, the School Committee wishes to be kept informed of the establishment and dissolution of these groups as well as their membership and their purpose.

Expenses incurred by such groups for consultative services, materials, and any investigative travel will be paid by the school system, but only within budgetary allotments and when approved in advance by the Superintendent.

SOURCE: MASC July 2016

## **POLICY IMPLEMENTATION**

The Superintendent has responsibility for carrying out, through procedures, the policies established by the School Committee.

The policies developed by the Committee and the procedures developed to implement policy are designed to increase the effectiveness and efficiency of the school system. Consequently, it is expected that all School Committee employees and students will carry them out.

Administrators and supervisors are responsible for informing staff members in their schools, departments, or divisions of existing policies and procedures and for seeing that they are implemented in the spirit intended.

SOURCE: MASC July 2016

## **DEVELOPMENT OF PROCEDURES**

The Superintendent will be responsible for specifying required actions and designing the detailed arrangements under which the school system will be operated in accordance with School Committee policy. These detailed arrangements will be designed to implement policies, goals, and objectives of the Committee and will be one of the means by which the school system will be governed.

In the development of procedures, the Superintendent may involve at the planning stage those who would be affected by the procedures, including staff members, students, parents/guardians, and the public. He/she must weigh with care the counsel given by representatives of staff, student and community organizations. He/she will inform the Committee of such counsel in presenting pertinent reports of procedures and in presenting procedures for Committee approval.

As long as the Superintendent operates within the guidelines of policy adopted by the Committee, he/she may issue procedures without prior Committee approval unless Committee action is required by law, or the Committee has specifically asked that certain types of procedures be given Committee approval, or the Superintendent recommends Committee approval in light of strong community attitudes or probable staff reactions.

SOURCE: MASC July 2016



## **REVIEW OF PROCEDURES**

The Superintendent and administrative staff will issue procedures implementing policies of the Chelmsford School Committee. These methods of operation will be found in the Procedures/Operations Manual in the Superintendent's Office. All procedures must support the mission, goals, policies, programs, and activities of the district. Many of these will be routine from year to year; others will arise in special circumstances; some will be drawn up under specific directions from the Chelmsford School Committee.

The Chelmsford School Committee will review and approve the procedures developed by the Superintendent for the school system. It will revise or veto such procedures only when, in the committee's judgment, they are inconsistent with policies adopted by the Chelmsford School Committee. A review of the procedures manual will occur at least every five years.

It will be the responsibility of the Superintendent to see that the procedures developed to implement Committee policies and administer the school system are appropriately coded and included as procedures in the Procedures/Operations Manual.

A procedure concerning a particular group or groups in the schools will be distributed to the group(s) prior to the effective date of the procedure.

### **Rules Pertaining to Staff and Student Conduct**

Under Massachusetts' law, the School Committee is required to publish

"...rules and regulations pertaining to the conduct of teachers or students which have been adopted."

(These rules do not become effective until filed with the Commissioner of Education.)

Standards of conduct will be included in staff and student handbooks. These handbooks will be reviewed and approved annually by the Chelmsford School Committee.

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

Adopted: 1981

Reviewed and revised: August 16, 2005; March 8, 2016.

SOURCE: Chelmsford

## **APPROVAL OF HANDBOOKS AND DIRECTIVES**

The law directs that in each school building containing the grades nine to twelve, inclusive, the Principal, in consultation with the school council, shall prepare and distribute to each student a handbook setting forth the rules pertaining to conduct of students. The school council shall review the handbook each spring to consider changes in the disciplinary policy to take effect in September.

It is essential that the contents of all handbooks conform to School Committee policies. It is also important that all handbooks bearing the name of the school system or one of its schools be of a quality that reflects credit on the school department. Therefore, the Committee expects handbooks requiring approval to be approved prior to publication by the Committee and/or the Superintendent.

Committee approval will be necessary for any handbooks that pertain to required standards of conduct for employees or students so that their contents may be accorded the status of Committee-approved policy or regulation. The Superintendent will use his/her judgment as to whether other specific handbooks need Committee approval; however, all handbooks published will be made available to the Committee for informational purposes.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:37H

## **APPROVAL OF HANDBOOKS AND DIRECTIVES**

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

1. Any student who is found on school premises or at school-sponsored or school related events, including athletic games, in possession of a dangerous weapon or a controlled substance, may be subject to expulsion from school by the Principal.
2. Any student who assaults any employee of the School District may be subject to expulsion from school by the Principal.
3. Any student who is charged with a violation of either (1) or (2) above shall be notified in writing of their opportunity for a hearing, provided, however that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal. After said hearing the Principal may decide to suspend rather than expel a student.
4. Any student who has been expelled shall have the right to appeal to the Superintendent.
5. When a student is expelled under the provisions listed above and applies for admission to another school for acceptance, the Superintendent of the sending school shall notify the Superintendent of the receiving school of the reasons for the pupil's expulsion.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:37H

**ADMINISTRATION IN POLICY ABSENCE**

When action must be taken within the school system where the Committee has provided no guides for administrative action, the Superintendent will have the power to act. The Superintendent's decisions, however, will be subject to review by the Committee.

SOURCE: MASC

## **ADMINISTRATIVE REPORTS**

The School Committee will require reports from the Superintendent concerning conditions of efficiency and needs of the schools.

School building administrators will be required to keep such records and make reports as the Superintendent may direct or require.

Upon receipt of the Superintendent's reports, the Committee will take steps to appraise the effectiveness with which the schools are achieving the educational purposes of the school system.

Because statistical information often has a time value, each administrator will give careful consideration to all procedures related to reports, accounting, and general business matters that are required for the administration of the school program and will make accurate and prompt return on scheduled dates of all required statistical and other information.

SOURCE: MASC

## **SCHOOL DISTRICT ANNUAL REPORT**

An annual report covering the diversified activities of the school system and the administration's recommendations for their improvement will be prepared by the Superintendent and presented to the School Committee. Upon Committee approval, the report will be made available to the public and used as one means for informing the parents/guardians, citizens, Commissioner of Education and others of the programs and conditions of the town's public schools.

Established by law and Committee policy.

SOURCE: MASC

LEGAL REFS.: M.G.L. 72:4

## **SCHOOL DISTRICT LONG RANGE PLANNING**

A multiyear strategic plan will be presented by the Superintendent and discussed by the Chelmsford School Committee on a periodic basis. The multiyear strategic plan will include, but not be limited to, such topics as curriculum, technology, facilities, and financial data.

After acceptance by the Chelmsford School Committee, this multiyear strategic plan will be used as a foundation for making administrative and educational decisions.

Adopted: March 1999

Reviewed and revised: September 14, 2006; March 8, 2016.

Reaffirmed: July 23, 2013.

SOURCE: Chelmsford

**SECTION D**

**FISCAL MANAGEMENT**

<b>DA</b>	<b>FISCAL MANAGEMENT GOALS</b>
<b>DB</b>	<b>ANNUAL BUDGET</b>
<b>DBC</b>	<b>BUDGET PLANNING</b>
<b>DBF</b>	<b>PUBLIC HEARING ON THE BUDGET</b>
<b>DBG</b>	<b>BUDGET ADOPTION PROCEDURES</b>
<b>DBJ</b>	<b>BUDGET TRANSFER AUTHORITY</b>
<b>DD</b>	<b>FUNDING PROPOSALS AND APPLICATIONS</b>
<b>DGA</b>	<b>AUTHORIZED SIGNATURES</b>
<b>DH</b>	<b>BONDED EMPLOYEES AND OFFICERS</b>
<b>DI</b>	<b>FISCAL ACCOUNTING AND REPORTING</b>
<b>DIE</b>	<b>AUDITS</b>
<b>DJ</b>	<b>PURCHASING</b>
<b>DJA</b>	<b>PURCHASING AUTHORITY</b>
<b>DJE</b>	<b>PROCUREMENT REQUIREMENTS</b>
<b>DKC</b>	<b>EXPENSE REIMBURSEMENTS</b>



## **FISCAL MANAGEMENT GOALS**

The quantity and quality of learning programs are directly dependent on the effective, efficient management of allocated funds. It follows that achievement of the school system's purposes can best be achieved through excellent fiscal management.

As trustee of local, state, and federal funds allocated for use in public education, the Committee will fulfill its responsibility to see that these funds are used wisely for achievement of the purposes to which they are allocated.

Because of resource limitations, there is sometimes a temptation to operate so that fiscal concerns overshadow the educational program. Recognizing this, it is essential that the school system take specific action to make sure education remains central and that fiscal matters are ancillary and contribute to the educational program. This concept will be incorporated into Committee operations and into all aspects of school system management and operation.

In the school system's fiscal management, it is the Committee's intent:

1. To engage in thorough advance planning, with staff and community involvement, in order to develop budgets and to guide expenditures so as to achieve the greatest educational returns and the greatest contributions to the educational program in relation to dollars expended.
2. To establish levels of funding that will provide high quality education for the students.
3. To use the best available techniques for budget development and management.
4. To provide timely and appropriate information to all staff with fiscal management responsibilities.
5. To establish maximum efficiency procedures for accounting, reporting, business, purchasing and delivery, payroll, payment of vendors and contractors, and all other areas of fiscal management.

SOURCE: MASC

## **ANNUAL BUDGET**

The annual budget is the financial expression of the educational program of the school department, and it reflects the goals and objectives of the School Committee to meet the needs of all students.

The budget then is more than just a financial instrument and requires on the part of the Committee, the staff, and the community, an orderly and cooperative effort to ensure sound fiscal practices for achieving the educational goals and objectives of the school system.

Public school budgeting is regulated and controlled by legislation, state regulations, and local School Committee requirements. The operating budget for the school system will be prepared and presented in line with state policy and will be developed and refined in accordance with these same requirements.

The Superintendent will serve as budget officer but he/she may delegate portions of this responsibility to members of his/her staff, as he/she deems appropriate. The three general areas of responsibility for the Superintendent as budget officer will be budget preparation, budget presentation, and budget administration.

SOURCE: MASC August 2016

LEGAL REFS.: M.G.L. 71:34; 71:37 and 71:38N

## **BUDGET PLANNING**

The annual budget of the Chelmsford Public Schools expresses the financial support of the educational goals of the school system. The budget reflects the level of services that the Chelmsford School Committee plans to provide during the fiscal year. Local property taxes are the major source of income for the operation of the Chelmsford Public Schools. The Chelmsford School Committee respects the valid interests of taxpayers. The priorities in developing an annual budget will be the safety, health and education of the students and staff in our schools.

The Chelmsford School Committee may develop a "needs based" budget in addition to a "revenue based" budget. The "needs based" budget will reflect the educational objectives of the Chelmsford Public Schools. The "needs based" budget may be revised as Town resources including state revenues are identified and communicated to the Chelmsford Public Schools. The budget is dependent on local taxes, state revenue, enrollment and grants. A "revenue based" budget does not always reflect the goals and objectives of the Chelmsford School Committee. Growth of educational opportunities for students and staff are limited to budgetary allowances.

Budget decisions reflect the attitude and philosophy of those charged with the responsibility for educational decision-making. Therefore, a comprehensive budget development process shall be established to ensure that the annual operating budget accurately reflects this school system's goals and objectives. The Director of Business and Finance working cooperatively with the Superintendent and the School Committee is responsible for developing a rigorous budget process and communicating that process to the appropriate personnel.

In the budget planning process for the school system, the Chelmsford School Committee shall:

1. Engage in thorough advance planning with staff and community involvement;
2. Develop budgets and guide expenditures in a manner that will achieve the greatest educational results and maximize contributions to the educational program in relation to dollars expended;
3. Establish levels of funding that will provide high quality education for all our students;
4. Seek and implement the best available techniques for budget development and management.

The Chelmsford School Committee, the Superintendent, and the Director of Business and Finance will share responsibility for budget preparations including construction of and adherence to a budget calendar. The Chelmsford School Committee shall meet and confer with the Board of Selectmen and Finance Committee prior to and during the budget planning process to develop a coordinated and balanced budget. The Superintendent and Town Manager shall jointly develop fiscal guidelines consistent with policies adopted by the Chelmsford School Committee and Board of Selectmen. The Chelmsford School Committee will also meet periodically with the Board of Selectmen and the Finance Committee to discuss fiscal forecasts and revenue projections.

Reviewed and revised: September 22, 2008: April 4, 2012: January 26, 2016.

SOURCE: Chelmsford

## **PUBLIC HEARING ON THE BUDGET**

The Chelmsford School Committee shall hold a Public Hearing on its final proposed annual budget not less than seven days after publication of a notice in a newspaper having general circulation in Chelmsford. Prior to such Public Hearing, the Chelmsford School Committee shall make available to the public at least one copy of the proposed budget for a time period of not less than forty-eight hours before the Public Hearing at the central administration office or on the Chelmsford Public Schools website.

At the Public Hearing, all interested persons shall be given an opportunity to be heard for or against the whole or any part of the proposed budget. The Public Hearing shall be conducted by a quorum, a majority of the members, of the Chelmsford School Committee.

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

Adopted: February 20, 2008.

Reviewed: April 4, 2012.

Reviewed and revised: January 26, 2016.

SOURCE: Chelmsford

## **BUDGET ADOPTION PROCEDURES**

Authority for adoption of the final school budget lies with the citizens who comprise, and who are entitled to vote at, the town meeting. The school budget is presented as part of the total town budget for action at the annual town meeting.

Established by law and charter.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:34  
Town Charter, (See local reference)

## **BUDGET TRANSFER AUTHORITY**

In keeping with the need for periodic reconciliation of the school department's budget, the School Committee will consider requests for transfers of funds as they are recommended by the Superintendent.

The Committee wishes to be kept abreast of the need for these adjustments so that it may act promptly and expedite financial record keeping for the school system.

All requests for transfers between major accounts (Massachusetts Department of Elementary and Secondary Education Chart of Accounts defines these as the 4 digit accounts ending in 00) must be submitted to the School Committee for approval. Transfers between line items within a major account must be reported to the School Committee as part of the Director of Business and Finances' quarterly financial report at the business meetings of the School Committee.

All funds in the general account not expended by the close of the fiscal year will be returned to the municipality.

SOURCE: MASC August 2016

## **FUNDING PROPOSALS AND APPLICATIONS**

The School Committee will encourage the administration to seek and secure possible sources of state, federal, and other special funds that will enhance the educational opportunities for the children in our schools.

The Superintendent will keep informed of possible funds available to the school system under the various state and federal programs, and in what manner these funds can best be used in the school system.

The Superintendent will be responsible for seeking out and coordinating the development of proposals for all specially funded projects and for submitting the proposals to the Committee for approval.

The Superintendent is authorized to sign all funding proposals, applications, and reports for these projects and will be responsible for the proper expenditure of funds received for such projects.

SOURCE: MASC August 2016

LEGAL REFS.:       M.G.L. 44:53A  
                      P.L. 874 Impact Aid  
                      603 CMR 32:00; 34:00

## **AUTHORIZED SIGNATURES**

The Town Treasurer holds all funds designated for school department expenditure and is the only authorized disburser of payments for the school system's bills and debts. The Town Treasurer signs all checks drawn against school funds.

The School Committee shall authorize three (3) members on a rotation basis throughout the year to sign warrants. The Director of Business and Finance or his/her designee is responsible to notify School Committee members of the schedule for signing warrants.

LEGAL REF.:           M.G.L.41:41; 41:52  
                              Chelmsford Town Charter Section 6-6- Management of Town Funds

Reviewed and revised: February 20, 2008; February 9, 2016.  
Reviewed: August 7, 2012.

SOURCE: Chelmsford



**BONDED EMPLOYEES AND OFFICERS**

Each employee of the school system who is assigned the responsibility of receiving and dispensing school funds will be bonded individually or covered by a blanket bond. The Town will pay the cost of the bond.

SOURCE: MASC

LEGAL REFS.: M.G.L. 40:5

## **FISCAL ACCOUNTING AND REPORTING**

The Superintendent will be ultimately responsible for receiving and properly accounting for all funds of the school system.

The accounting system used will conform with state requirements and with good accounting practices, providing for the appropriate separation of accounts, funds, and special monies.

The School Committee will receive periodic financial statements from the Superintendent showing the financial condition of the school department. Such other financial statements as may be determined necessary by either the Committee or the administration will be presented as found desirable.

SOURCE: MASC

LEGAL REF.: 603 CMR 10:00

## **AUDITS**

An audit of the school department's accounts should be conducted annually. In addition, the Committee may request a private audit of the school system's accounts at its discretion.

The Committee will consider recommendations made by the auditor for maintaining an efficient system for recording and safeguarding the school department's assets.

SOURCE: MASC

## **PURCHASING**

The School Committee declares its intention to purchase competitively without prejudice and to seek maximum educational value for every dollar expended.

The acquisition of materials, equipment and services will be centralized in the central office of the school system.

The Superintendent or designee will serve as purchasing agent. He/she will develop and administer the purchasing program for the schools in keeping with legal requirements and with the adopted school budget.

School purchases will be made only on official purchase orders approved for issuance by the appropriate unit head and signed by the Superintendent or designee, with such exceptions as may be made by the latter for emergency purchases.

SOURCE: MASC

LEGAL REFS.: M.G.L. 7:22A; 7:22B; 30B; 71:49A

**PURCHASING AUTHORITY**

Authority for the purchase of materials, equipment, supplies, and services is extended to the Superintendent through the detailed listing of such items compiled as part of the budget-making process.

The purchase of items and services on such lists requires no further Committee approval except when by law or Committee policy the purchases or services must be put to bid.

SOURCE: MASC

LEGAL REF.: M.G.L. 30B

CROSS REF.: DJE, Bidding Requirements

## **PROCUREMENT REQUIREMENTS**

All purchases of materials and equipment and all contracts for construction or maintenance in amounts exceeding \$50,000 will be based upon competitive bidding. All purchases valued between \$10,000 and \$50,000 shall require the procurement officer to attempt to secure 3 quotes for all materials, equipment, or services. All purchases valued at less than \$10,000 shall require the use of sound business practices to secure the best quality at the best price.

An effort will be made to procure multiple bids for all purchases in excess of \$50,000. When recommending acceptance of a bid, the Superintendent will inform the School Committee, whenever possible, of the competitive price of a reasonable substitute for the item specified.

When bidding procedures are used, bids will be advertised appropriately. Suppliers will be invited to have their names placed on distribution lists to receive invitations to bid. When specifications are prepared, they will be distributed to all merchants and firms who have indicated an interest in bidding.

All bids will be submitted in sealed envelopes, addressed to the Superintendent and plainly marked with the name of the bid and the time of the bid opening. Bids will be opened in public at the time specified, and all bidders will be invited to be present.

The Committee reserves the right to reject any or all bids and to accept the bid that appears to be in the best interest of the school system. The Committee reserves the right to waive any informality in, or reject, any or all bids or any part of any bid. Any bid may be withdrawn prior to the scheduled time for the opening of the bids. Any bid received after the time and date specified will not be considered. All bids will remain firm for a period of 30 days after opening.

The bidder to whom an award is made may be required to enter into a written contract with the school system.

SOURCE: MASC February 2017

LEGAL REF.: M.G.L. [7:22A](#); [7:22B](#); [30B](#)

CROSS REF.: [DJA](#), Purchasing Authority

## **EXPENSE REIMBURSEMENTS**

Personnel and school department officials who incur expenses in carrying out their authorized duties will be reimbursed by the school department upon submission of a properly completed and approved voucher and any supporting receipts required by the Superintendent.

When official travel by a personally owned vehicle is authorized, mileage payment will generally be made at the rate regularly approved by the IRS.

To the extent budgeted for such purposes in the school budget, approval of travel requests by School Committee members must have prior approval of the School Committee. Staff travel requests within budgetary limits may be approved by the Superintendent. Staff travel requests that exceed budgetary limits will require the approval of the School Committee and the identification of funding sources by administration. Each request will be judged on the basis of its benefit to the school district.

SOURCE: MASC August 2016

LEGAL REFS.: M.G.L. 40:5; 44:58

**SECTION E**  
**SUPPORT SERVICES**

<b>EB</b>	<b>SAFETY PROGRAM</b>
<b>EBAB</b>	<b>PEST MANAGEMENT</b>
<b>EBB</b>	<b>FIRST AID</b>
<b>EBC</b>	<b>EMERGENCY PLANS</b>
<b>EBCD</b>	<b>EMERGENCY CLOSINGS</b>
<b>EC</b>	<b>BUILDINGS AND GROUNDS MANAGEMENT</b>
<b>ECA</b>	<b>BUILDINGS AND GROUNDS SECURITY</b>
<b>ECAC</b>	<b>VANDALISM</b>
<b>ECAF</b>	<b>SECURITY CAMERAS IN SCHOOLS</b>
<b>EDB</b>	<b>MAINTENANCE AND CONTROL OF MATERIALS</b>
<b>EDC</b>	<b>AUTHORIZED USE OF SCHOOL-OWNED MATERIALS</b>
<b>EDE</b>	<b>RECYCLING</b>
<b>EEA</b>	<b>STUDENT TRANSPORTATION SERVICES</b>
<b>EEAA</b>	<b>WALKERS AND RIDERS</b>
<b>EEAE</b>	<b>SCHOOL BUS SAFETY PROGRAM</b>
<b>EEAEA</b>	<b>BUS DRIVER EXAMINATION AND TRAINING</b>
<b>EEAEA-1</b>	<b>DRUG AND ALCOHOL TESTING FOR SCHOOL BUS AND COMMERCIAL VEHICLE DRIVERS</b>
<b>EEAEC</b>	<b>STUDENT CONDUCT ON SCHOOL BUSES</b>
<b>EEAG</b>	<b>STUDENT TRANSPORTATION IN PRIVATE VEHICLES</b>
<b>EEAJ</b>	<b>MOTOR VEHICLE IDLING ON SCHOOL GROUNDS</b>
<b>EF</b>	<b>FOOD SERVICES MANAGEMENT</b>
<b>EFC</b>	<b>FREE AND REDUCED PRICE FOOD SERVICES</b>
<b>EFD</b>	<b>MEAL CHARGE POLICY</b>



## **SAFETY PROGRAM**

Accidents are undesirable, unplanned occurrences that can result in tragic consequences – bodily harm, loss of school time, property damage, legal action, and even fatality. The School Committee will guard against such occurrences by taking precautions to protect the safety of all students, employees, visitors and others present on school property or at school-sponsored events.

The Committee will comply with safety requirements established by governmental authorities and will insist that its staff adhere to recommended safety practices as these pertain, for example, to the school plant, special areas of instruction, student transportation, school sports and occupational safety.

The practice of safety will also be considered a facet of the instructional program of the schools. Instruction will include accident prevention as well as fire prevention, emergency procedures, traffic, bicycle, and pedestrian safety.

The Superintendent will have overall responsibility for the safety program of the school system. It will be the responsibility of the Superintendent to see that appropriate staff members are kept informed of current state and local requirements relating to fire prevention, civil defense, sanitation, public health, and occupational safety.

Efforts directed toward the prevention of accidents will succeed only to the degree that all staff members recognize that preventing accidents is a daily operational responsibility.

SOURCE: MASC August 2016

LEGAL REF.: M.G.L. 71:55C  
603 CMR 36:00

CROSS REFS.: EEAE, School Bus Safety Program  
GBGB, Staff Personal Security and Safety  
IHAM, Health Education  
JLI, Student Safety

## **PEST MANAGEMENT**

The Chelmsford Public Schools are committed to providing a safe and properly maintained environment for all staff, students and visitors. To achieve this end, the School District will implement integrated pest management procedures for its buildings and grounds.

The integrated pest management procedures shall include implementation of appropriate prevention and control strategies, notification of certain pesticide and herbicide uses, record keeping, education and evaluation.

Integrated pest management procedures will determine when to control pests and what method of control to choose. Strategies for managing pest populations will be influenced by the pest species, location and whether and at what population level its presence poses a threat to people, property or the environment. The full range of action alternatives, including no action, will always be considered.

### **I. OVERVIEW AND GOALS**

- A. The Director of Operations and Maintenance shall develop and implement an integrated pest management program.
- B. An integrated pest management program is a pest control approach that emphasizes using a balanced combination of tactics (cultural, mechanical, biological, and chemical) to reduce pests to a tolerable level while using pesticides and herbicides as a last resort to minimize health, environmental and economic risks.
- C. Pesticides and herbicides will be used only as a last resort, based on a review of all other available options.
- D. The integrated pest management program shall strive to:
  - 1. Reduce any potential human health hazard;
  - 2. Reduce loss or damage to school structures or property;
  - 3. Minimize the risk of pests from spreading in the community;
  - 4. Enhance the quality of facility use for school and community;
  - 5. Minimize health, environmental and economic risks.

### **II. RESTRICTIONS ON USE OF PESTICIDES AND HERBICIDES**

- A. When pesticides or herbicides are used, they must be classified as an EPA Category III or IV. Application of any pesticide or herbicide may be performed only by certified applicators.
- B. Application of pesticides and herbicides may only be accomplished during a school break or when the building will be clear of students for at least 48 hours.

### III. NOTIFICATION OF PESTICIDE AND HERBICIDE USE

- A. When pesticides or herbicides are used outdoors, notice of their use will be provided to parent/guardians, staff and students and will also be posted in a common area.
- B. When pesticides and herbicides are used in a building, the site will provide a 48-hour pre-notification in the form of posting the product name, purpose, application date, time and method and the Material Safety Data Sheet on all entrance doors. A contact person will also be listed.
- C. In the event of an EPA registered pesticide or herbicide application in or around a building site during the school year or summer session, a notice (including the product name, purpose, contact person, and application date, time and method), will be sent home in writing with students in the affected building at least 5 days prior to application.

### IV. RECORD-KEEPING

- A. The District will keep a record of pesticides and herbicides used, amounts and locations of treatments and will keep any Material Safety Data Sheets, product labels and manufacturer information on ingredients related to the application of the pesticides or herbicides.
- B. All records of pesticides and herbicides used and correspondence will be available for public review upon notice and during normal school hours.

### V. STAFF RESPONSIBILITIES AND EDUCATION

- A. Designated staff (School Nutrition, Buildings and Grounds, etc.) will participate in sanitation and pest exclusion procedure appropriate to their roles. For example: keeping doors closed, repairing cracks, removing food waste within 12 hours, keeping lids on garbage receptacles and keeping vegetation properly cut.
- B. Ongoing education of all appropriate District staff will be a priority to ensure a safe and clean environment.

SOURCE: MASC

LEGAL REF.: M.G.L. 71:68; 132B

## **FIRST AID**

The district attempts to provide a safe environment. If an accident or sudden illness occurs, school personnel will administer first aid and, if warranted, call emergency medical services. In the case of illness that may include an infectious disease the school physician shall be notified in accordance with the law.

First aid is defined as the immediate and temporary care given in case of an accident or sudden illness, which enables the child to be taken safely home or to a physician. It does not include diagnosis or treatment. Any care beyond first aid will not be given.

At each school, procedures will be developed for the proper handling of an injury to, or sudden illness of, a child or staff member. These will be made known to the staff and will incorporate the following requirements:

1. The school nurse or another trained person will be responsible for administering first aid.
2. When the nature of an illness or an injury appears in any way serious, every effort will be made to contact the parent and/or family physician immediately.
3. In extreme emergencies, the school nurse, school physician or Principal may make arrangements for immediate transport to a hospital of injured or ill students, contacting parent or guardian in advance if at all possible.
4. The teacher or other staff member to whom a child is responsible at the time an accident occurs will make out a report on an official form providing details about the accident. This will be required for every accident for which first aid is given.
5. All accidents to students and staff members will be reported as soon as possible to the Superintendent and, if the Superintendent deems appropriate, to the School Committee.

SOURCE: MASC August 2016

LEGAL REFS.: M.G.L. 71:55A; 71:56

CROSS REF.: JLC, Student Health Services and Requirements

## EMERGENCY PLANS

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff; it also strengthens the morale of all concerned to know that plans exist and that students and staff have been trained in carrying out the plans.

The Superintendent will develop and maintain plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, and natural disasters.

The Superintendent shall develop, in consultation with school nurses, school physicians, athletic coaches, trainers, and local police, fire and emergency personnel, an Emergency Medical Response Plan for each school in the district. Each Plan shall include:

1. A method establishing a rapid communications system linking all parts of the school campus, including outdoor facilities, to local Emergency Medical Services along with protocols to clarify when EMS and other emergency contacts will be called.
2. A determination of EMS response times to any location on the campus.
3. A list of relevant contacts with telephone numbers and a protocol indicating when each person shall be called, including names of experts to help with post-event support.
4. A method to efficiently direct EMS personnel to any location on campus, including the location of available rescue equipment.
5. Safety precautions to prevent injuries in classrooms and on the school campus.
6. A method of providing access to training in CPR and first aid for teachers, athletic coaches, trainers, and other school staff which may include CPR training for high school students; provided that School Committees may opt out of instruction in CPR pursuant to Section 1 of Chapter 71.
7. In the event the school possesses Automated External Defibrillators (AEDs), the location of all available AEDs, whether the location is fixed or portable, and a list of personnel trained in its use.

The Superintendent shall annually review the response sequence with local police and fire officials. Plans shall be submitted to local police and fire officials and the DESE at least every 3 years by September 1 or when changes occur. Plans must be updated in the case of new construction or other physical changes to the school campus.

Building Principals will meet all requirements for conducting fire drills and Emergency Response drills (at least once per year) to give students practice in moving with orderly dispatch to designated areas under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation.

SOURCE: MASC August 2015

LEGAL REF: M.G.L. 69:8A  
Section 363 of Chapter 159 of the Acts of 2000

CROSS REF.: EBCD, Emergency Closings  
JL, Student Welfare  
JLC, Student Health Services and Requirements

## EMERGENCY CLOSINGS

The Superintendent may close the schools or dismiss them early in the event of hazardous weather or other emergencies that threaten the health or safety of students and personnel. While it may be prudent, under certain circumstances, to excuse all students from attending school, to delay the opening hour or to dismiss students early, the Superintendent has the responsibility to see that as much of the administrative, supervisory and operational activity is continued as may be possible. Therefore, if conditions affect only a single school, only that school will be closed.

In making the decision to close schools, the Superintendent will consider many factors, including the following principal ones relating to the fundamental concern for the safety and health of the children:

1. Weather conditions, both existing and predicted.
2. Driving, traffic, and parking conditions affecting public and private transportation facilities.
3. Actual occurrence or imminent possibility of any emergency condition that would make the operation of schools difficult or dangerous.
4. Inability of teaching personnel to report for duty, which might result in inadequate supervision of students.

The Superintendent will weigh these factors and take action to close the schools only after consultation with public works and public safety authorities and with school officials from neighboring towns. Students, parents and staff will be informed early in each school year of the procedures that will be used to notify them in case of emergency closings. When schools are closed for emergency reasons, staff members will comply with School Committee policy in reporting for work.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:4; 71:4A

## **BUILDINGS AND GROUNDS MANAGEMENT**

While the care, custody and safekeeping of all school real estate is the responsibility of the Town, each Principal shall have general authority over their building and surrounding grounds.

The Director of Business and Finance or designee, under the direction of the Superintendent, shall establish procedures for custodial services in regard to the condition, upkeep, and general/necessary repairs to all school buildings and related surroundings. Custodians, principals, parents, and other volunteers may paint with the approval of the Director of Business and Finance.

The Department of Public Works shall be responsible for maintaining and repairing the electrical, plumbing, HVAC (heating, ventilation, air conditioning), flooring and roofing systems, related grounds, recreational areas, and providing any necessary painting or carpentry in all school buildings through appropriations from Town Meeting. If there is a facilities' project that the Superintendent and/or his/her designee or the Chelmsford School Committee desires or sees a need for, they will work with the Department of Public Works and/or the Town Manager.

The Director of Public Works functions under the operational control of the Town Manager with input and direction from the Superintendent and/or Director of Business and Finance on matters involving school buildings under the jurisdiction of the Chelmsford School Committee.

LEGAL REF.:           M.G.L. 71:68 Duty of Towns to Maintain Schools  
                          Chelmsford Town Charter: Section 4-3: paragraph "h"  
                          (Ratified at 2006 Fall Annual Town Meeting and at the 2007 Annual Town  
                          Election)

Adopted: February 20, 2008.

Reviewed and revised: September 4, 2012; March 8, 2016.

SOURCE: Chelmsford

## **BUILDINGS AND GROUNDS SECURITY**

Public school buildings and grounds are one of the greatest investments of the Town. It is deemed in the best interest of the school department and town to protect the investment adequately.

Security should mean not only maintenance of a secure (locked) building, but protection from fire hazards and faulty equipment, and safe practices in the use of electrical, plumbing, and heating equipment. The Committee expects close cooperation with fire and law enforcement departments and with insurance company inspectors.

Access to school buildings and grounds outside of regular school hours will be limited to personnel whose work requires it. An adequate key control system will be established, which will limit access to buildings to authorized personnel and will safeguard against the chance of entrance to buildings by unauthorized persons.

Funds and valuable records will be kept in a safe place and under lock and key.

Protective devices designed to be used as safeguards against illegal entry and vandalism will be installed when appropriate to the individual situation. Employment of security personnel may be approved in situations where special risks are involved.

SOURCE: MASC August 2016



## **VANDALISM**

The School Committee recognizes that acts of vandalism committed against public and private property are costly and require positive action through educational programs. Consequently, the Committee will support various programs aimed at reducing the amount of vandalism.

Every citizen of the town, staff members, students, and members of the police department are urged by the School Committee to cooperate in reporting any incidents of vandalism to property under control of the school department, and the name(s) of the person or persons believed to be responsible. Each employee will report to the Principal of the school every incident of vandalism known to him/her and, if known, the names of those responsible.

The Superintendent is authorized to sign a criminal complaint and to press charges against perpetrators of vandalism against school property, and is further authorized to delegate, as he/she sees fit, authority to sign such complaints and to press charges.

Parents and students will be made aware of the legal implications involved. Reimbursement will be sought for all or part of any damages.

SOURCE: MASC

## **SECURITY CAMERAS IN SCHOOLS**

The School Committee works to maintain a safe and secure environment for its students, staff, visitors, and facilities. Security means more than having locks and making certain that doors are locked at the proper times. Security also means minimizing fire hazards, reducing the possibility of faulty equipment, keeping records and valuables in a safe place, protection against vandalism and burglary, the prosecution of vandals, and developing crisis plans.

School facilities and their contents, constitute one of the greatest investments of the community. The School Committee believes it to be in the best interest of students and taxpayers for the district to exert every reasonable means to protect the investment adequately.

In pursuit of this objective, the School Committee authorizes the use of security cameras in school district buildings and on its property to ensure the health, welfare and safety of all students, staff and visitors, to deter theft, vandalism and other negative behavior, to safeguard district buildings, grounds and equipment, and to monitor unauthorized individuals in or on school property. Security cameras may be used in locations as deemed appropriate by the Superintendent of Schools in consultation with school officials as well as local law enforcement and emergency response agencies. They may be used in any area, inside or outside of school buildings where there is no reasonable expectation of privacy.

The district shall notify students and staff through student and employee handbooks and appropriate signage that security cameras have been installed and may be used at any time. Students or staff identified on security cameras in violation of School Committee policies will be subject to disciplinary action.

The Superintendent shall ensure that proper procedures are in place and are followed regarding use, viewing, disclosure, retention, disposal and security of video recordings or photographs from security cameras in accordance with applicable laws and regulations. A video recording used for security purposes in school district buildings and/or on school property shall be the sole property of the school district. All video recordings will be stored in their original format and secured to avoid tampering and to ensure confidentiality in accordance with applicable laws and regulations. Access to video recordings from security cameras shall be limited to school administrators (Superintendent/designee and School Principal/designee). Law enforcement and emergency response officials shall be granted access to video recordings or the security system after giving prior notice to the Superintendent/designee.

The Superintendent may, from time to time, issue further guidance that is consistent with current laws and this policy.

SOURCE: MASC

Adopted: August 2015

## **MAINTENANCE AND CONTROL OF MATERIALS**

District Administration shall ensure that property records are kept on all textbooks, materials, supplies, and equipment owned by the Chelmsford Public Schools.

Records shall include records of the issuance of such items to various schools, records of issuance within each school to individual teachers, and teacher records of issuance to students.

Schools, staff members, and students shall be held responsible for items that have been issued for their use.

All school-owned equipment for extracurricular activities, including but not limited to musical instruments and band uniforms, shall be issued at the beginning of each season and returned at the end of each season and complete records shall be kept on all such equipment.

Teachers shall at least once a year make a careful inspection of textbooks and permanent supplies in use by students. Teachers may impose fines for damages resulting from carelessness or loss by students. No fines shall be imposed without the approval of the Curriculum Coordinator/ Department Head and the Building Principal.

Special care must be taken to store audio/visual equipment, portable computers, musical instruments, and like equipment during off hours, vacation periods, and summer months. Locked storage for these items of equipment shall be provided in each building. All equipment should be carefully stored in a dry, safe, secure place in order not to invite damage, theft, or vandalism.

Reviewed and revised: September 22, 2008; March 8, 2016.

SOURCE: Chelmsford

## **AUTHORIZED USE OF SCHOOL-OWNED MATERIALS**

The School Committee wishes to be of assistance, whenever possible, to other town departments and community organizations. Therefore, permission to use school equipment may be granted by the Superintendent upon request by responsible parties or organizations.

School equipment may be utilized by staff when the use is related to their school employment, and by students when the equipment is to be used in connection with their studies or extracurricular activities.

Proper controls will be established by the Superintendent to assure the user's responsibility for, and return of, all school equipment.

SOURCE: MASC August 2016

## **RECYCLING**

The Chelmsford School Committee recognizes our responsibility to make our students and staff aware of the importance of recycling materials whenever possible to conserve the world's limited resources and conserve energy while exercising sound financial practices.

To this end, all Chelmsford Public Schools will work to recycle materials that would otherwise become waste, including paper, cardboard, bottles and cans, throughout the school buildings and grounds, in support of the Massachusetts Department of Environmental Protection's waste ban, which prohibits disposal of recyclable paper, cardboard, and paperboard; glass and metal containers; and single-resin, narrow-necked plastics.

Implementation of this policy is the responsibility of the Chelmsford Public Schools staff and students working with Town of Chelmsford personnel and any outside contractors as necessary. Success in reducing waste through recycling is based on the cooperation of all the members of the school community.

In order to ensure success in the district's recycling efforts, the following measures shall be adopted:

1. All Chelmsford Public School personnel, including contractual partners, shall support recycling efforts throughout the schools.
2. A system documenting recycling amounts will be created and implemented by the Town of Chelmsford Recycling and Solid Waste Coordinator and an annual report shall be provided to the Chelmsford School Committee by the Coordinator.
3. Teachers may include educational lessons on recycling in the curriculum where appropriate.

LEGAL REF.: 310 CMR 19.017: Waste Bans

Adopted: January 5, 2016

SOURCE: Chelmsford

## **STUDENT TRANSPORTATION SERVICES**

The Chelmsford School Committee has been given its mandate for providing student transportation by action of the voters at a special town meeting and by Massachusetts General Laws.

It is the expressed wish of the Town to:

- Operate its school transportation system as efficiently and economically as possible;
- To maintain conditions on the buses that are in the best interests of the students from mental, moral, and physical viewpoints, or act in relation thereto.

The school system's regular education transportation services will be contracted with a bus company (or companies) chosen on the basis of competitive bidding conducted by the Chelmsford School Committee in accordance with state law and regulations for student transportation. The Superintendent or designee, working with the bus contractor and appropriate administrators, will establish schedules, routes, safety and conduct rules, and other procedures relative to student transportation.

The Chelmsford School Committee reserves the right to charge bus fees. Bus fees may be based on the cost of transportation, and participation shall be determined by distance from the student's respective school. The fee process will be recommended to the Chelmsford School Committee by the Superintendent and the Director of Business and Finance for approval.

The Director of Business and Finance shall present an annual report concerning the bus transportation fee program to the Chelmsford School Committee. The Chelmsford School Committee may request periodic updates from the Director of Business and Finance related to the transportation program.

Special Education Transportation contracts are managed according to Massachusetts General Laws.

LEGAL REF.: M.G.L. 71: 7A; 71:8

Reviewed and revised: September 22, 2006; October 2, 2012; March 8, 2016.

SOURCE: Chelmsford

## **WALKERS AND RIDERS**

It is the policy of the Chelmsford School Committee to provide transportation to those pupils whose health, distance from school, or safety makes this service essential. In establishing the policy, the Chelmsford School Committee will:

1. As a minimum, provide daily transportation to all students who meet the requirements defined in the Massachusetts General Laws.
2. Adjust distances depending upon the accessibility of the roadway to standard passenger school buses.
3. Provide buses which shall contain adequate seating accommodations for each passenger transported therein.
4. Endeavor to provide the safest possible school bus transportation and student walking program.

The school system will provide transportation in line with these principles.

### **Walkers**

The Chelmsford School Committee will work in conjunction with the Town to create a safe walking environment for students.

LEGAL REFS.:       M.G.L. Chapter 71: Section 68  
                          M.G.L. Chapter 71: Section 7A and 7B

Reviewed and revised: September 22, 2008, October 2, 2012.  
Reaffirmed: March 8, 2016.

SOURCE: Chelmsford

## **SCHOOL BUS SAFETY PROGRAM**

The safety and welfare of student riders will be the first consideration in all matters pertaining to transportation. Safety precautions will include the following:

1. Children will be instructed as to the proper procedure for boarding and exiting from a school bus and in proper and safe conduct while aboard.
2. Emergency evacuation drills will be conducted at least twice a year to acquaint student riders with procedures in emergency situations.
3. All vehicles used to transport children will be inspected periodically for conformance with state and federal safety requirements.
4. Classroom instruction on school bus safety will be provided.

SOURCE: MASC

LEGAL REFS.: M.G.L. 90:7b as amended by Ch. 246 Acts of 1986  
M.G.L. 90:1 et seq.; 713:2; 713:7L  
Highway Safety Program Standard No. 17



## **BUS DRIVER EXAMINATION AND TRAINING**

The School Committee will reserve the right to approve or disapprove persons employed by the bus contractor to drive school transportation vehicles.

1. Courteous and careful drivers will be required.
2. Each driver will file with school officials a medical certificate.
3. Only persons who are properly licensed by the state and have completed the driver-training program will be permitted to drive school buses.
4. The contractor will furnish the School Committee with a list of names of drivers and their safety records for the last three years.
5. The contractor will notify school officials as soon as possible of any change of bus drivers.

SOURCE: MASC August 2016

LEGAL REFS.: M.G.L. 90:7B; 90:8A; 90:8A ½

**DRUG AND ALCOHOL TESTING FOR SCHOOL BUS  
AND COMMERCIAL VEHICLE DRIVERS**

The District shall adhere to federal law and Department of Transportation regulations requiring a drug and alcohol-testing program for school bus drivers and commercial vehicle drivers. Such testing will be conducted for five different situations: pre-employment, randomly, following an accident, following an authorization to return to duty, and upon reasonable suspicion that a driver is under the influence of alcohol or using drugs.

The District will comply with Department of Transportation protocols regarding the collection and testing necessary to establish whether alcohol or drugs are present in the driver's system, and regulations will be established for the steps to be taken in the event that test results are positive.

This program shall comply with the requirements of Federal law and regulations. The Superintendent or designees shall adopt and enact procedures consistent with the federal regulations, defining the circumstances and procedures for testing.

SOURCE: MASC August 2016

LEGAL REFS.: 49 U.S.C. sec. 2717 et seq. (Omnibus Transportation Employee Testing Act of 1991)  
49 C.F.R. Part 40 Procedures for Transportation Workplace and Drug and Alcohol  
Testing Programs  
49C.F.R. Part 382 Controlled Substance and Alcohol Use and Testing  
49 C.F.R. Part 391 Qualification of Drivers

## **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 TRANSPORTATION IN PRIVATE VEHICLES**

School buses will be used for the transportation of students participating in co-curricular or extracurricular activities. However, when buses are not available, private vehicles may be permitted to transport students to or from school activities that fall within the academic day or extend the school day provided all of the following conditions are met:

1. The activity has the approval of the Superintendent of Schools.
2. The owner of the vehicle being used in transporting students must file evidence with the Superintendent of personal liability insurance coverage on the vehicle in the amounts of \$100,000 - \$300,000 or more.
3. The parents of students to be transported in this manner will be fully informed as to this means of transportation and will sign a statement to this effect.

SOURCE: MASC

## **MOTOR VEHICLE IDLING ON SCHOOL GROUNDS**

No motor vehicle operator shall cause or allow any motor vehicle operated by him or her on school grounds to idle unnecessarily, except for any of the following reasons: traffic conditions; queuing at a school for the purpose of picking up or discharging students; turbo-charged diesel engine cool down or warm up; maintenance of appropriate temperature for school buses when accepting or discharging passengers not to exceed three minutes in any fifteen minute period or one minute in any fifteen minute period for other motor vehicles; for circumstances involving safety or emergencies and for servicing or repairing motor vehicles; and as these exceptions are more completely described in the below referenced regulations. The term "school grounds" shall mean in, on or within 100 feet of the real property of the school whether or not it is in session, and shall include any athletic field or facility and any playground used for school purposes or functions which is owned by the municipality or school district, regardless of proximity to a school building, as well as any parking lot appurtenant to such school athletic field, facility or playground. Reasonable efforts shall be made by the district to identify by signage all known and actual air intake systems, which may be within 100 feet of an idling motor vehicle. A motor vehicle operator shall not idle a motor within 100 feet of such air intake system, unless the Chelmsford School District has determined that alternative locations block traffic, impair student safety or are not cost effective.

The Chelmsford School District shall erect and maintain in a conspicuous location on school grounds "NO IDLING" signage as described below. All such signage shall contain appropriate sized font so as to be visible from a distance of 50 feet.

**NO IDLING  
PENALTIES OF \$100 FOR FIRST OFFENSE AND \$500  
FOR SECOND AND SUBSEQUENT OFFENSES  
M.G.L. C. 90, § 16B AND 540 CMR 27.00**

It shall be the responsibility of the school administration to ensure that each school bus driver employed by the Chelmsford Public School District and not by a school bus contractor shall, upon employment and at least once per year thereafter, sign a document acknowledging the receipt of copies of M.G.L. c. 90, § 16B and 540 CMR 27.00. The prohibitions contained in M.G.L. c. 90, § 16B shall be enforced by state or local law enforcement agencies.

LEGAL REFS.: M.G.L. c. 71:37H, c. 90:16B and 540 CMR 27.00

SOURCE: MASC 2010

## **FOOD SERVICES MANAGEMENT**

The Chelmsford School Committee intends to make good nutrition available to students as an integral part of the learning process. The school lunch program shall be operated within the guidelines established for participants in the National School Lunch Program, state law, and regulations established by the Massachusetts Commissioner of Education.

The schools will provide food service for students and staff under the direction of the Director of Business and Finance in association with the Director of School Nutrition. By efficient use of workers' time and skills, by careful purchasing of supplies, and by supplementing with government commodities when available, the lunch program will be operated as efficiently as possible, while also adhering to the requirements for nutritional standards and food service delivery as referenced below.

The rates to be paid by students and employees shall be established annually by the Chelmsford School Committee on the recommendation of the Director of Business and Finance or designee.

LEGAL REFS.:       M.G.L. 69:1c- Requirements for Nutritional Standards and Food Services in Public Schools  
M.G.L. 71:72 - Sale of Lunches  
M.G.L. Chapter 7 Section 238: Preference for products grown in or produced from products grown in commonwealth.  
M.G.L. c. 111, § 223: Nutritional standards for sale or provision of foods or beverages in public schools; school wellness advisory committees; food safety inspections at public schools.  
CHAPTER 19A DEPARTMENT OF ELDER AFFAIRS: Section 37 Hot lunch program; incorporation into school lunch program. Healthy, Hunger-Free Kids Act  
Public Law 111-296  
Public Law 108-265 (2004) Reauthorization Memoranda and Reauthorization Regulations  
Richard 8. Russell National School Lunch Act Child Nutrition Act of 1966

Reviewed and revised: July 22, 2008; October 2, 2012; October 6, 2015.

SOURCE: Chelmsford

## **FREE AND REDUCED PRICE FOOD SERVICES**

The school system will take part in the National School Lunch Program and other food programs that may become available to assure that all children in the schools receive proper nourishment.

In accordance with guidelines for participation in these programs, and in accordance with the wishes of the Committee, no child who a teacher believes is improperly nourished will be denied a free lunch or other food simply because proper application has not been received from his/her parents or guardians.

As required by state and federal regulations, the School Committee approves this policy statement pertaining to eligibility for free milk, free meals, and reduced price meals.

SOURCE: MASC August 2016

LEGAL REFS.: National School Lunch Act, as amended (42 USC 1751-1760)  
Child Nutrition Act of 1966  
P.L. 89-642, 80 Stat. 885, as amended  
M.G.L. 15:1G; 15:1L; 69:1C; 71:72

## **MEAL CHARGE POLICY**

The School Committee is committed to providing students with healthy, nutritious meals each day so they can focus on school work, while also maintaining the financial integrity of meal programs and minimizing any impact on students with meal charges. However, unpaid meal charges place a large financial burden on the school district, as school nutrition services is a self-supporting entity within the district. The purpose of this policy is to ensure compliance with federal reporting requirements of the USDA Child Nutrition Program, as well as provide oversight and accountability for the collection of outstanding student meal balances.

The provisions of this policy pertain to regular priced school meals only. The School Committee will provide a regular meal to students who forget or lose their lunch money.

### **Meal Charges and Balances**

Students will pay for meals at the regular rate approved by the School Committee and for their meal status (regular, reduced-price, or free) each day. Payment options will be delineated in student handbooks and provided to parents of incoming students. After the balance reaches zero and enters the negative, students will not be allowed to purchase a la carte items including but not limited to a second entrée, snack, ice cream, or an additional beverage. The student will still be allowed to take a meal, and that meal will continue to be charged to the account at the standard lunch rate based on their meal status. The parent/guardian is responsible for any meal charges incurred. If there is a financial hardship, a parent/guardian should contact school nutrition services directly to discuss payment options such as an individualized repayment plan.

### **Payments**

Parents/Guardians are responsible for all meal payments to the school nutrition program. Notices of low or deficit balances will be sent directly to parent/guardians via e-mail or regular postal mail at regular intervals during the school year. At no time shall any staff member give payment notices to students unless that student is known to be an emancipated minor who is fully responsible for themselves or over the age of 18. If parent/guardians have issues with student purchases they should contact school nutrition services for assistance.

Parents/Guardians may pay for meals in advance. Further details are available on the school district website and in student handbooks. Funds should be maintained in accounts to minimize the possibility that a child may be without meal money on any given day. Any remaining funds for a particular student, whether positive or negative, will be carried over to the next school year.

All school cafeterias possess computerized point of sale/cash register systems that maintain records of all monies deposited and spent for each student and those records are available to parents by setting up an on-line account (see student handbooks for more details) or by speaking with the Director of Nutrition Services.



The point of sale system is designed to prevent direct identification of a students' meal status. Parents will receive automated low-balance e-mails or mailed notices regularly, if applicable. If notices do not result in payment, parents may receive a phone call from school nutrition services.

### **Refunds**

Refunds for withdrawn and/or graduating students require a written request (e-mail, postal, or in-person) for a refund of any money remaining in their account to be submitted. Graduating students also have the option to transfer funds to a sibling's account or to donate to a student in need with a written request.

### **Delinquent Accounts/Collections**

Failure to maintain up to date accounts may result in a delay of a student's extra-curricular school services, especially those that are fee based. Graduating seniors may lose the ability to participate in certain graduation related activities.

The Superintendent shall ensure that there are appropriate and effective collection procedures and internal controls within the school district's business office that meet the requirements of law.

If a student is without meal money on a consistent basis, the administration may investigate the situation more closely and take further action as needed. If financial hardship exists, parents and families are encouraged to apply for free or reduced priced lunches for their child. Each school handbook shall contain detailed instructions for parental assistance.

### **Policy Communications**

This policy shall be communicated to all staff and families at the beginning of each school year and to families transferring to the district during the year.

LEGAL REFS: MGL 71:72; USDA School Meal Program Guidelines May 2017

CROSS REFS: JQ, Student Fees, Fines & Charges

SOURCE: MASC February 2018

**SECTION F**

**FACILITIES DEVELOPMENT**

- FA FACILITIES DEVELOPMENT GOALS**
- FCB RETIREMENT OF FACILITIES**
- FF NAMING OF BUILDINGS AND GROUNDS**
- FFA MEMORIALS**

## **FACILITIES DEVELOPMENT GOALS**

The School Committee believes that educational programs are influenced greatly by the environment in which they function. The development of a quality educational program and of school facilities that help implement that program must go hand in hand.

Therefore, it is the Committee's goal to provide the facilities needed for the number and educational requirements of students in the school system and to provide the kind of facilities that will best support the educational program. To best use local resources, it is the Committee's intent, wherever possible, to partner with the Massachusetts School Building Authority.

Recognizing that school facilities are long-term community investments, the Committee will develop projects that reflect cost-effective designs, are consistent with good engineering practice, and use high quality construction, with attention to current and future technological practices for students, faculty, and school staff. Sites will be chosen to meet the educational need, maximize the use of any available community resources, and minimize any possible adverse education, environmental, social, or economic impacts on the community.

SOURCE: MASC August 2016

LEGAL REFS:       M.G.L. 70B  
                      963 CMR 2.00

## **RETIREMENT OF FACILITIES**

When a school building becomes inadequate by virtue of age, condition, size of site, lack of need, or other overriding limitations, and cannot reasonably and economically be brought up to the current educational standards, the building should be considered for a comprehensive closing study. The Superintendent will recommend to the School Committee which facilities appear to justify further analysis.

The School Committee may seek both professional advice and the advice of the community in making its recommendations as to the retirement of any school facility. This will permit the public, which originally acquired the property, to benefit from its recycling or retirement.

A closing study will include direct involvement by those neighborhoods considered in the study and will be concerned with all or some of the following factors:

1. Age and current physical condition of the facilities, its operating systems, and program facilities;
2. Adequacy of site, location, access, surrounding development, traffic patterns, and other environmental conditions;
3. Reassignment of children, including alternative plans according to Committee policy;
4. Transportation factors, including numbers of children bused, time, distance, and safety;
5. Alternative uses of the building;
6. Cost/Savings
  - a. Personnel
  - b. Plant Operation
  - c. Transportation
  - d. Capital Investment
  - e. Alternative Use
7. Continuity of instructional and community programs.

SOURCE: MASC

## NAMING OF BUILDINGS AND GROUNDS

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

### **Criteria Considered when Naming School Facilities**

The purpose of naming an area or structure is to recognize, honor or memorialize. Buildings, facilities and spaces may be named after persons, organizations, historical Town sites, an event or given functional names related to the purpose of the space. If a facility is to be named after a person, that person shall have made an outstanding contribution to education, humanity or the community, or have displayed outstanding leadership, or be a person of historical significance. The person may be living or dead and may include, but not be limited, to the following:

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

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

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

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

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

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

Adopted: June 8, 2010

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

SOURCE: Chelmsford

## **MEMORIALS**

The School Committee recognizes that the death of a student, member of the staff, or prominent community member is deeply felt by the school community. As places designed primarily to support learning, school sites should not serve as the main venue for permanent memorials.

Permanent memorials within the schools shall be limited in form to perpetual awards or scholarships.

Any permanent memorials in existence before the adoption of this policy can only be removed by a vote of the School Committee.

SOURCE: MASC August 2016

## **SECTION G**

### **PERSONNEL**

<b>GA</b>	<b>PERSONNEL</b>
<b>GBA</b>	<b>EQUAL EMPLOYMENT OPPORTUNITY</b>
<b>GBEA</b>	<b>STAFF ETHICS / CONFLICT OF INTEREST</b>
<b>GBEB</b>	<b>STAFF CONDUCT</b>
<b>GBEBC</b>	<b>GIFTS TO AND SOLICITATIONS BY STAFF</b>
<b>GBEBD</b>	<b>ONLINE FUNDRAISING AND SOLICITATIONS – CROWDFUNDING</b>
<b>GBEC</b>	<b>DRUG-FREE WORKPLACE</b>
<b>GBED</b>	<b>TOBACCO USE ON SCHOOL PROPERTY BY STAFF MEMBERS PROHIBITED</b>
<b>GBGB</b>	<b>STAFF PERSONAL SECURITY AND SAFETY</b>
<b>GBGE</b>	<b>DOMESTIC VIOLENCE LEAVE</b>
<b>GBGF</b>	<b>FAMILY AND MEDICAL LEAVE</b>
<b>GBI</b>	<b>STAFF PARTICIPATION IN POLITICAL ACTIVITIES</b>
<b>GBJ</b>	<b>PERSONNEL RECORDS</b>
<b>GBK</b>	<b>STAFF COMPLAINTS AND GRIEVANCES</b>
<b>GCA</b>	<b>PROFESSIONAL STAFF POSITIONS</b>
<b>GCBA</b>	<b>PROFESSIONAL STAFF SALARY SCHEDULES</b>
<b>GCBB</b>	<b>EMPLOYMENT OF PRINCIPALS</b>
<b>GCBC</b>	<b>PROFESSIONAL STAFF SUPPLEMENTARY PAY PLANS</b>



<b>GCE</b>	<b>PROFESSIONAL STAFF RECRUITING / POSTING OF VACANCIES</b>
<b>GCF</b>	<b>PROFESSIONAL STAFF HIRING</b>
<b>GCG</b>	<b>SUBSTITUTE PROFESSIONAL STAFF EMPLOYMENT</b>
<b>GCI</b>	<b>STAFF DEVELOPMENT</b>
<b>GCJ</b>	<b>PROFESSIONAL TEACHER STATUS</b>
<b>GCK</b>	<b>PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS</b>
<b>GCO</b>	<b>EVALUATION OF PROFESSIONAL STAFF</b>
<b>GCQD</b>	<b>RESIGNATION OF PROFESSIONAL STAFF MEMBERS</b>
<b>GCQE</b>	<b>RETIREMENT OF PROFESSIONAL STAFF MEMBERS</b>
<b>GCQF</b>	<b>SUSPENSION AND DISMISSAL OF PROFESSIONAL STAFF MEMBERS</b>
<b>GCRD</b>	<b>TUTORING FOR PAY</b>
<b>GDA</b>	<b>SUPPORT STAFF POSITIONS</b>
<b>GDB</b>	<b>SUPPORT STAFF CONTRACTS AND COMPENSATION PLANS</b>
<b>GDD</b>	<b>SUPPORT STAFF VACATIONS AND HOLIDAYS</b>
<b>GDO</b>	<b>EVALUATION OF SUPPORT STAFF</b>
<b>GDQC</b>	<b>RETIREMENT OF SUPPORT STAFF MEMBERS</b>
<b>GDQD</b>	<b>SUSPENSION AND DISMISSAL OF SUPPORT STAFF MEMBERS</b>

## **PERSONNEL**

Education is a human enterprise. All educational goals are directly or indirectly related to the development of students and are implemented by people: teachers, parents, professional support personnel, administration, and policy makers.

Effective personnel management is founded in clearly established policies and procedures on the hiring of employees, development of their professional skills, personnel conduct, health and safety considerations, supervision, and evaluation. As a result, the Chelmsford School Committee is committed to:

- hiring the most qualified personnel who will provide the greatest opportunity in meeting the mission of our schools
- supporting our personnel with professional development activities that maintain high quality performance
- supervising and evaluating our professional staff to ensure effective practice
- conducting fair and comprehensive contract negotiations with organized labor unions and associations

SOURCE: Chelmsford

## **EQUAL EMPLOYMENT OPPORTUNITY**

The School Committee subscribes to the fullest extent to the principle of the dignity of all people and of their labors and will take action to ensure that any individual within the District who is responsible for hiring and/or personnel supervision understands that applicants are employed, assigned, and promoted without regard to their race, color, religion, national origin, sex, gender identity, sexual orientation, age, genetic information, ancestry, military status, disability, pregnancy or pregnancy related condition. Every available opportunity will be taken in order to assure that each applicant for a position is selected on the basis of qualifications, merit and ability.

SOURCE: MASC March 2018

LEGAL REF.: M.G.L. 151B:4;  
BESE Regulations 603 CMR 26:00

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

## **STAFF ETHICS / CONFLICT OF INTEREST**

The School Committee expects members of its professional staff to be familiar with the code of ethics that applies to their profession and to adhere to it in their relationships with students, parents, coworkers, and officials of the school system.

No employee of the Committee will engage in or have a financial interest in, directly or indirectly, any activity that conflicts or raises a reasonable question of conflict with his duties and responsibilities in the school system. Nor will any staff member engage in any type of private business during school time or on school property.

Employees will not engage in work of any type where information concerning customer, client, or employer originates from any information available to them through school sources.

Moreover, as there should be no conflict of interest in the supervision and evaluation of employees, at no time may any administrator responsible for the supervision and/or evaluation of an employee be directly related to him/her.

Every two years, all current employees, including School Committee members, must complete the State Ethics Commission's online training. New employees must complete this training within 30 days of beginning employment and every 2 years thereafter. Upon completing the program, employees should print out the completion certificate and keep a copy for themselves. Employees will be required to provide a copy of the completion certificate to the Municipal or District Clerk through the Superintendent's office.

In order to avoid the appearance of any possible conflict, it is the policy of the School Committee that when an immediate family member, as defined in the Conflict of Interest statute, of a School Committee member or district administrator is to be hired into or promoted within the School District, the Superintendent shall file public notice with the School Committee and the Municipal or District Clerk at least two weeks prior to executing the hiring in accordance with the law.

SOURCE: MASC September 2016

LEGAL REFS.: M.G.L. 71:52; 268A:1 et seq.

## **STAFF CONDUCT**

All staff members have a responsibility to familiarize themselves with and abide by the laws and regulations of the State as these affect their work, the policies of the School Committee, and the procedures designed to implement them.

In the area of personal conduct, the Committee expects that teachers and others will conduct themselves in a manner that not only reflects credit to the school system but also sets forth a model worthy of emulation by students.

All staff members will be expected to carry out their assigned responsibilities with conscientious concern.

Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities, which will be required of all personnel:

1. Faithfulness and promptness in attendance at work.
2. Support and enforcement of policies of the Committee and their implementing procedures and school rules in regard to students.
3. Diligence in submitting required reports promptly at the times specified.
4. Care and protection of school property.
5. Concern for and attention to their own and the school system's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times.

SOURCE: MASC September 2016

LEGAL REFS.: M.G.L. 71:37H; 264:11; 264:14

## **GIFTS TO AND SOLICITATIONS BY STAFF**

### Gifts

The acceptance of gifts worth \$50 or more by school personnel in a calendar year when the gift is given because of the position they hold, or because of some action the recipient could take or has taken in his or her public role, violates the conflict of interest law. Acceptance of gifts worth less than \$50, while not prohibited by the conflict of interest law, may require a written public disclosure to be made.

In keeping with this policy, no employee of the school district will accept a gift worth \$50 or more that is given because of the employee's public position, or anything that the employee could do or has done in his or her public position. Gifts worth less than \$50 may be accepted, but a written disclosure to the employee's appointing authority must be made if the gift and the circumstances in which it was given could cause a reasonable person to think that the employee could be improperly influenced. The value of personal gifts accepted is aggregated over a calendar year (4 gifts of \$20 value is the same as 1 gift of \$80 if given in the same calendar year).

In general, homemade gifts without retail value are permissible because a reasonable person would not expect an employee would unduly show favor to the giver, so no disclosure is required. Such gifts could include homemade food items (cookies, candy, etc.), handpicked flowers, and handmade gifts worth less than \$10 (ten) dollars.

### Class Gifts

There is a specific exception to the prohibition against accepting gifts worth \$50 or more, when the teacher knows only that the gift is from the class, not from specific donors. A single class gift per calendar year valued up to \$150 or several class gifts in a single year with a total value up to \$150 from parents and students in a class may be accepted provided the gift is identified only as being from the class and the names of the givers and the amounts given are not identified to the recipient. The recipient may not accept an individual gift from someone who contributed to the class gift. It is the responsibility of the employee to confirm that the individual offering such gift did not contribute to the class gift.

### Gifts for School Use

Gifts given to a teacher solely for classroom use or to purchase classroom supplies are not considered gifts to an individual employee and are not subject to the \$50 limit. However, an employee who accepts such gifts must keep receipts documenting that money or gift cards were used for classroom supplies.

### Solicitations

In spirit, the School Committee supports the many worthwhile charitable drives that take place in the community and is gratified when school employees give them their support. However, the solicitation of funds from staff members through the use of school personnel and school time is prohibited by the conflict of interest law. Therefore, no solicitations of funds for charitable purposes should be made among staff members. Staff members of course remain free to support charitable causes of their own selection.

SOURCE: MASC December 2012

Legal Ref: M.G.L. 268A:3; 268A:23; 930 CMR 5.00

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

***Chelmsford Public Schools***

## **ONLINE FUNDRAISING AND SOLICITATIONS – CROWDFUNDING**

School District employees shall comply with all of the following provisions relating to online solicitations and the use of crowdfunding services for school-related purposes as well as all applicable laws, regulations and district policies. No online fundraising may occur except as provided below.

The Superintendent shall have final authority to approve any online fundraising activities by school district employees and shall determine and communicate to Principals the circumstances under which online fundraising proposals shall require Superintendent or School Committee approval in accordance with law and school district policy (KCD). The Principal of each school shall approve all online fundraising activities within their buildings prior to any employee posting any such fundraising solicitation.

Any solicitation shall be for educational purposes only (field trips, supplies, supplemental materials, books, etc.). The solicitation of personal items (coats, nutritional snacks, etc.) shall only be to benefit students directly. To the extent an employee solicits any technology or software, the employee shall secure the prior written approval of the Director of Communication, Information and Technology Services or designee prior to any such solicitation. Any employee seeking to display or post a photograph of a student in conjunction with a fundraising solicitation must first secure the written consent of the student's parent or guardian.

Employees shall not use a crowdfunding source, or set up their appeal in such a way, that they are asking for donations directly from people over whom the employee making the request has authority, or with whom the public employee is having official dealings (such as parents of student's in a teacher's classroom - the solicitation can say "Classroom X needs tissues and crayons," but it shouldn't be directed to parents who have shared email addresses with the teacher for purposes of communicating about their student).

Employees using crowdfunding services shall periodically disclose in writing to the Superintendent the names of all individuals whom the employee has directly solicited in any manner including but not limited to oral, written, or electronic solicitation. The Superintendent shall maintain these disclosures as public records available for public review.

Employees may only use crowdfunding services that send the items or proceeds solicited by the employee directly to the employee's school or to the school district. Employees must verify under the crowdfunding service's terms and conditions that they meet all requirements for such solicitation. Items or proceeds directly sent to employees are considered gifts to the employee and may result in violation of state ethics laws.

If an employee's proposal is approved by the crowdfunding service, the employee agrees to use the donated materials solely as stated in the employee's proposal.

If a solicitation is not fully funded within the time period required by the crowdfunding service, or the solicitation cannot be concluded for any reason, every attempt will be made to return donations to the donors. Donations unable to be returned shall only be used as account credits for future solicitations.

Unless otherwise approved by the Superintendent in writing, all goods and/or proceeds solicited and received through any online solicitation shall become the property of the School Committee, and not of the individual employee who solicited the item(s) or funds. The employee is prohibited from taking any such item(s) or funds to another school or location, without the Superintendent's written approval.

LEGAL REFS: MGL 44:53A; 71:37A; 268A:3; 268A:23;  
Ethics Commission Advisory Opinion EC-COI-12-1;

CROSS REFS: GBEA, Staff Ethics/Conflict of Interest;  
GBEBC, Gifts To and Solicitations by Staff;  
KCD, Public Gifts to Schools

SOURCE: MASC February 2018

**NOTE: Crowdfunding services are defined as any online service used for the solicitation of goods, services, or money from a large number of people via the internet or other electronic network. Examples include GoFundMe, Kickstarter, Indiegogo, YouCaring, and DonorsChoose.**



## **DRUG-FREE WORKPLACE**

The School District will provide a drug-free workplace and certifies that it will:

1. Notify all employees in writing that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance, is prohibited in the District's workplace, and specify the actions that will be taken against employees for violation of such prohibitions.
2. Establish a drug-free awareness program to inform employees about the dangers of drug abuse in the workplace; the District's policy of maintaining a drug-free work-place; and available drug counseling, rehabilitation, and employee assistance programs; and the penalty that may be imposed on employees for drug abuse violations occurring in the workplace.
3. Make it a requirement that each employee whose employment is funded by a federal grant be given a copy of the statement as required.
4. Notify the employee in the required statement that as a condition of employment under the grant, the employee will abide by the terms of the statement, and will notify the District of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.
5. Notify the federal agency within ten days after receiving notice from an employee or otherwise receiving notice of such conviction.
6. Take one of the following actions within 30 days of receiving notice with respect to any employee who is so convicted; take appropriate personnel action against such an employee, up to and including termination; or require such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health, law enforcement, or other appropriate agency.
7. Make a good faith effort to continue to maintain a drug-free workplace through implementation of all the provisions of this policy.

SOURCE: MASC March 2016

LEGAL REFS.: The Drug-Free Workplace Act of 1988

CROSS REFS.: IHAMB, Teaching about Drugs, Alcohol, and Tobacco  
[JICH](#), Drug and Alcohol Use by Students

**TOBACCO USE ON SCHOOL PROPERTY BY STAFF MEMBERS PROHIBITED**

Use of any tobacco products, including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco and snuff and electronic cigarettes, electronic cigars, electronic pipes or other similar products that rely on vaporization or aerosolization, within the school buildings, school facilities, on school grounds or school buses, or at school sponsored events by any individual, including school personnel, is prohibited at all times.

Staff members who violate this policy will be referred to their immediate supervisor.

SOURCE: MASC September 2016

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

CROSS REFS.: ADC, Tobacco Products on School Premises Prohibited  
JICH, Alcohol, Tobacco and Drug Use by Students Prohibited

## **STAFF PERSONAL SECURITY AND SAFETY**

Through its overall safety program and various policies pertaining to school personnel, the Committee will seek to assure the safety of employees during their working hours and assist them in the maintenance of good health.

Employees offered a position as a custodian, maintenance worker or food service worker must successfully pass a pre-employment physical examination (provided at School Committee cost) prior to the date of employment.

The Superintendent may require an employee to submit to a physical examination by a physician appointed by the school system whenever that employee's health appears to be a hazard to children or others in the school system or when a doctor's certificate is legally required to verify need for sick leave.

School employees, their families and members of their household are eligible to use the confidential services provided by the municipality's employee assistance program.

SOURCE: MASC September 2016

LEGAL REFS.: M.G.L. 71:54; 71:55C

CROSS REFS.: EB, Safety Program

## DOMESTIC VIOLENCE LEAVE

It shall be the policy of the school district to permit an employee to take up to 15 days of domestic violence leave from work in any 12 month period. In order to be eligible for said leave:

- (i) the employee, or a family member of the employee must be a victim of abusive behavior;
- (ii) the employee must be using the leave from work to seek or obtain medical attention, counseling, victim services or legal assistance; secure housing; obtain a protective order from court; appear before a grand jury; meet with a district attorney or other law enforcement official; or attend child custody proceedings or address other issues directly related to the abusive behavior against the employee or family member of the employee; and
- (iii) the employee must not be the perpetrator of the abusive behavior against such employee's family member.

The employer shall have the sole discretion to determine whether this leave shall be paid or unpaid. An employee seeking such leave shall exhaust all annual or vacation leave, personal leave and sick leave available to the employee, prior to requesting or taking domestic violence leave, unless the employer waives this requirement.

Except in cases of imminent danger to the health or safety of an employee, advanced notice of domestic violence leave shall be required. If such imminent danger exists, the employee shall notify the employer within 3 workdays that the leave was taken. The notification may be communicated to the employer by the employee, a family member of the employee or the employee's counselor, social worker, health care worker, member of the clergy, shelter worker, legal advocate or other professional who has assisted the employee in addressing the effects of the abusive behavior. If an unscheduled absence occurs, an employer shall not take any negative action against the employee if the employee, within 30 days from the unauthorized absence or within 30 days from the employee's last unauthorized absence in the instance of consecutive days of unauthorized absences, provides any of the documentation found in (1) to (7) below. An employer may require documentation that the employee or employee's family member has been a victim of abusive behavior and that the leave is consistent with clauses (i) to (iii) as above referenced; provided, however, that an employer shall not require an employee to show evidence of an arrest, conviction or other law enforcement documentation for such abusive behavior. The documentation shall be provided to the employer within a reasonable period after the employer requests it.

An employee shall satisfy this documentation requirement by providing anyone of the following documents to the employer:

- (1) a protective order, order of equitable relief or other documentation issued by a court of competent jurisdiction as a result of abusive behavior against the employee or employee's family member;
- (2) a document under the letterhead of the court, provider or public agency which the employee attended for the purposes of acquiring assistance as it relates to the employee or family member;

- (3) A police report or statement of a victim or witness provided to police documenting the abusive behavior;
- (4) documentation that the perpetrator of the abusive behavior has admitted to sufficient facts to support a finding of guilt; or has been convicted of, or has been adjudicated a juvenile delinquent by reason of any offense constituting abusive behavior;
- (5) medical documentation of treatment as a result of the abusive behavior;
- (6) a sworn statement, signed under the penalties of perjury, provided by a counselor, social worker, health care worker, member of the clergy, shelter worker, legal advocate or other professional who has assisted the employee in addressing the effects of the abusive behavior;
- (7) a sworn statement, signed under the penalties of perjury, from the employee attesting that the employee has been a victim of or is a family member of a victim of abusive behavior.

All information related to the employee's leave shall be kept confidential and shall not be disclosed, except to the extent that disclosure is:

- (i) requested or consented to, in writing, by the employee;
- (ii) ordered to be released by a court of competent jurisdiction;
- (iii) otherwise required by applicable federal or state law;
- (iv) required in the course of an investigation authorized by law enforcement, including, but not limited to, an investigation by the Attorney General; or
- (v) necessary to protect the safety of the employee or others employed at the workplace.

The Superintendent shall ensure that notice is provided to all employees in the next school year and beyond by appropriately amending the district's employee handbooks, by whatever title they may be known, or by direct notice about the Domestic Violence Law and securing the employees signature acknowledging receipt of the handbook/notice. The Superintendent shall be responsible for notifying all current employees, unless they have been notified through the handbook, of this policy in a manner that he/she deems appropriate.

No employer shall coerce, interfere with, restrain or deny the exercise of, or any attempt to exercise, any rights provided herein or to make leave requested or taken contingent upon whether or not the victim maintains contact with the alleged abuser. No employer shall discharge or in any other manner discriminate against an employee for exercising the employee's rights under law. The taking of domestic violence leave shall not result in the loss of any employment benefit accrued prior to the date of such leave. Upon the employee's return from such leave, he/she shall be entitled to restoration to the employee's original job or to an equivalent position. Definitions of 'abuse', 'abusive behavior', 'domestic violence', 'employees' and 'family members' may be found in the laws referenced below.

SOURCE: MASC October 2014

LEGAL REF.: M.G.L. 149:52E; Section 10  
Chapter 260 of the Acts of 2014

**NOTE: The School Committee should seek the advice of counsel, deliberate, and determine whether or not to change the following language in the first paragraph as the School Committee, in consultation with the Superintendent, may choose to 1) make this type of leave paid or unpaid, and 2) make an employee exhaust other leave options or not:**

**“The employer shall have the sole discretion to determine whether this leave shall be paid or unpaid. An employee seeking such leave shall exhaust all annual or vacation leave, personal leave and sick leave available to the employee, prior to requesting or taking domestic violence leave, unless the employer waives this requirement.”**

**Additionally, the statute does not require that employers with less than 50 employees provide this leave.**

## **FAMILY AND MEDICAL LEAVE**

The School System shall comply with the mandatory provisions of the Family and Medical Leave Act of 1993. The Superintendent shall issue, and from time to time amend, procedures setting forth the rights and procedures granted by the Act, and shall ensure compliance with those procedures either personally or by delegation, or by some combination of personal oversight and delegation.

SOURCE: MASC

LEGAL REFS.: P.L. 103-3, "Family and Medical Leave Act of 1993"

## **STAFF PARTICIPATION IN POLITICAL ACTIVITIES**

The School Committee recognizes that employees of the school system have the same fundamental civic responsibilities and privileges as other citizens. Among these are campaigning for an elective public office and holding an elective or appointive office.

In connection with campaigning, an employee will not: use school system facilities, equipment or supplies; discuss his/her campaign with school personnel or students during the working day; use any time during the working day for campaigning purposes. Under no circumstances, will students be pressured into campaigning for any staff member.

SOURCE: MASC September 2016

LEGAL REF.: M.G.L. 55; 71:44



## **PERSONNEL RECORDS**

Information about staff is required for the daily administration of the school district, for implementing salary and other personnel policies, for budget and financial planning, for responding to appropriate inquiries about employees, and for meeting the School Committee's educational reporting requirements. To these ends, the School Committee authorizes and directs the Superintendent to develop and implement a comprehensive and efficient system of personnel records maintenance and control under the guidelines which follow:

1. The personnel file shall be accurately maintained in the central administrative office for each present and former employee. These files shall contain applications for employment; references; and records relative to compensation, payroll deductions, evaluations, and such other matters as may be considered pertinent to the purposes of this policy as cited above.
2. The Superintendent shall be the records manager for personnel files and shall have the overall responsibility for maintaining and preserving the confidentiality of the files. The Superintendent may, however, designate another official to perform the duties of records management on the understanding that this official is to be held responsible for granting or denying access to records on the basis of these guidelines.
3. Personnel records shall be considered confidential and not be open to public inspection, and access to files shall be limited to persons authorized by the Superintendent to use the files for purposes of this policy as cited above. No other persons or agencies may have access to information in a staff member's file except (a) when the staff member has given written consent for the release of specific information to a specific person or agency or (b) when such information is subpoenaed or ordered for release by a court of law.
4. A staff member may have access to his/her own personnel file at all reasonable times (i.e., during regular school hours) but with the exception that access will not be granted to references provided to the district on a confidential basis prior to employment. The right of access includes the right to make written objections to any information contained in the file. Any written objection must be signed by the staff member, and it shall become part of the staff member's file.
5. No negative comment shall be placed in a staff member's file unless it is signed by the person making the comment and the staff member is informed of the comment and afforded the opportunity to include his/her written response in his/her file.
6. Lists of district employees' names and home addresses shall be released only to governmental agencies as required for official reports.

LEGAL REFS.: M.G.L. 4:7; 71:42  
Negotiated Agreements.

SOURCE: Chelmsford

## **STAFF COMPLAINTS AND GRIEVANCES**

The School Committee will encourage the administration to develop effective means of resolving differences that may arise among employees and between employees and administrators; reduce potential areas of grievances; and establish and maintain recognized channels of communication between the staff, administration, and the School Committee.

It is the Committee's desire that grievance procedures provide for prompt and equitable adjustment of differences at the lowest possible administrative level, and that each employee be assured opportunity for an orderly presentation and review of complaints and concerns.

Channels established will provide for the following:

1. That teachers and other school employees may appeal a ruling of a Principal or other administrator to the Superintendent.
2. That all school employees may appeal a ruling of the Superintendent to the Committee, except in those areas where the law has specifically assigned authority to the Principal and/or the Superintendent and Committee action would be in conflict with that law.
3. That all hearings of complaints before the Superintendent or Committee be conducted in the presence of the administrator who made the ruling that is the subject of the grievance.

The process established for the resolution of grievances in contracts negotiated with recognized employee bargaining units will apply only to "grievances" as defined in the particular contract.

SOURCE: MASC September 2016

LEGAL REFS.: M.G.L. 150E:5 and 8

CONTRACT REFS.: All Contract Agreements

## **PROFESSIONAL STAFF POSITIONS**

All professional staff positions in the school system will be created initially by the School Committee. It is the Committee's intent to activate a sufficient number of positions to accomplish the school system's goals and objectives and to provide for the equitable staffing of each school building. Although such positions may remain temporarily unfilled, only the Committee may abolish a position it has created.

Each time a new position is established by the Committee, the Superintendent will present for the Committee's approval a job description for the position, which specifies the jobholder's qualifications and the job's performance responsibilities. The Superintendent will maintain a comprehensive set of job descriptions for all positions.

SOURCE: MASC

**NOTE: Job descriptions for professional staff positions are available for review in the office of the Superintendent.**

## **PROFESSIONAL STAFF SALARY SCHEDULES**

### Teachers

The School Committee will adopt a salary schedule for regular teaching personnel as part of the contract negotiated with the teachers' bargaining unit. The schedule will be designed to recognize and reward training and experience and encourage additional study for professional advancement.

### Principals

Salaries will be reviewed annually prior to July 1. The School Committee, with the advice of the Superintendent, will establish levels of compensation for each position based on the circumstances, dynamics, and requirements of each position. Consideration may be given to individuals for exceptional performance as a basis for establishing merit increases for Principals. It is the responsibility of the Superintendent to present evidence to the School Committee to support recommendations for salary increases.

### Administrators

Salaries will be reviewed annually prior to July 1. The Superintendent may, upon the request of the Committee, survey other school systems to determine salaries being paid for comparable positions in each system. The survey will include the effective date of the specified salary.

SOURCE: MASC September 2016

LEGAL REFS.: M.G.L. 71:40; 71:43

CONTRACT REF.: Teachers' Agreement

## **EMPLOYMENT OF PRINCIPALS**

Principals shall be employed by the School District under individual contracts of employment. Said contracts shall be submitted to the School Committee for their approval of all terms concerning compensation/benefits, prior to the presentation of a contract of employment to the Principal. The compensation/benefit levels, above referenced, may be exceeded only with the approval of the School Committee.

Initial contracts issued to Principals may be up to three years in length, and may be reissued by the Superintendent at levels of compensation/benefits, determined by the School Committee, provided that the Superintendent may employ a Principal under the terms and conditions of the previous contract of employment.

The length of second and subsequent contracts of employment for Principals shall be in accordance with state law.

As a condition of employment, each Principal must maintain current licensure, adhere to the policies and goals of the School Committee and the directives of the Superintendent, and annually must submit, with the school council, the educational goals and school improvement plan for the school building(s) under his/her direction.

SOURCE: MASC September 2016

LEGAL REF: M.G.L. 71:41; 71:59B

## **PROFESSIONAL STAFF SUPPLEMENTARY PAY PLANS**

Certain assignments require extra responsibility or extra time over and above that required of other staff members who are on the same position on the basic salary schedule. When such supplemental assignments require extra time and responsibility beyond that regularly expected of teachers, they will be rewarded with extra compensation.

Assignments that are to be accorded extra compensation will be designated by the Committee. Appointments to these positions will be made by the Superintendent for District-wide positions or by the Principal with the approval of the Superintendent for building based personnel. The amount of compensation for the position will be established by the Committee at the time the position is created.

A teacher who is offered and undertakes a supplementary pay assignment will receive a supplementary contract specifying the pay, duration and terms of the assignment. If a teacher will not be extended the assignment for the following school year but will remain on the teaching staff, he or she will be so notified in writing prior to the expiration of the contract. Upon termination of the assignment, the supplementary pay will cease.

SOURCE: MASC September 2016

LEGAL REF.:            Collective Bargaining Agreement

## **PROFESSIONAL STAFF RECRUITING / POSTING OF VACANCIES**

It is the responsibility of the Superintendent, with the assistance of the administrative staff, to determine the personnel needs of the school system and it is the responsibility of the Principal, in consultation with the Superintendent, to determine the personnel needs of the individual schools. In addition, school councils may review personnel requirements as a means of evaluating the needs of a school. Any recommendations for the creation or elimination of a position must be approved by the School Committee.

The search for good teachers and other professional employees will extend to a wide variety of educational institutions and geographical areas. It will take into consideration the characteristics of the town and the need for a heterogeneous staff from various cultural backgrounds.

Recruitment procedures will not overlook the talents and potential of individuals already employed by the school system. Any current employee may apply for any position for which he or she has licensure and meets other stated requirements.

Openings in the schools will be posted in sufficient time, before the position is filled, to permit current employees to submit applications.

SOURCE: MASC September 2016

LEGAL REFS.: Collective Bargaining Agreements

## **PROFESSIONAL STAFF HIRING**

Through its employment policies, the District will strive to attract, secure, and hold the highest qualified personnel for all professional positions. The selection process will be based upon awareness to candidates who will devote themselves to the education and welfare of the children attending the schools.

It is the responsibility of the Superintendent, and of persons to whom he or she delegates this responsibility, to determine the personnel needs of the school system and to locate suitable candidates. No position may be created without the approval of the School Committee. The District's goal is to employ and retain personnel who are motivated, will strive always to do their best, and are committed to providing the best educational environment for the children of Chelmsford.

It will be the duty of the Superintendent to see that persons considered for employment in the schools meet all licensure requirements and the requirements of the Committee for the type of position for which the nomination is made.

The following guidelines will be used in the selection of personnel:

1. There will be no discrimination in the hiring process due to race, color, religion, national origin, sex, gender identity, sexual orientation, age, genetic information, ancestry, military status, disability, pregnancy or pregnancy related condition.
2. The quality of instruction is enhanced by a staff with a wide variation in background, educational preparation, and previous experience.
3. The administrator responsible for the hiring of a staff member (in the case of District-wide positions, for the position of Principals, it is the Superintendent; for building-based personnel, it is the Principal) is directed to establish a representative screening committee. The administrator has the final say in determining who will be hired but it is expected that the screening committee's input will be a factor in the decision. For those positions where the hiring authority rests with the School Committee, a representative screening committee may be established by the School Committee, or the School Committee may direct the Superintendent to establish a screening committee to assist the Superintendent in making his/her recommendation to the School Committee.

SOURCE: MASC March 2018

LEGAL REFS.: M.G.L. 69:6; 71:38; 71:38G; 71:39; 71:45  
Massachusetts Board of Education Requirements for Certification of Teachers, Principals, Supervisors, Directors, Superintendents and Assistant Superintendents in the Public Schools of the Commonwealth of Massachusetts, revised 1994  
BESE Regulations 603 CMR 7:00, 26:00, and 44:00

**NOTE: School Committees may determine the size and composition of the screening committee.**



## **SUBSTITUTE PROFESSIONAL STAFF EMPLOYMENT**

The school system will employ as substitute teachers, to the extent possible, persons who meet the requirements for teacher appointments and will assign teachers substitute-teaching positions on the basis of their areas of competence. When the supply of potential substitutes in a particular subject area is too limited to meet school department needs, there will be active recruitment for substitutes in those areas. All substitute teachers will be expected to provide educational services, rather than to assume merely a student-supervisory role. They will be provided with as much support as possible by building administrators and teachers.

The School Committee will set the daily rate of pay for substitute teachers, including extended-term substitutes. The latter will be granted such additional benefits as approved by the School Committee.

SOURCE: MASC

## **STAFF DEVELOPMENT**

The School Committee encourages professional employees to pursue studies and participate in activities that will increase their competencies and their contribution to the educational program and promote excellence in the Chelmsford Public Schools. Among the means for professional growth which the Committee may authorize, support, and provide are high quality professional staff development programs that are in accordance with the priorities of the Board of Elementary and Secondary Education:

- Planned in-service programs within the school system;
- Released time for visits to other classrooms and schools and for attendance at conferences, workshops, and other professional meetings;
- Professional leaves of absence for study, research, or travel related to the field of employment;
- Partial payment of tuition for approved courses.

The Superintendent will have authority to approve or deny released time for conferences and visitations, and reimbursement for expenses, provided such activities are within budget allocations for the purposes. Committee approval will be required for scheduling in-service programs necessitating any alteration in the school day or school calendar.

For pertinent information, refer to the appropriate negotiated agreement(s).

SOURCE: Chelmsford

## PROFESSIONAL TEACHER STATUS

The Superintendent, upon recommendation of the Principal, may award such status to a teacher who has served in the Principal's school for not less than one year or a teacher who has obtained such status in any other public school district in the Commonwealth. The Superintendent will base his/her decisions on the results of evaluation procedures conducted according to Committee policy.

At the end of each of the first three years of a teacher's employment, it will be the responsibility of the Superintendent to notify each employee promptly in writing of the decision on reappointment. Notification to a teacher not being reappointed must be made by **June 15** or at an earlier date if required by a collective bargaining agreement.

A teacher who attains professional teacher status will have continuous employment in the service of the school system subject to satisfactory evaluations. A teacher with professional teacher status whose position is abolished by the School Committee may be continued in the employ of the school system in another position for which he/she is legally qualified.

Nothing in these provisions will be considered as restricting the Superintendent from changing teaching assignments or altering or abolishing supervisory assignments except that, by law, no teacher may be assigned to a position for which he/she is not legally qualified.

Established by law and Committee policy

SOURCE: MASC September 2016

LEGAL REFS.: M.G.L. 71:38; 71:38G; 71:38H; 71:41; 71:42; 71:43

## **PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS**

The basic consideration in the assignment of professional staff members will be the needs of the students and the instructional program.

Therefore, the assignment and transfer of professional staff members will be accomplished by the Superintendent on the basis of the employee's qualifications, the needs of the school system, and the employees' expressed desires.

Care will be exercised by the Superintendent to assure that all schools are staffed with effective teachers.

Within an individual school, the building administrator will have the authority to assign classes and courses, provided this is done with full regard for the teacher's area of licensure and the policies delineated above.

SOURCE: MASC

CONTRACT REF.: Teachers' Agreement

## EVALUATION OF PROFESSIONAL STAFF

In order to assure a high quality of teacher and administrator performance and to advance the instructional programs of the schools, a continuous program for teacher and administrator evaluation will be established by the School Committee. Regular reports will be made to the Superintendent concerning the outcomes of these evaluations.

The evaluation process will include:

1. The development and periodic review of techniques and procedures for making evaluations;
2. Interpretation of the information gained in the evaluative process in terms of the objectives of the instructional program;
3. The application of the information gained to the planning of staff development and in-service training activities, which are designed to improve instruction and increase teacher competence.

The evaluation process will include self-assessments, supervisor initiated observations, and teacher initiated observations.

The evaluation record should be specific in terms of the person's strengths and weaknesses. Those areas where improvement is needed should be clearly set forth and recommendations for improvement should be made. Subsequent evaluations should address themselves to any improvement or to any continuing difficulty that is observed.

SOURCE: MASC

LEGAL REFS.: M.G.L. 69:1B; 71:38; 71:38Q; 150E; 152B  
603 CMR 35:00

CONTRACT REF.: Teachers' Agreement  
Administrators' Agreement

## **RESIGNATION OF PROFESSIONAL STAFF MEMBERS**

Professional staff members may discontinue their service in the school system during the school year by submitting a written notice of intent to resign to the appropriate hiring authority.

Such written notice of intent to resign will be given to the Superintendent. The staff member will be notified in writing of the Superintendent's action on the resignation.

When a resignation is accepted by the Superintendent the employee may be expected to continue in service at his or her assigned duties for a period of 30 days after submission of the resignation.

SOURCE: MASC

## **RETIREMENT OF PROFESSIONAL STAFF MEMBERS**

Annually, the Superintendent will inform the Committee of the professional staff members who have indicated their intention to retire at the end of the current school year. No further School Committee action is necessary unless approval is needed for the payment of or participation in continued local benefits.

SOURCE: MASC

LEGAL REF.: Age Discrimination in Employment Law, P.L. 95-256

CONTRACT REF.: Teachers' Contract

**NOTE: Under Massachusetts law (Teachers' Retirement Act), all professional personnel participate in a teachers' retirement plan, which provides several options on time of retirement and benefits granted to those who retire. It also sets limitations on the number of days a retired employee may be re-employed annually on a temporary basis by the school system. Temporary employment up to 90 days or 720 hours per calendar year is permitted at the discretion of the employer.**

## **SUSPENSION AND DISMISSAL OF PROFESSIONAL STAFF MEMBERS**

The Superintendent will strive to assist personnel to perform their duties efficiently. However, the Superintendent may dismiss any employee in accordance with state law. Further, the Committee recognizes the constitutional rights of the District's employees and assures them the protection of due process of law. To guarantee such rights, a system of constitutionally and legally sound procedures will be followed in each case of suspension or dismissal of an employee.

When the Superintendent or a Principal determines that sufficient cause exists that a professional employee be suspended or dismissed from service in the school system, he or she will:

1. Be certain that each such case is supported by defensible records;
2. Determine if the individual is to be suspended immediately with the understanding that the suspension will be subject to restoration of salary and position if an appeal is decided in favor of the individual;
3. Follow the procedures for dismissal or suspension that are contained in applicable laws as well as those included in the current agreement with the teachers' bargaining unit;
4. Provide the individual involved with a written statement that will:
  - a. Indicate whether the action the Superintendent is taking is dismissal or suspension;
  - b. State the reason for the suspension or dismissal;
  - c. Guarantee that all procedures will be in accordance with due process of law;
  - d. Inform employees who have a right to request a hearing under appropriate laws that they may be represented at such a hearing by counsel of their choice.

SOURCE: MASC September 2016

LEGAL REFS.: M.G.L. 71:42; 71:42D



## TUTORING FOR PAY

Definition: "Tutoring" means giving private instruction or help to an individual or group for which the teacher receives remuneration other than through the School Committee.

A teacher cannot recommend that one of his or her own students get tutoring, and then be paid to tutor that same student in a second job.

A teacher may not tutor students who are currently in his/her class. Even if the teacher does not recommend that the current student receive private tutoring, the teacher should not tutor current students.

Teachers and other public employees may not approach a student, or the student's parents, seeking private tutoring work. A teacher may provide tutoring when the relationship is initiated by the parents or a student, but, if the student is, or in the future may be, under the teacher's authority, the teacher will need to provide a written disclosure.

A teacher cannot use school resources such as classrooms or materials in connection with a private tutoring business. A public school employee cannot use a school or district website to advertise private tutoring services. Schools cannot send home brochures for a particular tutoring service with the children.

Tutoring is not to be recommended for a student unless the appropriate teacher of the student involved is consulted and agrees that it will be of real help. If tutoring seems advisable, the Principal may give the parents a list of persons who are willing to tutor. This list may include teachers, but not the student's teacher of the subject in which he or she is to be tutored.

Tutoring for pay is not to be done in the school building.

LEGAL REF: M. G. L. 268A Mass. Ethics Commission FAQs for Public School Teachers

SOURCE: MASC 2013

**NOTE: A teacher cannot tutor in their own district if the district is going to pay for the tutoring unless the district has included a provision in the teachers' collective bargaining agreement providing a set amount of extra pay for tutoring by teachers that will be included in the teachers' regular paychecks.**

## **SUPPORT STAFF POSITIONS**

Education is a cooperative enterprise in which all employees of the school system must participate intelligently and effectively for the benefit of the children. This school system will employ support staff members in positions that function to support the education program.

All support staff positions will be established initially by the Committee. In each case, the Superintendent will submit for the Committee's consideration and action a job description or job specifications for the position.

Although positions may remain temporarily unfilled or the number of persons holding the same type of position reduced in event of de-staffing requirements, only the Committee may abolish a position it has created.

SOURCE: MASC

## **SUPPORT STAFF CONTRACTS AND COMPENSATION PLANS**

In establishing rates of pay and levels of compensation for support staff personnel, the School Committee will take into account the responsibilities of the position, the qualifications needed, past experience of the individual, and years of service in the school department.

Compensation plans will be reviewed annually for all categories of staff. Such review, where applicable, will be carried out in connection with negotiations with representatives of recognized bargaining units. The master agreements with these units will be considered appendices to this manual and will have the full force of School Committee policy.

The School Committee will set the rates of pay for personnel not covered by collective bargaining agreements.

### Overtime

For personnel not covered by collective bargaining agreements, employees will be paid overtime wages for work performed in excess of 40 hours in a work week. In counting hours for the purpose of allowing overtime work and pay, supervisors will consider vacation time and holidays as time worked. Every effort must be made to minimize overtime by scheduling duties during the regular workday. Overtime will be authorized only by the Superintendent and only to cover emergency situations. All such work will be assigned on a fair and equitable basis.

SOURCE: MASC

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

CONTRACT REFS.: All Contracts

## SUPPORT STAFF VACATIONS AND HOLIDAYS

### Holidays

The school calendar, as adopted by the School Committee, establishes holidays and school recess periods for the employees who work on teacher and/or student days.

Employees who work on a 12-month basis will be granted paid holidays on all legal holidays and such other holidays as designated by the School Committee. They will also be expected to report to work during school recess periods unless days during these periods are considered official and designated as paid holidays by the Committee.

To qualify for holiday pay, the employee must be at work on the day before and the day following the holiday, unless his/her absence is approved on the basis of current leave policies.

### Vacations

The vacation year is July 1 through June 30, and employees hired prior to July 1, 2017 are eligible for up to 20 days paid vacation. Employees hired after July 1, 2017 will be eligible for vacation as follows, unless their employment agreement states otherwise:

<u>Continuous Service Period</u>	<u>Vacation Days</u>
Year one through year four	10 days
Year five through year nine	15 days
Year ten and beyond	20 days

In the first year of employment, vacation will be pro-rated based on the date of hire.

SOURCE: MASC

LEGAL REFS.: M.G.L. 4:7; 136:12

CONTRACT REFS. All support staff contracts

## EVALUATION OF SUPPORT STAFF

A program of continuous observation and evaluation will be developed to find the right employees to fill vacancies, determine assignments and equitable work loads, and establish wage and salary policies that encourage employees to put forth their best efforts.

The evaluation will cover the major areas of the employee's responsibilities and their job descriptions.

Each employee will be informed of the basis upon which he/she is to be evaluated in advance of evaluation.

SOURCE: MASC September 2016

CONTRACT REFS.: All support staff agreements

**NOTE: Evaluation is an area in which many negotiated agreements contain information directly related to policy. The "contract reference" was added to this policy by the school system to direct the user of the manual to pertinent statements in the negotiated agreement. This type of referencing is only one method for dealing with the content of such agreements.**

**RETIREMENT OF SUPPORT STAFF MEMBERS**

All full-time non-instructional personnel are required to participate in the Commonwealth of Massachusetts Retirement System.

Periodically, the Superintendent will present to the Committee the names of support staff members who have indicated their intentions to retire.

SOURCE: MASC

LEGAL REFS.: Age Discrimination in Employment Law, P.L. 95-256

## **SUSPENSION AND DISMISSAL OF SUPPORT STAFF MEMBERS**

Support staff employed by the School District may be terminated by the Principal of the building in which they serve, with the approval of the Superintendent. However, employees may request the Superintendent to review the circumstances of their termination.

In the event of failure to perform as required, the Superintendent may immediately suspend or terminate employment depending upon agreement language.

Support staff employees may or may not be given prior notice of their dismissal, depending upon the circumstances.

The Superintendent, or the Principal, with the approval of the Superintendent, may also suspend/remove employees from their individual assignments.

SOURCE: MASC September 2016

**SECTION H**  
**NEGOTIATIONS**

- HA**            **NEGOTIATIONS GOALS**
- HB**            **NEGOTIATIONS LEGAL STATUS**
- HF**            **SCHOOL COMMITTEE NEGOTIATING AGENTS**



## **NEGOTIATIONS GOALS**

The School Committee recognizes that education is a public trust; it therefore is dedicated to providing the best possible educational opportunities for the young people of this community. In negotiations, this objective may be best attained if there is a climate of mutual trust and understanding between the negotiating parties.

The School Committee believes that the best interests of public education will be served by establishing procedures that provide an orderly method for the School Committee and representatives of the staff to discuss matters of common concern.

It is further recognized that nothing in negotiations will compromise the School Committee's legal responsibilities nor will any employee's statutory rights and privileges be impaired.

SOURCE: MASC

## **NEGOTIATIONS LEGAL STATUS**

All negotiations between the School Committee and recognized employee groups are conducted subject to Massachusetts General Laws. The legal status of negotiations is defined in part by Section 2 of that chapter, as follows:

“shall have the right of self-organization and the right to form, join, or assist any employee organization for the purpose of bargaining collectively through representatives of their own choosing on questions of wages, hours, and other terms and conditions of employment, and to engage in lawful, concerted activities for the purpose of collective bargaining or other mutual aid or protection, free from interference, restraint, or coercion. An employee shall have the right to refrain from any or all of such activities, except to the extent of making such payment of service fees to an exclusive representative as provided in section twelve.”

Basic to all employer/employee negotiations is the concept of "bargaining in good faith." It is the legal responsibility of both the School Committee and employee organizations to bargain in good faith as they conduct negotiations. However, such obligation does not compel either party to agree to a proposal or make a concession.

SOURCE: MASC September 2016

LEGAL REF.: M.G.L. 150E:1 et seq.

## **SCHOOL COMMITTEE NEGOTIATING AGENTS**

The School Committee is responsible for negotiations with recognized employee bargaining units. However, because of the expertise and time required for negotiations, the Committee may hire a negotiator to bargain in good faith with recognized bargaining units to help assure that mutually satisfactory agreements on wages, hours, and other terms and conditions of employment will be developed.

The School Committee will appoint the negotiator and the fee or salary for his/her services will be established in accordance with the law at the time of appointment.

The duties of the negotiator will be as follows:

1. To negotiate in good faith with recognized bargaining units to arrive at a mutually satisfactory agreement on wages, hours, and working conditions of employees represented by the units.
  - a. The negotiator may recommend members of the administration to serve on the negotiation team. They will not be members of any unit that negotiates with the Committee, and their participation in negotiations must be recommended by the Superintendent and approved by the Committee.
  - b. He/she will direct accumulation of necessary data needed for negotiations, such as comparative information.
  - c. He/she will follow guidelines set forth by the Committee as to acceptable agreements and will report on the progress of negotiations.
  - d. He/she will make recommendations to the Committee as to acceptable agreements.
2. The negotiator will interpret the signed negotiated contracts to administrators and may be called upon to offer advice on various aspects of contract administration during the terms of the contracts with employee organizations.

SOURCE: MASC

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

**SECTION I**  
**INSTRUCTION**

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

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

## **ACADEMIC FREEDOM**

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

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

SOURCE: MASC October 2016

LEGAL REF.: Constitution of the Commonwealth of Massachusetts

## **SCHOOL YEAR / SCHOOL CALENDAR**

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

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

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

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

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

SOURCE: MASC October 2016

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

## **SCHOOL DAY**

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

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

SOURCE: Chelmsford



## **ORGANIZATION OF INSTRUCTION**

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

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

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

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

NOTE: CHIPS refers to the Chelmsford Integrated Pre-School

SOURCE: Chelmsford

## **CURRICULUM DEVELOPMENT**

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

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

SOURCE: MASC

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

## **STUDENT SUPPORT SERVICES PROGRAMS**

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

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

SOURCE: MASC October 2016

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

## **CURRICULUM ADOPTION**

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

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

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

SOURCE: MASC

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

## BASIC INSTRUCTIONAL PROGRAM

State law requires that schools:

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

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

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

### The Fundamental Skills

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

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

SOURCE: MASC October 2016

CROSS REFS: ADF, School District Wellness Program

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

## **OCCUPATIONAL EDUCATION**

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

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

SOURCE: MASC October 2016

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

## **HEALTH EDUCATION**

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

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

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

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

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

SOURCE: MASC October 2016

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

**HEALTH EDUCATION  
(EXEMPTION PRODECURE)**

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

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

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

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

SOURCE: MASC

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



## **PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION**

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

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

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

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

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

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

SOURCE: MASC October 2016

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

## **TEACHING ABOUT ALCOHOL, DRUGS AND TOBACCO**

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

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

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

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

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

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

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

SOURCE: Chelmsford

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

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

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

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

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

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

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

SOURCE: MASC October 2016

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

## **PROGRAMS FOR STUDENTS WITH DISABILITIES**

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

LEGAL REF.: Rehabilitation Act of 1973, Section 504

SOURCE: MASC

## **OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS**

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

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

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

CROSS REF.: KI, Visitors to Schools

SOURCE: MASC

ADOPTED: September 2009

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

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

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

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

**COMPENSATORY EDUCATION  
(TITLE 1)**

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

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

SOURCE: MASC

## **ENGLISH LANGUAGE LEARNERS**

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

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

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

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

SOURCE: MASC October 2016

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



## **HOMEBOUND INSTRUCTION**

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

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

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

SOURCE: MASC

## **HOME SCHOOLING**

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

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

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

### **Home Instruction Guidelines**

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

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

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

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

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

SOURCE: Chelmsford

## **ALTERNATIVE SCHOOL PROGRAMS**

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

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

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

SOURCE: MASC October 2016

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

## **SUMMER SCHOOLS**

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

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

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

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

SOURCE: MASC

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

## **ADULT / COMMUNITY EDUCATION PROGRAMS**

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

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

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

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

SOURCE: Chelmsford

## **CLASS SIZE**

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

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

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

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

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

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

SOURCE: Chelmsford

## INSTRUCTIONAL MATERIALS

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

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

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

SOURCE: MASC October 2016

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

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



## RECONSIDERATION OF INSTRUCTIONAL RESOURCES

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

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

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

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

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

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

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

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

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

SOURCE: MASC

## **LIBRARY MATERIALS SELECTION AND ADOPTION**

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

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

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

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

SOURCE: MASC

LEGAL REF.: 603 CMR 26:05

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

## **LIBRARY RESOURCES**

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

### Definition of Library Resources

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

### Criteria for Selection of Library Resources

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

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

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

### Disclosure of Information/Privacy of Circulation Records

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

### Re-evaluation (Weeding) of Library Resources

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

Among the reasons for withdrawing an item are the following:

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

Some materials contain factual material that is no longer accurate or current.

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

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

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

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

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

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

SOURCE: MASC October 2016

## **ACCESS TO DIGITAL RESOURCES**

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

### **Safety Procedures and Guidelines**

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

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

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

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

### **Empowered Digital Use**

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

### **Employee Use**

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

### **Community Use**

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

### **Disregard of Rules and Responsibility for Damages**

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

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

SOURCE: MASC

LEGAL REFS: 47 USC § 254

Adopted: August 2015

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

## **EMPOWERED DIGITAL USE POLICY**

### **Purpose**

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

### **Availability**

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

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

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

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

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

SOURCE: MASC

Adopted: August 2015

## **INTERNET PUBLICATION**

### **I. PURPOSE**

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

### **II. SUPERVISION AND APPROVAL OF WEB PAGES**

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

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

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

### **III. CONTENT STANDARDS**

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



#### IV. SAFETY PRECAUTIONS

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

SOURCE: MASC

Adopted: August 2015

## **POLICY ON SOCIAL MEDIA**

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

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

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

## **FIELD TRIPS**

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

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

These regulations/procedures shall assure that:

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

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

SOURCE: Chelmsford

## **COMMUNITY RESOURCE PERSONS / SPEAKERS**

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

CROSS REF.: ADDA, Background Checks

SOURCE: MASC October 2016

## **SCHOOL VOLUNTEERS**

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

CROSS REF.: ADDA, Background Checks

SOURCE: MASC

## **STUDENT PROGRESS REPORTS TO PARENTS / GUARDIANS**

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

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

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

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

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

SOURCE: MASC October 2016

## **PROMOTION AND RETENTION OF STUDENTS**

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

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

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

SOURCE: MASC

## **EVALUATION OF INSTRUCTIONAL PROGRAMS**

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

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

Elements of this evaluation process may include:

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

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

SOURCE: MASC



## STUDENT SUBMISSION TO EDUCATIONAL SURVEYS AND RESEARCH

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

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

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

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

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

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

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

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

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

CROSS REF.: JRA, Student Records

SOURCE: MASC February 2018

## **TEACHING ACTIVITIES / PRESENTATIONS**

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

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

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

SOURCE: MASC

## **TEACHING ABOUT CONTROVERSIAL ISSUES / CONTROVERSIAL SPEAKERS**

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

### Teacher-Planned Classroom Discussions

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

### Student-Initiated Forums on Controversial Issues

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

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

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

#### Requests from Groups or Individuals Outside the Schools

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

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

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

SOURCE: MASC

## **SCHOOL CEREMONIES AND OBSERVANCES RELIGIOUS HOLIDAYS**

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

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

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

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

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

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

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

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

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

SOURCE: Chelmsford

## **ANIMALS IN SCHOOL**

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

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

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

### **Educational Program**

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

### **Student Health**

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

### **Animals Prohibited from School**

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

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

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

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

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

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

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

### **Service Animals (Guide or Assistance Dogs)**

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

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

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

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

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

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

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

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



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

LEGAL REF.: 28 CFR, Part 35

SOURCE: MASC October 2016

**SECTION J**

**STUDENTS**

<b>JB</b>	<b>EQUAL EDUCATIONAL OPPORTUNITIES</b>
<b>JC</b>	<b>ATTENDANCE AREAS</b>
<b>JCA</b>	<b>ASSIGNMENT OF STUDENTS TO SCHOOLS</b>
<b>JEB</b>	<b>ENTRANCE AGE / MANDATORY ADMISSIONS</b>
<b>JF</b>	<b>SCHOOL ADMISSIONS</b>
<b>JFAA /JFABD</b>	<b>STUDENT RESIDENCY</b>
<b>JFABC</b>	<b>ADMISSION OF TRANSFER STUDENTS</b>
<b>JFABD</b>	<b>HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES</b>
<b>JFABE</b>	<b>EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN</b>
<b>JFABF</b>	<b>EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE</b>
<b>JFBB</b>	<b>SCHOOL CHOICE</b>
<b>JH</b>	<b>STUDENT ABSENCES AND EXCUSES</b>
<b>JHCBA</b>	<b>RELIGIOUS HOLIDAYS</b>
<b>JHD</b>	<b>EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE</b>
<b>JI</b>	<b>STUDENT RIGHTS AND RESPONSIBILITIES</b>
<b>JIB</b>	<b>STUDENT INVOLVEMENT IN DECISION-MAKING</b>
<b>JIC</b>	<b>STUDENT DISCIPLINE</b>
<b>JICA</b>	<b>STUDENT DRESS CODE</b>

<b>JICC</b>	<b>STUDENT CONDUCT ON SCHOOL BUSES</b>
<b>JICE</b>	<b>STUDENT PUBLICATIONS</b>
<b>JICF</b>	<b>GANG ACTIVITY / SECRET SOCIETIES</b>
<b>JICFA</b>	<b>PROHIBITION OF HAZING</b>
<b>JICFA-E</b>	<b>HAZING</b>
<b>JICFB</b>	<b>BULLYING PREVENTION</b>
<b>JICH</b>	<b>ALCOHOL, TOBACCO AND DRUG USE BY STUDENTS PROHIBITED</b>
<b>JIE</b>	<b>PREGNANT STUDENTS</b>
<b>JIH</b>	<b>SEARCHES AND INTERROGATIONS</b>
<b>JII</b>	<b>STUDENT COMPLAINTS AND GRIEVANCES</b>
<b>JJ</b>	<b>CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES</b>
<b>JJA</b>	<b>STUDENT ORGANIZATIONS</b>
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<b>JJH</b>	<b>STUDENT LATE NIGHT OR OVERNIGHT TRAVEL</b>
<b>JJH-R</b>	<b>STUDENT TRAVEL REGULATIONS</b>
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<b>JL</b>	<b>STUDENT WELFARE</b>
<b>JLC</b>	<b>STUDENT HEALTH SERVICES AND REQUIREMENTS</b>
<b>JLCA</b>	<b>PHYSICAL EXAMINATIONS OF STUDENTS</b>
<b>JLCB</b>	<b>INOCULATIONS OF STUDENTS</b>
<b>JLCC</b>	<b>COMMUNICABLE DISEASES</b>
<b>JLCD</b>	<b>ADMINISTERING MEDICINES TO STUDENTS</b>
<b>JLD</b>	<b>GUIDANCE PROGRAM</b>
<b>JQ</b>	<b>STUDENT FEES, FINES, AND CHARGES</b>
<b>JRA</b>	<b>STUDENT RECORDS</b>
<b>JRD</b>	<b>STUDENT PHOTOGRAPHS</b>

## **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 31<sup>st</sup> 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 31<sup>st</sup> 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 31<sup>st</sup> 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 1<sup>st</sup> and October 31<sup>st</sup>.

\*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 12<sup>th</sup> 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 collaborates 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 1<sup>st</sup> of every school year, the administration will determine the number of spaces in each school available to choice students.
2. That by June 1<sup>st</sup> 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 1<sup>st</sup>. 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.

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

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.

**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](http://www.fmcsa.dot.gov)

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

[www.uma.org/consumer/student-transportation/](http://www.uma.org/consumer/student-transportation/)

Department of Defense’s approved list of motor carriers

[www.defensetravel.dod.mil/Docs/BusAgreementPOCs.pdf](http://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. Difficultly 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

## **SECTION K**

### **COMMUNITY RELATIONS**

<b>KA</b>	<b>SCHOOL / COMMUNITY RELATIONS GOALS</b>
<b>KBA</b>	<b>SCHOOL / PARENT RELATIONS GOALS</b>
<b>KBBA</b>	<b>NON-CUSTODIAL PARENTS' RIGHTS</b>
<b>KBE</b>	<b>RELATIONS WITH SCHOOL - PARENT ORGANIZATIONS</b>
<b>KCB</b>	<b>COMMUNITY INVOLVEMENT IN DECISION-MAKING</b>
<b>KCD</b>	<b>PUBLIC GIFTS TO THE SCHOOLS</b>
<b>KDB</b>	<b>PUBLIC'S RIGHT TO KNOW</b>
<b>KDD</b>	<b>MEDIA RELATIONS / DISSEMINATION OF NEWS</b>
<b>KE</b>	<b>PUBLIC COMPLAINTS</b>
<b>KF</b>	<b>COMMUNITY USE OF SCHOOL FACILITIES</b>
<b>KHA</b>	<b>PUBLIC SOLICITATIONS IN THE SCHOOLS</b>
<b>KHB</b>	<b>ADVERTISING IN THE SCHOOLS</b>
<b>KHC</b>	<b>DISTRIBUTION OF MATERIALS AND ANNOUNCEMENTS</b>
<b>KI</b>	<b>VISITORS TO THE SCHOOLS</b>
<b>KLG</b>	<b>RELATIONS WITH POLICE AUTHORITIES</b>
<b>KLJ</b>	<b>RELATIONS WITH PLANNING AUTHORITIES</b>
<b>KLK</b>	<b>RELATIONS WITH LOCAL GOVERNMENTAL AUTHORITIES</b>

## **SCHOOL / COMMUNITY RELATIONS GOALS**

The School Committee believes that the District is an integral part of the community and that community support is necessary for the District's operation and achievement of excellence. The School Committee and District staff members recognize that community support is based on a mutual exchange, a dynamic process in which the District contributes to the community's success and, in turn, benefits from the community's resources.

In order to maintain productive relationships with the community, the District is committed to sustaining:

**Effective, accurate, and meaningful communications that facilitate dialogue, encourage involvement in District programs, and create community advocacy for its public schools.**

**Volunteer programs that provide mutually enriching experiences for our students, staff, and community volunteers.**

**Recognition programs that publicly honor the contributions of our students, employees, and community partners and express pride in our individual and collective accomplishments.**

**Community service efforts which enable the District's staff and students to express their commitment to the community.**

SOURCE: MASC

## **SCHOOL / PARENT RELATIONS GOALS**

It is the general goal of the District to foster relationships with parents, which encourage cooperation between the home and school in establishing and achieving common educational goals for students.

While parents are individually responsible for their children, the District provides direct services of education and indirect services of childcare for students during the time when they are within the supervision of school personnel. Consistent with these shared responsibilities and as appropriate to the maturity of the student, members of the school staff will consult with parents regarding student progress and achievement, methods to enhance student development, and matters of correction.

Additionally, parental involvement in the schools is encouraged through regular communication with the school Principal and staff, the parent/teacher organizations, the school volunteer program, and other opportunities for participation in school activities and District programs.

SOURCE: MASC

## **NON-CUSTODIAL PARENTS' RIGHTS**

As required by Massachusetts General Law, a non-custodial parent may have access to the student record in accordance with law and Department of Elementary and Secondary Education Regulations. The school district will follow the law and the regulations developed by the Massachusetts Department of Elementary and Secondary Education to standardize the process by which public schools provide student records to parents who do not have physical custody of their children ("non-custodial parents").

As required by law, a non-custodial parent may have access to the student record in accordance with the following provisions.

- (a) A non-custodial parent is eligible to obtain access to the student record unless the school or district has been given documentation that:
  1. The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
  2. The parent has been denied visitation, or
  3. The parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
  4. There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.
- (b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to regulation.
- (c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.
- (d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after twenty one (21) days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in regulation.
- (e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
- (f) Upon receipt of a court order which prohibits the distribution of information pursuant to law, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

LEGAL REF.: M.G.L. 71:34D; 71:34H  
603 CMR 23.07 (5) Access Procedures for Non-Custodial Parents  
20 U.S.C. §1232g Family Education Rights and Privacy Act (FERPA)

SOURCE: MASC October 2016

## **RELATIONS WITH SCHOOL-PARENT ORGANIZATIONS**

To foster relationships with parents that encourage the home and school to work together to establish and achieve common educational goals for students, the Superintendent and the professional staff will:

1. Consult with and encourage parents to share in school planning and in setting objectives and evaluating programs.
2. Help parents understand the educational process and their role in promoting it.
3. Provide for parent understanding of school operations.
4. Provide opportunities for parents to be informed of their child's development and the criteria for its measurement.

To accomplish the above and to enhance communications between parents and school officials, the Committee encourages the maintenance of formal parent organizations, including booster organizations, at each school building. For this purpose the Committee will officially recognize parent organizations. These procedures will be observed:

1. Organizations will be officially recognized upon request by the building Principal who will file a copy of the organizational papers with the Superintendent.
2. A vote, open to all parents of children enrolled, will designate the organization to be recognized if more than one organization with the same purpose makes the request.
3. All parent organizations shall obtain 501(c)(3) status and file appropriate paperwork with state authorities and make proof of such status available to school district administration.
4. All parent organizations need to recognize that spending on student activities must comply with federal law relating to equity among student genders.

LEGAL REFS: Title IX, Education Amendments of 1972

CROSS REFS: ACA – Nondiscrimination on the Basis of Sex

SOURCE: MASC October 2016

## **COMMUNITY INVOLVEMENT IN DECISION-MAKING**

The School Committee endorses the concept that community participation in the affairs of the schools is essential if the school system and the community are to maintain mutual confidence and respect and work together to improve the quality of education for students. It therefore intends to exert every effort to identify the desires of the community and to be responsive, through its actions, to those desires.

All citizens will be encouraged to express ideas, concerns, and/or questions about the schools to the school administration, to any appointed advisory bodies, and to the Committee.

Residents who are specially qualified because of interest, training, experience, or personal characteristics, will be encouraged to assume an active role in school affairs. From time to time, these people may be invited by the Committee to act as advisors, either individually or in groups.

The Committee and the staff will give substantial weight to the advice they receive from individuals and community groups interested in the schools, particularly from those individuals and groups they have invited to advise them regarding specific problems, but will use their best judgment in arriving at decisions.

SOURCE: MASC

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



## **PUBLIC GIFTS TO THE SCHOOLS**

The Superintendent will have authority to accept gifts and offers of equipment for the schools in the name of the Committee when the gift is of educational value. In the case of gifts from industry, business, or special interest groups, no extensive advertising or promotion may be involved in any donation to the schools.

Gifts that would involve changes in school plants or sites will be subject to School Committee approval.

Gifts will automatically become the property of the school system. Any gift of cash, whether or not intended by the donor for a specific purpose, will be accepted by vote of the School Committee, handled as a separate account, and expended at the discretion of the Committee, as provided by law.

The Committee directs the Superintendent to assure that an appropriate expression of thanks is given all donors.

SOURCE: MASC October 2016

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

## **PUBLIC'S RIGHT TO KNOW**

The School Committee is a public servant, and its meetings and records will be a matter of public information except as such meetings and records pertain to individual personnel and other classified matters.

The School Committee supports the right of the people to know about the programs and services of their schools and will make every effort to disseminate information. All requests for information will be acted on fairly, completely and expeditiously.

All commonly available public record documents of the School District shall be posted on the district's website. The length of time such records shall remain posted on the district website shall be in accordance with the Municipal Record Retention Manual. In addition, the official minutes of the Committee, its written policies and regulations, and its financial records will be open for inspection at the office of the Superintendent by any citizen desiring to examine them during hours when the office is open. No records pertaining to individual students or staff members will be released for inspection by the public or any unauthorized persons by the Superintendent or other persons responsible for the custody of confidential files. The exception to this will be information about an individual employee (or student) that has been authorized in writing for release by the employee (or student, or student's parent).

Each building administrator is authorized to use all means available to keep parents and others in the particular school's community informed about the school's program and activities.

SOURCE: MASC October 2016

LEGAL REFS.: M.G.L. 4:7; 66:10; 30A:18-25

CROSS REFS.: BEDG, Minutes  
GBJ, Personnel Records  
JRA, Student Records

## **MEDIA RELATIONS / DISSEMINATION OF NEWS**

The Chelmsford School Committee invites and welcomes the active participation of newspapers, magazines, radio, television, social media and any other mass media that communicates and promotes the cause of good education in our district and elsewhere. The school system is a public institution serving the educational needs of the community; therefore, it is important that information be actively disseminated concerning activities and current events in our schools.

Any staff member has the right to prepare a news release concerning a particular school's event. All potential press releases by staff must be approved by each school's respective principal/designee prior to distribution to the news media.

The primary spokesperson on all issues relating to the school system as a whole will be the Superintendent. The Chelmsford School Committee Chairman may, with committee approval, assume this function. In addition, the principal of any district school may disseminate information regarding his/her school that may be of interest to the public.

This policy relates to official press releases and refers to spokespersons, and in no way precludes individuals their right to speak to the Press.

SOURCE: Chelmsford

## **PUBLIC COMPLAINTS**

Although no member of the community will be denied the right to bring their complaints to the Committee, they will be referred through the proper administrative channels for solution before investigation or action by the Committee. Exceptions will be made when the complaints concern Committee actions or Committee operations only.

The Committee believes that complaints are best handled and resolved as close to their origin as possible, and that the professional staff should be given every opportunity to consider the issues and attempt to resolve the problem prior to involvement by the Committee. Therefore, the proper channeling of complaints involving instruction, discipline, or learning materials will be as follows:

1. Teacher
2. School building administrator
3. Superintendent
4. School Committee

If a complaint, which was presented to the Committee and referred back through the proper channels, is adjusted before it comes back to the School Committee, a report of the disposition of the matter will be made to the Committee and then placed in the official files.

Complaints about school personnel will be investigated fully and fairly. However, before any such complaint is investigated, the complainant must submit his complaint in writing. Anonymous complaints will be disregarded.

Matters referred to the Superintendent and/or School Committee must be in writing and should be specific in terms of the action desired.

The Committee expects the professional staff to receive complaints courteously and to make a proper reply to the complainant.

SOURCE: MASC October 2016

LEGAL REFS.: M.G.L. 76:5  
603 CMR 26.00

## **COMMUNITY USE OF SCHOOL FACILITIES**

It is the School Committee's desire that maximum use of school property be enjoyed by the townspeople. It is the Committee's intent that such use will maintain safe conditions and preserve the property for school program use.

Use of school buildings and other facilities by organizations will be permitted only when a worthy educational, civic, or charitable purpose will be served; or a substantial group of citizens from the community will be benefited.

School facilities will be used according to the regulations and rental fee schedules recommended by the Superintendent and approved by the School Committee.

Permission for the use of facilities must be obtained through the office of the Superintendent of Schools, where applications are available for this purpose.

### Eligibility

School facilities will be available for the following:

1. Public school activities
2. Parent-teacher activities
3. Official town public hearings and political activities
4. Meetings and activities sponsored by the School Committee and school personnel
5. Parks and playground activities
6. Local nonprofit and noncommercial organization activities
7. Metropolitan civic, educational, social, and religious organization activities if a substantial portion of the members are residents of the town
8. The activities of other organizations when approved by the School Committee

### School and Town Preference

The priority given requests for use of school facilities will be as follows:

1. School activities
2. Town meetings and elections over other community activities
3. Parks and playgrounds

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:71; 71:71B; 272:40A

## **PUBLIC SOLICITATIONS IN THE SCHOOLS**

The School Committee will place limits on commercial activities and fund-raising activities in the schools for the following reasons:

1. The school system should provide students, parents, and employees some measure of protection from exploitation by commercial and charitable fund-raising organizations.
2. The school system should not give the public the impression of generally endorsing or sanctioning commercial and fund-raising activities.
3. Commercial and fund-raising activities may disrupt school routine and cause loss of instructional time.

Following these guiding statements, the Superintendent and Principals may permit occasional commercial or fund-raising activities related to the objectives of the schools with the following exceptions:

1. No direct solicitation of students or employees may take place without School Committee permission.
2. No general or class distribution of commercial or fund-raising literature may take place without School Committee permission.

For the purposes of this policy, local PTA and PTO groups and groups representing school system employees will be considered "school groups" and will be governed by the Committee's policy on staff solicitations.

SOURCE: MASC

LEGAL REF.: M.G.L. 44:53A

CROSS REFS.: GBEB, Staff Gifts and Solicitations  
JJE, Student Fund-Raising Activities  
JP, Student Gifts and Solicitations  
KHB, Advertising in the Schools

## **ADVERTISING IN THE SCHOOLS**

The School Committee may grant permission for advertising of commercial products or services in school buildings or on school property under guidelines or regulations it may approve. Otherwise, no advertising of commercial products or services will be permitted in school buildings or on school property. Publications of the school system will not contain any advertising. However, this will not prevent advertising in student publications that are published by student organizations, subject to administration controls, or the use of commercially-sponsored, free teaching aids if the content is approved by the administration.

Solicitation of sales or use of the name of the school system to promote any product will not be permitted by the Committee.

SOURCE: MASC October 2016

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

## **DISTRIBUTION OF MATERIALS AND ANNOUNCEMENTS**

The Chelmsford Public Schools controls the right to distribute materials in the schools and on school property that can be interpreted as advertisement for private companies, public institutions, and non-profit organizations. All decisions should be based on written proposals. These materials will be screened and approved by the Superintendent prior to distribution (for example no flyers will be distributed for placement on any vehicle parked on school property). No materials may be disseminated to staff and students unless reviewed and approved by the Superintendent's Office.

Announcements made by the town may be distributed to parents through the school system, paper or website, with the Superintendent's approval. Such announcements include, for example, notices of recycling programs, civic functions, and the like. Political announcements may not be distributed through the school system. All other announcements that may also include nonprofit organizations such as scholarship funds, town committees, blood drives, scouts, athletic, and fund raisers only related to nonprofit organizations shall be reviewed and accepted for distribution upon review by and at the discretion of the Superintendent. Any distribution instigated by a private party shall be marked as such as to distinguish it from an official school department correspondence. All such materials shall be presented through the Superintendent's office and then to the building principal for approval and/or distribution.

The Chelmsford Public Schools controls the right to accept items that contain any form of advertising outside of school related programs, events, and extracurricular activities. Advertising on school grounds or the outside of school buildings must be reviewed and accepted by the Chelmsford School Committee. Gifts and donations that include advertising must be approved by the Chelmsford School Committee. Any advertising including any fund raising activities must support the mission, goals, and policies of the Chelmsford Public Schools. Appropriate advertising may be sold for school based publications.

Students and staff members are to be protected from undue intrusions on their time during the school day by announcements, posters, bulletins, and communications of any kind from individuals and organizations.

SOURCE: Chelmsford



## VISITORS TO THE SCHOOLS

The School Committee welcomes parents and guests to visit classrooms to observe and learn about the instructional programs taking place in our schools. Such visits can prove most beneficial in promotion of greater school-home cooperation and community understanding of how we carry out the school system's mission and goals.

Visits by parents to several classrooms in a given grade for the purposes of comparing teaching styles to provide a basis for a request for student assignment to a particular teacher are strongly discouraged because the School District's policy of assigning a student to a particular class is the sole responsibility of the building Principal in consultation with the staff of that school.

The following guidelines to classroom and school visits should be followed:

1. Parental requests for classroom visitations will be welcomed as long as the educational process is not disrupted. To this end we request that such requests be made at least forty-eight (48) hours in advance to allow for proper arrangements to be made.
2. The building Principal has the authority to determine the number, times, and dates of observations by visitors. This will be done in consultation with staff members so as to give adequate notice to the staff members of the impending visits.
3. For security purposes it is requested that all visitors report to the Principal's office upon entering and leaving the building and sign a guest log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the Principal's office.
4. Under ordinary circumstances classroom observations will be strongly discouraged during the first three (3) weeks of school in September and during the month of June.
5. Any student who wishes to have a guest in school MUST ask permission of one of the administrative staff at least twenty four (24) hours in advance of the proposed visit. If permission is granted, the guest is expected to follow the standards of behavior expected of all students. Upon arrival the guest must register in the office. Any guest who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

CROSS REF.: IHBA, Observations of Special Education Programs

SOURCE: MASC October 2016

## **RELATIONS WITH POLICE AUTHORITIES**

Cooperation with law enforcement agencies is essential for the protection of students, for maintaining a safe environment in the District schools, and for safeguarding all school property.

Relationships between the schools and officials of law enforcement agencies in investigative matters concerning pupils will take into consideration the respective roles of the schools and law enforcement agencies in assisting and protecting the interests of the community, and ensuring the rights of all concerned.

The School Committee also recognizes the potential enrichment that law enforcement agencies can make in the educational program.

Efforts should be made to develop and maintain a healthy attitude toward law enforcement agencies and personnel to promote better understanding and communication.

SOURCE: MASC

## **RELATIONS WITH PLANNING AUTHORITIES**

The School Committee will participate in local and state planning functions that may directly affect District schools and their immediate environment.

The Superintendent or designee will keep the School Committee informed of planning matters bearing directly on the operation of District schools or school-sponsored programs, and will undertake action on behalf of the School Committee to influence matters in the best interests of the students, the schools and the District.

SOURCE: MASC

## **RELATIONS WITH LOCAL GOVERNMENTAL AUTHORITIES**

The School Committee and its administrative officers welcome all who seek to serve the residents of the community and will participate with them in the planning and execution of such projects as will be mutually beneficial for students.

It is School Committee policy that administration inform elected and appointed officials of the local and county government of the desire to work cooperatively for improved services.

SOURCE: MASC

## **SECTION L**

### **EDUCATION AGENCY RELATIONS**

- LA**            **EDUCATION AGENCY RELATIONS GOALS**
- LB**            **RELATIONS WITH OTHER SCHOOLS AND  
SCHOOL DISTRICTS**
- LBC**          **RELATIONS WITH NONPUBLIC SCHOOLS**
- LDA**          **STUDENT TEACHING AND INTERNSHIPS**
- LH**            **RELATIONS WITH SCHOOL ACCREDITATION  
AGENCIES**

## **EDUCATION AGENCY RELATIONS GOALS**

The School Committee appreciates the place and importance of an educational system in its greater environment, which includes other organizations and institutions dedicated to education. It believes that much is gained through cooperative endeavors with other agencies.

In order to make a maximum contribution to education, within the school system and to other educational agencies, the Committee establishes these broad goals:

1. To encourage liaison with other educational agencies.
2. To supply educational services to and/or share with other educational agencies.

SOURCE: MASC

## **RELATIONS WITH OTHER SCHOOLS AND SCHOOL DISTRICTS**

The School Committee will cooperate with other schools and with local, state, and regional agencies and organizations to:

1. Seek solutions of educational problems of common concern.
2. Offer support services of high quality to our children.
3. Equalize educational opportunities for all children.
4. Acquire federal and state grants.
5. Promote local school system involvement in state and federal decision-making.

This cooperation may extend to research, providing transportation for children to special schools and hospitals, coordination of curriculum, exchange of information and data, construction of facilities that may be efficiently used on a cooperative basis, and the coordination of school calendars and activities.

Before joining any cooperative programs, education collaborative, or participating in any joint educational services with other school systems, the School Committee wants to be sure that in all instances the best interests of our school children will be served. In carrying out this policy the Superintendent will include in reports to the Committee an evaluation of the desirability and feasibility of cooperation with other schools and agencies on matters of mutual interest.

SOURCE: MASC

LEGAL REFS.: M.G.L. 40:4E; 71:48; 71:71D; 71B:4; 74:4 through 74:7A; 76:1

## **RELATIONS WITH NONPUBLIC SCHOOLS**

### Private Schools

In accordance with state law, the School Committee will approve a private school when it is satisfied that the instructional program of the school equals that of the town's public schools in thoroughness, efficiency, and progress made.

The Committee recognizes that many worthwhile contributions are made to this community by parochial and other private schools. Therefore, it will cooperate with these schools in matters of mutual benefit when law does not expressly prohibit this cooperation.

SOURCE: MASC

LEGAL REFS.: M.G.L. 40:4E; 71:48 and 71D; 71B:4; 74:4-7A; 76:1



## **STUDENT TEACHING AND INTERNSHIPS**

The Committee encourages the administration to cooperate with teacher-training institutions in the placement of student teachers in the school system. All initial arrangements with the colleges and universities will be subject to Committee approval.

The Committee authorizes the administration to honor the reasonable rules and training guidelines of the sending institution.

In all arrangements made with colleges and universities, the school system will be given the privilege of interviewing and accepting or rejecting individual candidates for student teaching and internships.

The school administration will ensure there are procedures for evaluating the performance of student teachers that meet requirements of the sending institution and fit with the Committee's policies.

SOURCE: MASC October 2016

**RELATIONS WITH SCHOOL ACCREDITATION AGENCIES**

The Chelmsford School Committee authorizes Chelmsford High School membership in the New England Association of Schools and Colleges and will support the school staff in efforts to achieve and maintain a high accreditation rating by the association.

SOURCE: Chelmsford

# CHELMSFORD PUBLIC SCHOOLS

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## **Memorandum**

TO: Jay Lang, Superintendent  
Members of the School Committee

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

DATE: November 16, 2018

RE: CHS Student Activity Account Audit Report – December 31, 2017

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I'm writing to update you on the final audit report of the Chelmsford High School (CHS) Student Activity Account. Attached please find the report.

At the September 18, 2018 regular school committee meeting, I had presented the draft audit report. This report was prepared by our external auditor, Powers and Sullivan, documenting the audit of the CHS student activity account in the spring of 2018. We had requested a change to an item on page 11 of the draft report, as we had provided the reconciliation report they had requested shortly after their field visit on May 25, 2018. The comment on page 11 has been changed to reflect that they received the report, and they recommend we maintain the reconciliation report quarterly.

The recommendations in the final audit report have been reflected in the School Committee Policies related to the student activity accounts (recently voted September 4, 2018), and also reflected in the updated student activity guidelines and procedures document (recently acknowledged as a report of progress at the September 18, 2018 School Committee meeting).

I'm available to address any questions. Thank you for the opportunity to provide this update.

***CHELMSFORD PUBLIC SCHOOL DISTRICT***

***REPORT ON APPLYING AGREED-UPON PROCEDURES  
IN RELATION TO THE CHELMSFORD HIGH SCHOOL  
STUDENT ACTIVITY FUNDS***

***YEAR ENDED DECEMBER 31, 2017***

CHELMSFORD PUBLIC SCHOOL DISTRICT  
REPORT ON APPLYING AGREED-UPON PROCEDURES  
IN RELATION TO THE CHELMSFORD HIGH SCHOOL  
STUDENT ACTIVITY FUNDS

DECEMBER 31, 2017

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## **INDEPENDENT ACCOUNTANTS' REPORT ON APPLYING AGREED-UPON PROCEDURES IN RELATION TO THE CHELMSFORD HIGH SCHOOL STUDENT ACTIVITY FUNDS**

To the Honorable School Committee and  
Management of the Chelmsford Public School District  
Chelmsford, Massachusetts

We have performed the procedures enumerated in the Massachusetts Department of Elementary and Secondary Education's (DESE) "Agreed-Upon Procedures and Audit Guidelines: Student Activity Funds", which were agreed to by the Chelmsford Public School District (District), solely to assist the District with an evaluation of the systems of internal controls and compliance with the Massachusetts Student Activity Law (Massachusetts General Law [MGL] Chapter 71, Section 47) as related to the Chelmsford High School student activity funds for the period January 1, 2017, through December 31, 2017. The District is responsible for the administration and system of internal controls surrounding the student activity funds. This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of those parties specified in the report. Consequently, we make no representation regarding the sufficiency of the procedures described in the Massachusetts Department of Elementary and Secondary Education's "Agreed-Upon Procedures and Audit Guidelines: Student Activity Funds" either for the purpose for which this report has been requested or for any other purpose.

We have listed our comments and the corresponding agreed-upon procedures in the accompanying Schedule of Comments.

We were not engaged to and did not conduct an audit, the objective of which would be the expression of an opinion on cash and student activity balances. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the use of the Chelmsford Public School District and should not be used by those who have not agreed to the procedures and taken responsibility for the sufficiency of the procedures for their purposes. However, this report is a matter of public record and its distribution is not limited.

June 19, 2018

# ***Student Activity Schedules***



**SCHEDULE OF STUDENT ACTIVITY BALANCES - CASH BASIS**

December 31, 2017

**ASSETS**

Cash and cash equivalents..... \$ 252,591

**STUDENT ACTIVITY BALANCES**

Art Club.....	\$ 54
Athletics.....	9,882
ATWE.....	1,208
Badminton.....	1
Band.....	3,073
Basketball - Boys.....	50
Basketball - Girls.....	1,760
Be the Change Project.....	1
Best Buddies.....	475
Career Center.....	821
Cheerleading.....	625
Chelmsford Garden Club.....	25
Chorus.....	2,241
Class of 2016.....	4,755
Class of 2017.....	11,055
Class of 2018.....	53,355
Class of 2019.....	2,893
Class of 2020.....	136
Class of 2021.....	526
Cross Country.....	811
Dance Team.....	829
DECA.....	8,549
ECO Club.....	871
Field Hockey.....	3,155
Field Trips.....	3,494
Fine Arts.....	3,870
Football.....	4,427
Future Teachers Club.....	1,761
Golf.....	447
Gymnastics.....	77
Ice Hockey - Boys.....	3,056
Ice Hockey - Girls.....	539
International Relations.....	533
Key Club.....	136
Lacrosse - Boys.....	361

(Continued)

**SCHEDULE OF STUDENT ACTIVITY BALANCES - CASH BASIS**

December 31, 2017

Lacrosse - Girls.....	\$ 2,578
LIME.....	4,187
Lion Yearbook.....	102
Melting Pot Club.....	100
Mock Trial.....	349
National Business HS.....	528
National Honors Society.....	1,920
Orchestra.....	36
PAVE Program.....	949
Principal's Account.....	3,372
Reality Check.....	1,483
Resiliency.....	(96)
SAGA.....	857
Science Organization.....	(152)
Ski Club.....	314
Ski Team.....	(167)
Soccer - Boys.....	7,780
Soccer - Girls.....	8,041
Softball.....	3,678
Special Olympics.....	1
Speech and Debate Team.....	1,201
Student Council.....	1,034
Student Trainers.....	706
Swim Team - Boys.....	1,440
Swim Team - Girls.....	2,570
Tech Ed Student Build.....	41
Tennis - Boys.....	416
Tennis - Girls.....	230
Theater Guild.....	54,868
Thomas Jefferson Forum.....	199
Track.....	6,381
Tri-M.....	132
Unidentified.....	6,549
Voice Student News.....	320
Volleyball - Boys.....	1,138
Volleyball - Girls.....	10,646
World Language HS - LFS.....	1,974
Wrestling.....	582
Madame Queenan Boutique.....	<u>452</u>
<b>TOTAL STUDENT ACTIVITY BALANCES.....</b>	<b>\$ <u>252,591</u></b>

(Concluded)

**SCHEDULE OF ACTIVITIES - CASH BASIS**

YEAR ENDED DECEMBER 31, 2017

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Receipts:	
Student activities.....	\$ <u>574,051</u>
Disbursements:	
Student activities.....	<u>552,742</u>
Increase (decrease) in student activity balances.....	21,309
STUDENT ACTIVITY BALANCES AT BEGINNING OF YEAR.....	<u>231,282</u>
STUDENT ACTIVITY BALANCES AT END OF YEAR.....	\$ <u><u>252,591</u></u>

**SCHEDULE OF SUPPORT, RECEIPTS AND DISBURSEMENTS - CASH BASIS**

YEAR ENDED DECEMBER 31, 2017

	Beginning Balances	Receipts	Disbursements	Receipts Over (Under) Disbursements	Ending Balances
Art Club.....	\$ 54	\$ -	\$ -	\$ -	\$ 54
Athletics.....	(454)	23,060	12,724	10,336	9,882
ATWE.....	-	38,862	37,654	1,208	1,208
Badminton.....	-	240	239	1	1
Band.....	487	17,497	14,911	2,586	3,073
Basketball - Boys.....	50	-	-	-	50
Basketball - Girls.....	1,965	3,391	3,596	(205)	1,760
Be the Change Project.....	1	-	-	-	1
Best Buddies.....	345	600	470	130	475
Career Center.....	738	1,808	1,725	83	821
Cheerleading.....	(570)	1,195	-	1,195	625
Chelmsford Garden Club.....	25	-	-	-	25
Chorus.....	4,668	6,891	9,318	(2,427)	2,241
Class of 2014.....	6,127	-	6,127	(6,127)	-
Class of 2016.....	16,755	-	12,000	(12,000)	4,755
Class of 2017.....	42,897	46,794	78,636	(31,842)	11,055
Class of 2018.....	3,521	60,602	10,768	49,834	53,355
Class of 2019.....	1,603	2,959	1,669	1,290	2,893
Class of 2020.....	29	3,724	3,617	107	136
Class of 2021.....	-	1,788	1,262	526	526
Cross Country.....	661	150	-	150	811
Dance Team.....	829	-	-	-	829
DECA.....	8,520	38,046	38,017	29	8,549
ECO Club.....	72	845	46	799	871
Field Hockey.....	1,511	6,435	4,791	1,644	3,155
Field Trips.....	(1,163)	24,982	20,325	4,657	3,494
Fine Arts.....	2,056	2,564	750	1,814	3,870
Football.....	7,279	39,505	42,357	(2,852)	4,427
Future Teachers Club.....	1,761	-	-	-	1,761
Golf.....	2,575	-	2,128	(2,128)	447
Gymnastics.....	77	-	-	-	77
Ice Hockey - Boys.....	1,250	9,673	7,867	1,806	3,056
Ice Hockey - Girls.....	2,255	-	1,716	(1,716)	539
International Relations.....	533	-	-	-	533
Key Club.....	61	685	610	75	136
Lacrosse - Boys.....	1,670	1,815	3,124	(1,309)	361

(Continued)

**SCHEDULE OF SUPPORT, RECEIPTS AND DISBURSEMENTS - CASH BASIS**

YEAR ENDED DECEMBER 31, 2017

	Beginning Balances	Receipts	Disbursements	Receipts Over (Under) Disbursements	Ending Balances
Lacrosse - Girls.....	\$ 2,038	2,961	\$ 2,421	\$ 540	\$ 2,578
LIME.....	6,838	1,960	4,611	(2,651)	4,187
Lion Yearbook.....	21,333	11,775	33,006	(21,231)	102
Melting Pot Club.....	40	98	38	60	100
Mock Trial.....	596	144	391	(247)	349
National Business HS.....	483	168	123	45	528
National Honors Society.....	4,497	1,418	3,995	(2,577)	1,920
New Bank Transfer.....	-	25,000	25,000	-	-
Orchestra.....	4,536	-	4,500	(4,500)	36
PAVE Program.....	1,128	749	928	(179)	949
Principal's Account.....	891	3,944	1,463	2,481	3,372
Reality Check.....	1,483	352	352	-	1,483
Resiliency.....	-	4,109	4,205	(96)	(96)
SAGA.....	962	-	105	(105)	857
Science Organization.....	(152)	-	-	-	(152)
Ski Club.....	887	1,125	1,698	(573)	314
Ski Team.....	-	2,609	2,776	(167)	(167)
Soccer - Boys.....	12,221	6,984	11,425	(4,441)	7,780
Soccer - Girls.....	2,709	8,976	3,644	5,332	8,041
Softball.....	6,300	13,251	15,873	(2,622)	3,678
Special Olympics.....	1	-	-	-	1
Speech and Debate Team.....	1,538	80	417	(337)	1,201
Student Council.....	525	649	140	509	1,034
Student Trainers.....	771	200	265	(65)	706
Swim Team - Boys.....	2,624	5,057	6,241	(1,184)	1,440
Swim Team - Girls.....	2,105	5,695	5,230	465	2,570
Tech Ed Student Build.....	41	-	-	-	41
Tennis - Boys.....	(624)	1,040	-	1,040	416
Tennis - Girls.....	134	2,368	2,272	96	230
Theater Guild.....	35,933	80,627	61,692	18,935	54,868
Thomas Jefferson Forum.....	243	381	425	(44)	199
Track.....	(765)	19,880	12,734	7,146	6,381
Tri-M.....	232	-	100	(100)	132
Unidentified.....	2,819	3,730	-	3,730	6,549
Voice Student News.....	320	-	-	-	320
Volleyball - Boys.....	211	7,717	6,790	927	1,138
Volleyball - Girls.....	6,860	19,315	15,529	3,786	10,646
World Language HS - LFS.....	12	1,962	-	1,962	1,974
Wrestling.....	3,324	5,164	7,906	(2,742)	582
Madame Queenan Boutique.....	-	452	-	452	452
<b>Totals.....</b>	<b>\$ 231,282</b>	<b>574,051</b>	<b>\$ 552,742</b>	<b>\$ 21,309</b>	<b>\$ 252,591</b>

(Concluded)

**SECTION I – ADMINISTRATION****Establishment of Policies and Procedures Voted Upon by School Committee**DESE Guideline

The School Committee should adopt policies and procedures for the creation, operation, control and public reporting of student activity accounts. These policies should be reviewed periodically and amended when necessary. The accounts by statute are the responsibility of the school principal and thus it is the direct responsibility of the principal to ensure that the statute, School Committee policies, and administrative procedures are fully adhered to in all aspects of operating student activity accounts.

Agreed Upon Procedure

1. Inquire and obtain evidence suggesting that policies have been adopted by the School Committee. Evidence should be included in School Committee minutes through a School Committee vote.
2. Review formal policies and procedures and determine if they are effective; consider the following:
  - a. Policies must require adequate internal control to ensure protection of student monies.
  - b. Policies must be complete and satisfy Massachusetts General Law (MGL)
  - c. Policies must only govern student activity money and not money that is governed under other MGL.
  - d. Procedures should be developed that support policy and provide for segregation of duties.
  - e. Policies and procedures must be updated when applicable.

Comment

A complete set of formal policies and procedures have not been voted upon by School Committee since 2010, and these formal policies and procedures are not the standard set that are currently being used by the individuals handling the student activity monies. The District has established informal policies and procedures that are currently being followed, however School Committee has not voted upon these policies and procedures, and they do not completely satisfy the requirements of the Department of Elementary and Secondary Education (DESE).

We recommend that the School Department expand their current informal policies and procedures to include the following as well as any additional requirements set forth by the DESE, and that these policies and procedures be voted upon by the School Committee:

- The consideration of what classifies an inactive account and how to dispose of these, in addition to how to handle deficit balances and the closing of class accounts after graduation.
- Policies on proper segregation of duties, approval of student activity accounts, timeliness of audits, proper reconciliation procedures, and the process to replenish funds.
- Policies regarding bonding employees for faithful performance.
- Policies regarding the internal control of the receipts and disbursement processes.

**Approval of Student Activity Accounts**DESE Guideline

Although not required, it is good practice for the School Committee to approve each student activity annually. This should be done before the start of the school year unless activities are new and created during the year. The approval should include specific funding sources and object/missions for each activity.

Agreed Upon Procedure

Obtain a listing of each active student activity and inquire if each student activity and inquire if each student activity has been approved annually by the School Committee or if new, was approved during the year. Evidence should be included in the School Committee minutes through a School Committee vote.

Comment

We were not provided with evidence that the School Committee votes on established student activity accounts. We recommend that the School Committee vote on student activity accounts to mitigate the risk of the School establishing an improper student activity account. We also recommend that the School Committee establish a formal policy regarding the approval process for student activities annually or when first established.

**Appropriateness of Student Activity Accounts**DESE Guideline

A student activity account may be used for funds raised by student organizations that will be expended by those students for their benefit. Funds raised or donated that are governed by laws other than the student activity laws cannot be deposited to a student activity account. In addition, funds belonging to staff through sunshine funds or vending machines or other activities not related to the students may not be deposited in the student activity account.

Agreed Upon Procedure

Obtain a listing of each active student activity. From this list, determine source of funding and objective of each student activity. Evaluate if funds have been properly deposited into the student activity account or if funds are more appropriately classified as revolving, gift, grant or other type of fund.

Comments

Per our review of the student activity listing, we noted one account that is not an appropriate student activity account. This account is "unidentified" and per our discussions with the School personnel, this account acts as a temporary holding category that is sometimes used while balancing to the agency bank statement. There may be slight timing issues with deposits showing on the bank statement and the documentation received from teachers/advisors/coaches not being entered into QuickBooks software by club. This account is not appropriate and should be closed out in accordance with an established School Committee policy. Receipts and disbursements should be recorded to the individual student activity equity accounts directly, and any timing differences that exist between QuickBooks postings and bank postings should only be notated on the monthly bank reconciliations.

**SECTION II. – STEWARDSHIP AND CUSTODIAL RESPONSIBILITY****Checking Account Balance in Excess of Maximum**DESE Guideline

The Principal may request replenishment of the checking account to the maximum established balance by presentation of a fund request to the Town Treasurer, accompanied by invoices or other support for disbursements previously made from the checking account.

Agreed Upon Procedures

Review selected checking account bank statements to determine if checking account balances ever exceed amounts established by the School Committee.

Comment

School Committee did vote on a maximum balance of the checking account, and based on our review of the bank statements and the School Committee policy, we noted that the bank balances exceeded the maximum balances authorized in the School Committee vote for 8 out of 12 months. We recommend that procedures be implemented to comply with the School Committee policy.

**Annual Audits**DESE Guideline

There shall be an annual audit of the student activity funds which shall be conducted in accordance with procedures as agreed upon between the School Committee and the auditor based upon guidelines issued by the DESE. In addition, DESE recommends the audit be performed by an outside independent audit firm once every three years for those with activities greater than \$25,000. In the intervening years, the audit may be conducted by a responsible individual independent of the student activities, with the approval of School Committee. Such an individual could be the Town Accountant, who already has audit powers under MGL Chapter 41 the Treasurer, or the School Business Manager, if the School Business Manager is not involved in the administration or transactional processing of the student activities.

Agreed Upon Procedure

Determine if annual audits have been performed, either by an outside independent audit firm or as permissible, internally. Evidence of this may be obtained from reports developed as a result of the process.

Comment

The High School has not had an independent review of their Student Activities since 2013. Furthermore, the School Committee has not established policies and procedures regarding the timeliness of independent reviews and the process of conducting internal audits annually. We recommend that the School Committee establish policies and procedures regarding internal and external audits and that the School develop procedures to ensure compliance with School Committee policies.

**SECTION III. – GENERAL OPERATING PROCEDURES****Bank Reconciliations**DESE Guideline

Bank reconciliations must be done at least quarterly (preferably monthly). A copy of the bank reconciliation should be sent to the Assistant Superintendent of Business Affairs, School Committee, student officers, and the Town Treasurer. Sign-offs must be performed by the preparers and reviewers.



Agreed Upon Procedures

Through inquiry, observations, and review of sample bank reconciliations, determine if bank reconciliations are prepared at least quarterly and sent to the appropriate parties for review; and that signoffs by both preparer and reviewer are included in the process.

Comment

Cash reconciliations are performed and prepared monthly, however to reconcile cash, the agency account and checking account must be added together to reconcile. Therefore, cash in total reconciles, but individually between the two accounts they do not reconcile. Although cash is accounted for and reconciled in total, reconciling the agency account separate from the checking account is important as the functionality of student activity operates with these two accounts separate. In addition, the Town only records the agency account on their books; therefore accuracy between the two different bank accounts is important. Furthermore, these reconciliations did not contain sign offs by both the preparer and the reviewer. We recommend that the School Committee establish policies and procedures regarding reconciling the cash in the student activity accounts and that the School department establish procedures to ensure compliance with School Committee policy.

**Reconciliation of Subsidiary Accounts to the Control Account**DESE Guideline

The DESE makes recommendations to maintain minimum general operating procedures in the administration of student activities including:

1. The School Principal shall maintain individual subsidiary accounts by program within the student activity control account. This will allow proper matching of program expenditures against revenues that are collected for that purpose as well as allow for the efficient determination of the program balances.
2. Aggregate subsidiary account balances should be reconciled no less than quarterly to the total control account.
3. Total control account balances should be reconciled no less than quarterly to the aggregate total of the School Principal's reconciled checking account and the agency account maintained by the Treasurer.

Agreed Upon Procedures

Through inquiry and analysis, determine if subsidiary student activity account detail is maintained and if the aggregate of the subsidiary accounts are reconciled to the control account on a monthly basis.

Comment

A year end reconciliation was performed. However, we noted no interim reconciliations were conducted. We recommend that a reconciliation between these two ledgers for the agency account be performed at least quarterly per DESE recommendation.

**SECTION IV. – REVENUE, RECEIPTS AND DEPOSITS****Revenue Internal Control Process****Develop Revenue, Receipts and Deposit Policies and Procedures**DESE Guideline

The receipts process is most susceptible to theft and abuse since cash collections for student activities are normally decentralized, and individuals collecting cash are often young students inexperienced with cash handling.

The DESE recommends strict procedures for control of all receipts that should include the following controls:

- Receipts generated from the sale of a high volume product such as the yearbook or admission to a highly attended event like the prom or other dance or ball, should be controlled through the use of pre-numbered receipts.
- A reconciliation process should be in place whereby pre-numbered receipts, tickets, attendance logs or other revenue source documents are reconciled to cash collected for particular activities prior to making a deposit in the bank. In the situation where it is impractical to use source documents, two people should count the cash and sign off on the process.
- The cash collection and deposit function should be segregated from the accounting and recording function.
- All student organizations receiving monies from any source should turn over such money to the School Principal or the Principal's designee within twenty-four hours from receipt of such funds.
- Any money not deposited on the same day must kept overnight in a locked vault, safe, or other secure locked area.
- All money turned over to the school by a student organization shall be accompanied by a school deposit slip stating the source of the monies, the amount being deposited, and signed by the person turning over the money to the office. If turned in by a student, this should be co-signed by the group advisor or teacher, who should also keep a duplicate of the deposit slip.
- The School Principal or the Principal's designee should deposit into the agency account all monies received from student activity organizations at a minimum on a weekly basis. Written evidence of receipt should be obtained from the Town Treasurer.
- An ongoing philosophy of the importance of handling money with care, honestly, and accuracy should be conveyed to the students, advisors and teachers through roundtable meetings and educational trainings.
- Money collected for purposes other than student activities shall not be deposited into the student activity account and must be handled by MGL that governs its administration.
- Any monies paid to the school or to a student activity as commissions or revenue sharing belonging to the students and shall be deposited into the student activity agency accounts. Such funds shall be expended for the benefit of the students in accordance with School Committee policies and may not be spent to benefit the staff or to supplement the school budget.

- A policy must be adopted by the School Committee that specifies how any other undesignated receipts will be distributed and such receipts must be deposited into the student activity agency account. No student activity revenues will be deposited into the School Principal's checking account.

#### Agreed Upon Procedures

Through inquiry of the School Principal or their designee, document the process by which receipts are administered in order to gain an understanding of the internal control process in place.

#### Comment

The School Department has an established set of procedures regarding the receipt and deposit of student activity money, which is provided, in writing, to the advisors and principals at the various schools within the district. These procedures are reasonable and include some of the recommendations established by the DESE. However, these policies and procedures are not formally adopted by School Committee, and they do not encompass all of the procedures recommended by DESE. We recommend that the School Committee formally adopt policies and procedures related to the receipts process of student activity monies, and we recommend that the policies and procedures adopted comply with DESE guidelines.

#### **School Deposits**

##### DESE Guideline

The receipts process is most susceptible to theft and abuse since cash collections for student activities are normally decentralized, and individuals collecting cash are often young students inexperienced with cash handling.

##### Agreed Upon Procedures

Make a selection of receipts to test. This sample population should be a representative sample of receipts that are made from the school deposit slips. Upon determination of the samples to be tested, perform the following procedures on each sample:

1. Is the receipt amount included on the deposit slip?
2. Determine if pre-numbered receipts are used.
3. Determine if funds are remitted within twenty-four hours or within the next business day (if a weekend day) to the principal's office.

##### Comments

During our testing, we noted that bank deposit slips that detail the checks being turned over to the bank are not retained with the receipt documentation maintained at the District office.

Pre-numbered receipts are not being utilized and reconciled at functions that would benefit from this control. Also, in the event where pre-numbered receipts are not feasible, there was no evidence provided to ensure that two people collected, counted, and turned over the funds to the principal's office. This process of two people collecting and counting the funds received should be detailed on a separate standard form that is signed off by those two individuals to attest to the monies collected.

As pre-numbered receipts and/or standard forms documenting the individuals collecting the funds and the information regarding the funds collected were not maintained with the receipt documentation, we were unable to determine the timing between when the monies were actually collected by the students/advisors, and when they were turned over to the principal's office for deposit.

### **SECTION V. – PURCHASING AND DISBURSEMENTS**

#### **Develop Purchasing and Disbursement Policies and Procedures**

##### DESE Guideline

MGL 71, Section 47 gives the responsibility for the establishment of student activity accounts to the School Committee and the enforcement of School Committee policies to the School Principals; such is the case with purchasing and disbursements. It is important that disbursement policies are sound, controlled, and designed to benefit only the students.

In order to accomplish this goal, the DESE recommends the following at a minimum are in place:

- Advance of funds should be avoided whenever possible. If it is anticipated that an advance is necessary, prior written approval must be obtained from the School Principal.
- Equipment and supplies purchased with student activity funds are the property of the student activity groups and not any individual student or other organization. Equipment and supplies purchased with student activity funds should be used exclusively for co-curricular student activities and not for the general use of School operations.
- Student advisors, or others involved in purchasing, may not benefit personally from any purchasing – either directly or indirectly.
- Student activity funds may not be used for any purpose unrelated to student activities or for the benefit of any staff person.
- All disbursements should be made by check.
- The policy adopted by the School Committee should specify the method or methods to be used to pay for expenses, including how to handle the reimbursement of funds when personal credit cards are used. (This is important because of the potential “reward” benefits the credit card holder may accrue).
- Disbursements exceeding \$600 in aggregate to any one individual or entity must be reviewed to determine if a Form 1099-MISC. is required. This process should be coordinated with the Town Accountant or Treasurer to ensure compliance.
- Checks may not be written to cash.
- Checks shall be signed only after they are completely prepared.
- Check signature authority shall be in accordance with School Committee policy. Consideration should be given to require two signatures for individual disbursements made over a certain dollar amount.
- Individuals responsible for writing checks should be segregated from the record keeping and reconciliation process; or assurances should be made that other mitigating controls are in place such as a

monthly review of all activity by an independent responsible individual.

- All disbursements are required to have adequate external supporting documentation such as a vendor invoice, bill contract or receipt.
- A record of all checks will be maintained, including voided checks. Numerical order of checks should be retained.
- Checkbook reconciliations should be performed monthly.
- A standardized form should accompany all requests for check issuance.
- The standardized form shall be accompanied by the supporting documentation and must state to whom the check shall be payable, the reason for the payment, the amount of the check, the student activity account to be charged, and the approval signature of the advisor or student officer.
- All requests for replenishment to the School Principal imprest checking account must be adequately supported and processed through the Town accounts payable warrant process.

#### Agreed Upon Procedure

Through inquiry of the School Principal or their designee, document the process by which disbursements are administered in order to gain an understanding of the internal control process in place.

#### Comment

We noted that there are informal policies and procedures in place and that these are provided to the appropriate individuals in writing. These informal policies and procedures are reasonable and cover some of the recommended policies and procedures established by the DESE, however these should be formally adopted by School Committee, and should be expanded to ensure that the School complies with DESE guidelines.

### **SECTION VI. – CLASS, INACTIVE ACCOUNTS AND DEFICITS**

#### **Graduated Classes**

##### DESE Guideline

It is ESE's opinion that, because graduates are no longer students, monies for student class grades that have graduated cannot be legally maintained in student activity accounts. ESE recommends that the School Committee approve a policy that specifies how these funds shall be disposed of upon a class' graduation. Notification of the manner of disposition should be given to the class officers and all students who contribute to the class accounts. Such policy should specify how long the class account should remain active after graduation (i.e. 90 to 180 days after graduation to permit the school to pass all class obligations). After the waiting period, the policy should specify if and how the remaining funds will be transferred to the graduates, if the funds will revert to other student activity groups (such as the incoming senior class), or other specific disposition instructions.

Agreed Upon Procedures

1. Through review of School Committee policies, determine the policy for disposition of class accounts.
2. Obtain a listing of all individual student activity accounts and scan the listing for class accounts for students who have already graduated.
3. Determine if disposition is in accordance with School Committee policies.

Comment

We noted that throughout 2017, there was activity for the Class of 2014, three years after graduating. We recommend that the School Committee adopt formal policies and procedures regarding class accounts in compliance with DESE guidelines, and we recommend that the school establish procedures to ensure compliance with these established policies.

**Inactive Accounts**DESE Guideline

Any student activity inactive for a period of three (3) years or more, and for which there has been no receipts or disbursements recorded on their behalf, shall require the following actions in order to be closed:

- Written notification by the advisor or student officer to the School Principal or other authorized administrator that the activity will cease to be a viable account. If an advisor or student officer is not available, such discontinuance shall be by vote of the School Committee.
- All assets of the recognized student activity shall be identified and stated in writing
- Any disposition of assets of an inactive recognized student activity shall be determined by the School Committee, but in no case shall the disposition benefit specific individuals.
- Such policy will be communicated to the students who contribute to the account, when possible.

Agreed Upon Procedures

Through review of the School Committee policies, determine the policy for disposition of inactive accounts and its reasonableness.

Comment

Per review of the activity within the student activity accounts, we noted that there were several accounts that have not had any financial activity for the past three years. When we inquired with school personnel, we noted that these activities are active, as in the clubs/groups meet and the advisor is paid a stipend out of the General Fund budget, the student activity just does not have any financial activity and does not do any fundraising or have any disbursements. With no student monies flowing through the account, this account should be considered inactive, and therefore should be closed out. Furthermore, the School Committee has not established an up to date formal policy regarding the closing of inactive student activity accounts. We recommend that policies be established to include procedures related to inactive accounts, and that inactive accounts be closed in compliance with these policies.

**School Committee Policies for Deficit balances**DESE Guideline

Individual activity accounts should not be permitted to be in a deficit position because such a position becomes a liability to other individual activities or possibly to future classes. DESE recommends that the School Committee develop a policy for remedial action whenever a deficit not resulting from timing exists.

Possible remedial action could include funding from the following sources:

- School Committee appropriation;
- Accumulated investment earnings;
- Surpluses of inactive accounts;
- Gift from an activity with a surplus balance through approval of the advisor; or
- Any other legal means.

Agreed Upon Procedures

1. Through review of School Committee policies, determine the policy for remediation of individual student activity deficit balances and its reasonableness.
2. Obtain listing of all individually listed student activity accounts. Scan listing for accounts and determine if any have deficit balances.
3. Determine if disposition of deficit balances is in accordance with School Committee policies.

Comment

The School Committee has not established an up to date policy addressing the remediation of individual student activity deficit balances. Furthermore there were three student activity accounts that had deficit balances at year-end. We recommend that School Committee establish policies related to deficit balances and that procedures be implemented to ensure that deficit balances are mitigated.

**SECTION VII. – STUDENT TRAVEL****Enhance Student Travel Policy and Authorization Forms**DESE Guideline

The School Committee should adopt policies and procedures for student travel related to student activities (i.e. field trips, overnight, and abroad). The policy should address how travel is to be authorized, the method or methods of paying travel expenditures, and final accountability for all travel costs associated with a trip. The following should be included in the travel policy:

- A request for travel authorization and funding must be prepared well in advance of the time the funds are needed.

- The request should be submitted by the advisor or other person responsible for the activity trip; furthermore, the request should be approved by the School Principal in accordance with policy established by the School Committee.
- Travel Authorization Forms should contain at least the following: date of request, date funds needed, destination and purpose of trip, estimated departure and return times, number of persons traveling, estimate of cash required for tips and other various sundry items, estimate of expenses, signature of person requesting authorization, signature of person authorizing the request, check number and date of payment, and signature of the School Principal.
- The approved travel authorizations are to be submitted to the School Principal or their designee to ascertain the sufficient funds are available.
- Approved Travel Authorization Forms should remain in a pending file until final accountability for the trip has been completed.
- The policy adopted by the School Committee should specify the method or methods to be used to pay travel expenses, including how to handle the reimbursement of funds when personal credit cards are used.
- A statement of final accountability must be submitted by the authorized trip sponsor promptly after the completion of the trip. Final accountability statements should include at least the following: date; notation of advance funds received (if applicable - amount, date, and check number); complete listing of itemized expenditures paid - together with documentary evidence of payment; totals of cash or checks expended; notation and totals of credit card or open account expenses (if applicable); the amount returned to the student activities if advances received exceed documented expenditures; the amount of additional reimbursement requested if travel expenses incurred exceed travel advances received; signature of person completing final accountability statement and signature of School Principal or their designee to indicate that there has been an acceptable final accountability.

#### Agreed Upon Procedure

Through review of School Committee policies, determine if the policy for student travel is adequate.

#### Comment

We noted that the School's general and informal student activity procedures address student travel and are in compliance with DESE policies and procedures, however these should be formally adopted by School Committee. Furthermore, the supporting documentation for student travel should be included with the disbursement documentation maintained at the school business office.

In adopting formal School Committee policies and procedures, we recommend that they be expanded to specify the method or methods to be used to pay travel expenses, including how to handle the reimbursement of funds when personal credit cards are used. This is important because of the potential "reward" benefits the credit card holder may accrue. We recommend that the School Committee establish formal travel policies to cap the spending limit on purchases with personal credit cards to \$1,000, unless extenuating circumstances and prior approval of the Business Manager is received.



# CHELMSFORD PUBLIC SCHOOLS

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Jay Lang, Ed.D., Superintendent

## **Memorandum**

To: Members of the School Committee  
From: Jay Lang, Ed.D., Superintendent of Schools  
Date: November 16, 2018  
Re: Update: MA DESE Coordinated Program Review Report

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A five-member Massachusetts Department of Elementary and Secondary Education team conducted a Coordinated Program Review (CRP) in the Chelmsford Public Schools during the week of March 6, 2017 to evaluate the implementation of selected criteria in the program areas of special education, civil rights and other related general education requirements, and English learner education. The team had an opportunity to interview staff and parents, to observe classroom facilities and to review the programs underway in the district.

A copy of the Coordinated Program Review report of findings was provided to the school committee on January 10, 2018. Further, with regard to the elements reviewed by DESE and found to be either “partially implemented” or “not implemented” in the district, a spreadsheet was presented that we utilize internally to track the DESE CPR finding, the district’s proposed action/response to remedy the finding, and DESE’s acceptance of the proposed action/response by the district.

At this time, all elements have been accepted by DESE. Attached please find an e-mail from Corey Steinman, Coordinated Program Review Chairperson, indicating DESE has reviewed the district’s corrective action plan progress reports and no further reports are required; our CPR cycle is completed for the district. I would like to thank the CPS staff who participated in the coordinated program review for their time and effort in assisting DESE to perform this evaluation.

**From:** [Steinman, Corey](#)  
**To:** [Lang, Jay](#); [Hirsch, Linda](#); [Rogers, Kelly](#)  
**Cc:** [POA-CAP](#); [Paulin, Amy \(DOE\)](#); [Hughes, Sibel \(ESE\)](#)  
**Subject:** Department of Elementary and Secondary Education Review of Chelmsford Public Schools' Coordinated Program Review Progress Reports  
**Date:** Monday, November 05, 2018 12:33:24 PM  
**Importance:** High

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Dear Superintendent Lang:

Thank you for your district's recently submitted Coordinated Program Review Corrective Action Plan progress reports, which the Department has now reviewed.

After reviewing your progress reports, we are pleased to inform you that no further progress reports are now required. We wish to thank you and your staff for your cooperation in resolving these important matters.

Please contact Corey Steinman at 781-338-3742 if further clarification is needed on any matters presented here.

Sincerely,

Corey Steinman, Coordinated Program Review Chairperson  
Office of Public School Monitoring  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street  
Malden, MA 02148  
781-338-3742

Amy Paulin, Supervisor  
Office of Public School Monitoring  
Massachusetts Department of Elementary and Secondary Education  
[apaulin@doe.mass.edu](mailto:apaulin@doe.mass.edu)

## Chelmsford CPR/Program Review Onsite Year: 2016-2017

Criterion #	Criterion Title	CPR Rating	Expected Completion Date	Finding	CPS Action Plan	Responsible Party	January 5 Progress Report Due	March Progress Report Due	June Progress Report Due	Date of Corrected Action
SE 7	Transfer of parental rights at age of majority and student participation and consent at the age of majority	Partially Implemented	6/30/18	A review of student records indicated that the district does not consistently inform the student and the parent/guardian of the rights that will transfer from the parent/guardian to the student upon his or her 18th birthday at least one year prior to the student reaching age 18.	Director of Student Services will review with high school team chair & Assistant Director/ OOD coordinator Age of Majority Administrative Advisory SPED 2011-1. The high school team chair will share this Administrative Advisory with the high school liaisons. The process & procedure for Transfer of Rights and Age of Majority will be reviewed with the assistant director/out of district coordinator and high school team chair during one of the weekly consult meetings with the Director of Student Services. The same training/discussion will occur with the high school liaisons at monthly meeting by the high school administrative team chair. Review of the decision making procedure if students choose to delegate decision-making to his/her parent and any legal court documentation needed by the parent if parents seek to legally keep	Amy Reese	Yes	No	No	3/16/18
SE 8	IEP Team composition and attendance	Partially Implemented	2/1/18	A review of student records indicated the following issues when Team members are unable to attend the IEP meeting: a) the parent and district do not always agree to use alternative means, such as a video conference or a conference call, for a Team meeting; or b) the district and parent do not always agree, in writing, that the attendance of the Team member is not necessary because the member's area of the curriculum or related services is not being modified or discussed; or c) the district and the parent do not always agree, in writing, to excuse a required Team member's participation and for the excused member to provide written input into the development of the IEP to the parent and the IEP Team prior to the meeting.	Director of Student Services will review the procedure for Team composition and attendance with the special education administrators at biweekly team chair meeting in November 2017. Review of who needs to attend IEP meetings along with regulation for excusal of a Team member from not attending the meeting. Copy of the excusal form will be provided to the team chairs and discussion about written input required from any Team member not able to attend the meeting. Discussion of needing parental permission to excuse a required team member early from a Team meeting. Team Chairs (administrators) will continue this training/discussion at special education staff meetings by February, 2018 with all special education teachers and related service	Amy Reese	Yes	No	No	3/16/18
SE 13	Progress Reports and content	Partially Implemented	2/1/18	A review of student records indicated that progress report information sent to parents does not always include written information on the student's progress towards the annual goals in the IEP.	The Student Services Office will create and distribute a chart indicating when special education progress reports are due at each level (preschool, elementary, middle, & high school). Each level has different reporting periods due to some levels being on trimester, some on quarters, others on semesters. This will be created during an administrative program head leadership meeting with the Director of Student Services. The progress report due dates along with the specific information that needs to be written in the progress reports will be reviewed with each building principal or assistant principals and all special education liaisons including related service providers. It will be reviewed by each team chair with their special education liaisons at a monthly department	Amy Reese	Yes	No	No	3/16/18

Criterion #	Criterion Title	CPR Rating	Expected Completion Date	Finding	CPS Action Plan	Responsible Party	January 5 Progress Report Due	March Progress Report Due	June Progress Report Due	Date of Corrected Action
SE 18B	Determination of placement; provision of IEP to	Partially Implemented	2/1/18	A review of student records indicated that while the district provides the parent with two (2) copies of the proposed IEP and proposed placement along with the required notice, these documents are not consistently provided immediately following the development of the IEP.	Review of regulation and training will be provided to special ed administrators by the Director of Student Services by 11/15/17 regarding the time line to provide parents with IEP's following a Team meeting. Agenda will focus on timeline for sending IEP to parents/guardians, team meeting summary form, and 2 copies of the complete IEP needs to be sent home. District has a summary form that is utilized which is provided to the parents at the meeting. This form outlines the goal areas and service delivery grid. Procedure for documenting on N1 under "enclosures" 2 copies of the IEP being sent will be reviewed. The Team chairs will review this same information with all liaisons and related service providers. In addition, a memo will be sent to all liaisons/service providers that completed proposed IEP with any changes from the team meeting must be sent to the Student Services office for their team chair to sign as LEA no later than 3-school days after the IEP meeting date. It will also include the need to document on the N1 the enclosures (2 complete IEP's, etc.) since liaisons are responsible for sending	Amy Reese	Yes	No	No	3/16/18
SE 20	Least restrictive program selected	Partially Implemented	2/1/18	A review of student records indicated that when a student is removed from the general education classroom at any time, the Team does not always state why the removal is considered critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily.	The Director of Student Services will review & discuss the need to individualize and document effects of removing a student from the general education setting under the Nonparticipation Justification section of the IEP at Team chair meeting by 11/15/2017. A PowerPoint Slide from the Writing Effective IEPs training provided to all liaisons during the 2016-2017 school year will be reviewed along with the Non-participation Justification handout. The Director will review the importance for the Team to discuss/consider the LRE environment in which the student can access the curriculum taking into account all aspects of learning (language, social emotional, social skills, behavior needs, etc.). The Team needs consider all impacts when determining a student needs be removed from the general education setting. The Team Chairs will then review with	Amy Reese	Yes	No	No	3/16/18
SE 24	Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE	Partially Implemented	4/30/18	A review of student records indicated that the school district's Notice of Proposed School District Action (N1) does not always include all required elements, specifically: a description of the action proposed or refused by the school district; an explanation of why the school district proposed or refused to take the action; a description of each evaluation procedure, test, record or report; a description of any other options that the school district considered and the reasons why those options were rejected; and other factors the school district used as a basis for the proposed or refused action.	The Director of Student Services will discuss with the Team chairs at one of the bi-weekly leadership team meetings the need to provide more details and specific information in the N1's following a Team meeting. Focus will be on including details to answer all required questions in the N1 form. Director of Student Services along with the Team Chairs will provide a mini-workshop with the agenda focusing on writing effective N1s for the liaisons & related service providers at a monthly meeting the need to answer all required questions in all N1's. Following this mini-workshop on writing specific N1's, the Team chairs will follow up individually	Amy Reese	Yes	No	No	3/16/18
SE 32	Parent advisory council for special education	Partially Implemented	2/1/18	A review of documents, as well as parent and staff interviews, indicated that while the district has an established parent advisory council on special education, the council does not have by-laws regarding officers and operational procedures. Additionally, the parent advisory council duties do not include advising the district on matters that pertain to the education and safety of students with disabilities; and meeting regularly with school officials to participate in the planning, development, and evaluation of the school district's special education programs. Parent and staff interviews also indicated that the school district	Monthly meetings have been established and posted for the 2017-2018 school year. At the first meeting on 9/26/17 the parents adopted the last set of by-laws from the last time the district had an active SEPAC. Regular meetings are scheduled on a monthly basis between the Director of Student Services and the interim SEPAC board. The interim SEPAC board has asked for 2 parent liaison volunteers for from each school to represent SEPAC and share information with the schools. There is a liaison representative from the School Committee for SEPAC. A membership to MassPAC has been purchased by the district. The basic rights workshop is	Amy Reese	No	Yes	No	6/29/18

Criterion #	Criterion Title	CPR Rating	Expected Completion Date	Finding	CPS Action Plan	Responsible Party	January 5 Progress Report Due	March Progress Report Due	June Progress Report Due	Date of Corrected Action
SE 34	Continuum of alternative services and placement	Partially Implemented	6/30/18	A review of documents and staff interviews indicated that the district does not have a continuum of alternative services and placements at the elementary school level (grades k-4) for students with disabilities that impact social-emotional functioning and present with behaviors that impact learning. Students with this profile at the middle and high school levels have access to a variety of social emotional supports, which include the Students Assistance Program that is staffed by special educators, related service providers, paraprofessionals, and clinicians. Students with similar disabilities at the elementary level, however, receive services from a part-time clinical psychologist who is shared between two schools. Staff interviews indicated that, in absence of the clinical psychologist, staff members at the elementary level are frequently pulled from their duties to support students with this profile, which impacts the fidelity of service delivery to students. Similar disruptions to services do not occur regularly at the middle or high school levels.	Full-time clinical (doctorate level) psychologists are at each elementary school as of September 2017. This allows for additional social emotional supports for elementary students that were not available in the past. Research therapeutic programs in area districts to gather data on various service delivery models and supports. Form a committee of key stakeholders (elementary principals, counselors, psychologists, special ed teachers, team chairs, etc). to discuss social emotional programming at the elementary level. Identify a special education teacher or counselor in each elementary school that can provide a supportive classroom space for students with social and emotional needs.	Amy Reese	Yes	No	No	6/25/18
SE 54	Professional development	Partially Implemented	6/30/18	A review of documents and staff interviews indicated that general education staff do not receive training on state special education requirements and related local special education policies and procedures.	1. Special education administrators will present & discuss special education topics (accommodations, differentiation, MA & federal requirements, district's DECAP, co-teaching, etc) at a minimum of 2 faculty meetings annually. 2. Special education administrators will develop a training module for general education teachers on special education topics, policies and procedures. 3. Director of Student Services is developing a workshop/course for teachers on special	Amy Reese	Yes	No	No	6/25/18
SE 55	Special education facilities and classrooms	Partially Implemented	11/1/18	Observations indicated that at the high school, there is a cluster of special education classrooms which house the Resource Room (grades 9-12), Learning Center (grades 9-12), and Student Assistance Program (grades 9-12). This cluster is isolated from general education instructional areas. Interviews indicated that staff refer to this wing as the "Special Education Department."	The entire high school classrooms have been reassigned. The special education classrooms are now spread out among all the other general education classrooms in the school. This reconfiguration took place over the summer (2017) by the high school principal, deans and high school special ed team chair administrator.	Amy Reese	Yes	No	No	1/5/18
CR 3	Access to a full range of education programs	Partially Implemented	9/13/18	A review of documents and staff interviews indicated that while the district ensures all students, regardless of race, color, sex, religion, or national origin, have equal access to the general education program and the full range of any occupational/vocational education programs offered by the district, this assurance does not include gender identity, sexual orientation, disability, and homelessness as protected categories.	The district will update documents that refer to educational program access to include "gender identity, sexual orientation, disability and homelessness" as protected categories	Jay Lang - SC Policy; Linda Hirsch - Handbooks; Cheryl Kirkpatrick - HR Policies	No	No	Yes	6/29/18
CR 7	Information to be translated into languages other than English	Partially Implemented	9/13/18	A review of documents and staff interviews indicated that important information and documents, such as handbooks and codes of conduct, distributed to parents are not always translated into the major languages spoken by parents or guardians with limited English skills.	1. Interpretation Services for Parent Teacher Conferences - We currently contract with Cross Cultural Communications Systems, Inc. to provide interpreters for parent teacher conferences and a variety of other school meetings. 2. Communication with parents - We plan to contract with in-house staff/outside contractor (Cross Cultural	Linda Hirsch - Have the same info as ELE update.	No	Yes	Yes	3/16/18
CR 7B	Structured learning time	Partially Implemented	6/1/18	A review of documents and staff interviews indicated that the district requires that students in grades nine through twelve take a total of two semesters of physical education instead of the required four years.	Our current program of studies has a three year requirement of PE with the additional requirement of grade 11/12 students before graduation beginning with the class of 2019. We are in the process of reviewing the program of studies to include the 4th year	Jay Lang; Linda Hirsch	Yes -Assurance Letter Submitted 1/5/18	No	No	8/17/18
CR 7C	Early release of high school seniors	Not Implemented	9/13/18	A review of documents and staff interviews indicated that high school seniors are released more than twelve days before the regular scheduled closing date of the high school.	A review of the school calendar will be completed to in order to ensure that seniors were not released more that twelve days before the regular scheduled closing.	Linda Hirsch -	No	No	Yes	6/29/18

Criterion #	Criterion Title	CPR Rating	Expected Completion Date	Finding	CPS Action Plan	Responsible Party	January 5 Progress Report Due	March Progress Report Due	June Progress Report Due	Date of Corrected Action
CR 10A	Student handbooks and codes of conduct	Partially Implemented	9/13/18	A review of documents and staff interviews indicated that student handbooks and the code of conduct are not always translated by the district when requested by parents or students whose primary language is other than English. A review of documents indicated that while student codes of conduct published in student handbooks contain appropriate procedures for the discipline of students who have Individualized Education Plans, they do not include procedures for students who have Section 504 Accommodation Plans. A review of documents also indicated that although handbooks affirm the school's non-tolerance for harassment based on race, color, national origin, sex, and religion, or discrimination on those same bases, this	1. Communication with parents - We plan to contract with in-house staff/outside contractor (Cross Cultural Communications Systems, Inc.) to provide translations of vital school documentation. 2. Handbook will be revised to include the district's non-tolerance for harassment based on gender identity or sexual orientation.	Amy Reese and Linda Hirsch	No	No	Yes	8/17/18
CR 10B	Bullying Intervention and Prevention	Partially Implemented	8/30/18	A review of documents indicated that the school handbooks are not consistent with the amendments to the Massachusetts anti-bullying law. Specifically, handbooks do not make clear that a member of the school staff may be named the "aggressor" or "perpetrator" in a bullying report. Relevant policies, such as school committee policy 6202 entitled "Bullying Prevention" and procedures related to the school's anti-bullying plan are not included in student handbooks. A review of documents and staff interviews indicated that the district does not have an employee handbook that contains relevant sections of the amended Plan relating to the duties of faculty and staff and relevant provisions addressing the bullying of students by a school staff member.	1) Committee formed to review law and discuss how adult responsibilities regarding bullying and harassment can best be communicated. 2) Language will be crafted that can be included in all student handbooks 3) Employee handbook will be created and will include duties of staff related to addressing bullying or harassment of students by a school staff member	Jay Lang - SC Policy; Chery Kirkpatrick Staff Handbook; Linda Student Handbook to Legal	NO	No	Yes	8/17/18
CR 10C	Student Discipline	Partially Implemented	8/30/18	A review of documents indicated that the district's Notice of Suspension and Hearing to students and parents does not contain all required elements. Specifically, the notice does not address the disciplinary offense; the basis for the charge; the potential consequence; the opportunity for a hearing to dispute the charges, present an explanation, and for the parent to attend; and the date, time and location of the hearing. The notice does not address both the right of the student and the parent to interpreter services and the right to appeal to the superintendent.	The district will hold a training on discipline procedures and required documentation for all school administrators. There was not a consistent template of letters outlining the required elements. Not all schools were consistently following compliance for suspensions.	Amy Reese	Yes	No	No	3/16/18
CR 12A	Annual and continuous notification concerning nondiscrimination and coordinators	Partially Implemented		A review of the district and individual school websites used to publicize the schools indicated that nondiscrimination statements are not included.	The district's website needs to be updated to include nondiscrimination statements on each school and district pages.	Linda Hirsch -	- Submitted 1/5	No	No	1/5/18
CR 18A	School district employment practices	Partially Implemented		A review of documents indicated that although the district's employment practices are free from discrimination on the basis of race, color, national origin, and sex, the School Committee policy on employment does not include gender identity and disability as protected categories in its nondiscrimination statement and the district's hiring manual does not include gender identity as a protected category.	We will update our School Committee nondiscrimination statements and hiring manual to include gender identity and disability as protected categories	Jay Lang - SC Policy; Cheryl Kirkpatrick hiring manual update	No	No	Yes	8/17/18
CR 25	Institutional self-evaluation	Partially Implemented	9/13/18	A review of documents and staff interviews indicated that the district does not evaluate all aspects of its K-12 program annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular	Devise a method of annually evaluating constituent perspective on issues of equity across the district.	Linda Hirsch	Yes	No	No	8/17/18

Criterion #	Criterion Title	CPR Rating	Expected Completion Date	Finding	CPS Action Plan	Responsible Party	January 5 Progress Report Due	March Progress Report Due	June Progress Report Due	Date of Corrected Action
ELE 5	Program Placement and Structure	Partially Implemented	10/31/18	A review of the Castañeda's Three-Pronged Test completed by the district and student data showing how much ESL instruction English learners (ELs) receive indicate that ELs at McCarthy Middle School and Col Moses Parker School do not receive as much ESL instruction as the district determined necessary for them to make adequate progress. A review of documents and staff interviews also indicated that the district uses Hampton Brown/National Geographic books for ESL instruction. While purchased materials can be used as resources, they cannot replace an ESL curriculum that districts are expected to develop in order to implement with fidelity the educational approach the district adopted for their ELE program and described in the Castañeda Three-Pronged Test. The district should note that an ESL curriculum is integral to an effective ELE program in which ELs become English proficient at a rapid pace. Please see <a href="http://www.doe.mass.edu/ell/Guidance.pdf">HYPERLINK "http://www.doe.mass.edu/ell/Guidance.pdf"</a>	1. ESL Staffing- The district will evaluate ESL staffing levels at all schools (including McCarthy Middle School and Col Moses Parker Middle School) during the 2018-2019 budgetary process to determine where the greatest staffing needs are for the upcoming school year and make employee recommendations. 2. ESL Instruction- Goal is to improve/enhance programming by providing curricula with rigor that sets high academic standards for all students through all content areas that is aligned to the state standards. Curriculum planning will include language and literacy developed across the curriculum. Subject area and ESL teachers will dedicate planning time to develop integrated units of instruction using our current updates and aligned curriculum through Houghton Mifflin, McDougall and Pearson.	Kelly Rogers and Linda Hirsch	- Submitted 1/5/18	No	No	11/5/18
ELE 7	Parent Involvement	Partially Implemented	9/13/18	A review of documents and staff interviews indicated that the district sometimes uses an online translator for written documents and does not provide interpretation services for parent-teacher conferences. Online translators do not accurately convey the meaning of the source document and should be reviewed and edited by an individual qualified to do so. The district does not meet the obligation to communicate effectively with parents whose preferred language of communication is not English and fails to include these parents of ELs in matters	1. Interpretation Services for Parent Teacher Conferences- We currently contract with Cross Cultural Communications Systems, Inc. to provide interpreters for parent teacher conferences and a variety of other school meetings. 2. Communication with parents- We plan to contract with in-house staff/outside contractor (Cross Cultural Communications Systems, Inc.) to provide translations of vital school documentation.	Kelly Rogers and Linda Hirsch	- Submitted 1/5/18	No	No	1/5/18
ELE 17	Program Evaluation	Not Implemented	9/13/18	A review of documents and staff interviews indicated that the district does not have a comprehensive process to evaluate the effectiveness of its ELE programming in developing students' English language skills and increasing their ability to participate meaningfully in the district's educational program. Please see <a href="#">HYPERLINK</a>	Utilize DESE's recommended program evaluation template to assist in determining areas of strength and challenges in services provided to the ELL students. Implementation of an action plan based on data collected.	Kelly Rogers and Linda Hirsch	- Submitted 1/5/18	No	No	6/29/18

# CHELMSFORD PUBLIC SCHOOLS

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TO: Dr. Jay Lang, Superintendent

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

DATE: November 14, 2018

**RE: Personnel Report: OCTOBER, 2018**

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



## Personnel Report -OCTOBER 2018

### New Hires

**Berglund, Catharina**

**Paraprofessional**

**Center Elementary School**

Effective date: 10/15/18

**Cormier, Kristen**

**Paraprofessional**

**Center Elementary School**

Effective date: 10/15/18

**Kivlan, Sarah**

**Paraprofessional**

**Byam Elementary School**

Effective date: 10/1/18

**LaRochelle, Lisa**

**Paraprofessional**

**McCarthy Middle School**

Effective date: 10/29/18

**LeBoeuf, Stamatia**

**Paraprofessional**

**Center Elementary School**

Effective date: 10/15/18

**Nourie, Amanda**

**Paraprofessional**

**Byam Elementary School**

Effective date: 10/30/18

**Pappert, Alyssa**

**Paraprofessional**

**Center Elementary School**

Effective date: 10/29/18

**Wall, Marisa**

**Paraprofessional**

**Center Elementary School**

Effective date: 11/6/18

### Resignations:

**Borgen, Kimberly**

**Assistant School Business Administrator**

**Central Office**

Effective date: 10/26/18

**Leblanc, Debra**

**Lunch/Recess Aide**

**Harrington Elementary School**

Effective date: 10/12/18

**Marino, Cassandra**

**Paraprofessional**

**McCarthy Middle School**

Effective date: 10/23/18

**Rubin, Lynn**

**Music Teacher**

**Harrington Elementary School**

Effective date: 10/26/18

**Retirements:**

**None**

**Assignment Changes:**

**Connelly, Darlene**

**(Formerly Paraprofessional at Chelmsford High School)**

**Paraprofessional at McCarthy Middle School**

Effective date: 10/29/18

**Davenport, Karlee**

**(Formerly Paraprofessional at Byam Elementary School)**

**ABA Paraprofessional at Byam Elementary School**

Effective date: 10/29/18 (8/27/18)

**Flaherty, Brendan**

**(Formerly Paraprofessional at Byam Elementary School)**

**ABA Paraprofessional at Byam Elementary School**

Effective date: 10/29/18 (8/27/18)

## **Conference & Field Trips Requests**

None