



# 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 August 20, 2019 TIME: 6:00 p.m. ROOM: Conf. Room 1**

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

### **AGENDA – REVISED**

#### **CALL TO ORDER**

#### **PLEDGE OF ALLEGIANCE**

#### **CHAIR OPENING STATEMENT**

#### **CONSENT AGENDA**

1. Approval of the minutes of the regular school committee meeting of August 6, 2019

#### **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. Announcement of Special Education Administrative Chairperson: Ms. Taryn Dery
2. Announcement of Special Education Administrative Chairperson: Ms. Shawna Mottram
3. Presentation: 2019/20 Technology Initiatives
4. Approval of 2019/20 Parent & Student Handbook: CHS Addendum
5. 2019/20 Student Enrollment Update
6. Multi-Function School Activity Bus (MFSAB)
7. FY20 Budget Adjustments/Transfers
8. Personnel Report: July 2019
9. Ongoing Projects Update

#### **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.

**EXECUTIVE SESSION:**

M.G.L. Ch. 30A, Section 21(a)(3) - The Chelmsford School Committee provides public notice of its intent to convene in executive session to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body.

**ADJOURNMENT**

**CHELMSFORD SCHOOL COMMITTEE  
REGULAR MEETING  
August 6, 2019  
Meeting Minutes**

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

**Also present:** Dr. Jay Lang (Superintendent) and Dr. Linda Hirsch (Assistant Superintendent). Ms. Johnson-Collins is not present this evening.

**Call to Order**

6:00 p.m.

**Pledge of Allegiance**

**Chair Opening Statement**

The Chair welcomed all and stated that the meeting will be recorded and televised by Chelmsford Telemedia.

**Consent Agenda**

1. **Approval of the minutes of the regular school committee meeting of July 23, 2019**

**Mr. Moses motioned to approve the minutes of the regular school committee meeting of July 23, 2019. Ms. Newcomb seconded. Motion carries 4-0.**

**Good News**

Dr. Hirsch shared that members of the CHS football team went to the Rotary sponsored site at route 129 and landscaped and spread mulch on the median strip there. Dr. Lang shared that in addition to the full time Students Resource Officer at CHS, starting this school year each of the middle schools will have a full time SRO instead of one officer splitting his/her time between the two schools. He expressed thanks to the police department, Town Manager Cohen and the Town.

**Public Comments**

None.

**New Business**

1. **Ratification of MOA: CFT Professional Support Personnel**

Dr. Lang invited Town Manager Cohen to the table as he sits on the negotiating committee. Dr. Lang discussed the highlights of the contract. The full MOA is included in tonight's agenda packet. Dr. Lang recommended the Committee vote for approval of the contract.

**Mr. Moses motioned to approve the memorandum of understanding between the Chelmsford School Committee and the Chelmsford Federation of Teachers Professional Support Personnel Unit as presented. Ms. Newcomb seconded. Motion carries 5-0 (includes Town Manager Cohen's vote in the affirmative).**

## **2. School Committee Self Evaluation Process and Workshop**

The meeting is scheduled for Tuesday, August 13, 2019, at 4:00 p.m. at Central Office. Dr. Lang included in tonight's packet an agenda for the meeting. The Chair reviewed with the Committee the items on the agenda. Dr. Lang and the Chair will prepare talking points and activities for the workshop.

## **3. Final FY19 End-of-Year Budget**

Ms. Johnson-Collins memorandum included in tonight's packet provides an update demonstrating that the transfers approved by The Committee at the July 23, 2019, regular meeting are included in the final report. No activity is required at this evening's meeting. Dr. Lang explained Circuit Breaker to the viewing audience.

## **4. Approval of 2019/20 Employee Handbook**

The memorandum in tonight's packet from Cheryl Kirkpatrick, Director of Personnel & Professional Learning, discusses two updates made to the 2019 Employee Handbook. The proposed changes are indicated in red ink in the updated draft of the handbook which is included in tonight's agenda packet. The handbook is posted on the internal web to provide access to all employees of the district. Dr. Lang recommends The Committee approve the changes.

**Mr. Moses motioned to approve the 2019/2020 Employee Handbook. Ms. Newcomb seconded. Motion carries 4-0.**

## **Reports**

### **1. Liaison Reports**

Ms. Newcomb attended the Sheriff's Department Youth Public Safety Academy graduation on July 26, 2019. She encouraged parents to check out this wonderful week-long program.

## **Action/New Items**

Dr. Lang reported that bus registration is going well.

The Chair shared that he received an email from Al Thomas thanking The Committee for his gift and kind words in response to his resignation. On August 19<sup>th</sup>, the Committee will meet with the Board of Selectmen to fill the position vacated by Mr. Thomas.

## **Public Comments**

Mr. Jeffrey Doherty, of 56 Thomas Drive, came to the table to express his interest in filling the rest of Mr. Thomas's term on the Committee. After 40 years as an educator in Chelmsford, he would "like to give back".

**Adjournment**

**Mr. Moses motioned to adjourn the regular meeting a 6:52 p.m. Ms. Newcomb seconded. Motion carries 4-0.**

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

*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: August 9, 2019

Re: Announcement of Special Education Administrative Chair: Ms. Taryn Dery

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Ms. Amy Reese, Director of Student Support Services, shared the message below with staff announcing the recent appointment of Ms. Taryn Dery as a new Administrative Chairperson in the special education department. I have invited Ms. Dery to attend our next school committee meeting and be introduced to the community.

Please join me in welcoming Ms. Taryn Dery to the Student Services Department. Today is her first day in Chelmsford (August 5). Taryn will be filling our new role of Special Education Chairperson for Intensive Programs. She will oversee the Autism Spectrum Disorder programs at Byam and Parker, as well as the Functional Academics/Life Skills programs at Center and McCarthy. Taryn comes to Chelmsford with a wealth of experience and knowledge about severe disabilities. Most recently, Taryn has been part of a consolidated school district in Orange, MA as the Supervisor of Special Education. Prior to that, Taryn spent several years in the North Middlesex Regional School District serving in different capacities. She taught special education and was integral in developing a district program for students with Autism. Taryn later shifted into the role of inclusion specialist and assistive technology specialist in North Middlesex. Earlier in her career, Taryn worked at the Kennedy Krieger Institute affiliated with John Hopkins University in Maryland where she taught children with developmental disabilities and disorders of the brain, spinal cord, and musculoskeletal system. In addition to her roles in public schools, Taryn has been an adjunct faculty member at Lesley University teaching a course on classroom behavior management. It was very clear from the interview process as well as speaking with Taryn's references that she has a passion for developing and supporting programming for students with intensive special needs.

Please help me in welcoming Taryn to Chelmsford!

# 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: August 16, 2019  
Re: Announcement of Special Education Administrative Chair: Ms. Shawna Mottram

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Ms. Amy Reese, Director of Student Support Services, shared the message below with staff announcing the recent appointment of Ms. Shawna Mottram as a new Administrative Chairperson in the special education department. I have invited Ms. Mottram to attend our next school committee meeting and be introduced to the community.

Please join me in welcoming Ms. Shawna Mottram to the Chelmsford Public Schools. Shawna will assume the position of Special Education Chairperson at Chelmsford High School. Shawna comes to Chelmsford from Lowell Public Schools where she was a PBIS coach and special education teacher at Lowell High School for several years before shifting into the role of special education evaluation team chairperson. Shawna's background is also notable for a five-year stint in Germany where she taught English and played professional basketball! Shawna's passion for working with high school students and teachers was evident in her interview, as well as when speaking with her colleagues in Lowell.

Please help me in welcoming Shawna to Chelmsford! She will join us in Chelmsford on August 26th.

CHELMSFORD SCHOOL COMMITTEE

August 20, 2019





## Overview/Agenda

The purpose of this report is to review and update the School Committee about the state of technology:

Review

Initiatives – Current Project Updates

# Technology Update

## Review

We last met at the end of January, and the 1 to 1 initiative was discussed. The Steering Committee had just finished working on the guiding documents and we were able to review all of the pertinent information. Since then we have made significant progress preparing for the initiative and we are on the cusp of student device deployment.

Last year all students were administered MCAS online and it was a very smooth process with regard to the technology pieces that were needed for a successful testing environment. We added 50 Chromebook carts to the schools in preparation for the test (approximately 1500 devices) and this made scheduling tests much easier for the building principals. We hope this process will go even faster and in the years to come as more students have their own device to test on.

## Project Updates

Technology is always in the midst of some type of project or projects. This summer we have been working on several. Below are the projects we have been involved with and the status for each.

**1:1 Classroom Clear Touch Panels:** All teachers who are part of the first wave of 1:1 teaching received a new ClearTouch interactive panel in their classroom. There were 40 panels installed at CHS and 10 at both McCarthy and Parker. In addition, we were also able to install these devices into all grade 3 classrooms in the district. The panels are multi-touch devices that allow for interactivity from up to 20 users at one time. Each panel has a Chromebox connected to it. This will allow teachers to log into the Chromebox and show the same material they have on their Chromebook or in Google Drive to the class without the need to connect wires or stream anything. It is a great feature because the teacher device is no longer needed in order to display content on the panel and this allows teachers to keep their screens (and more importantly information on their screens) private while the class is focused on the content being shown on the panel. The panels will allow students and teachers to interact with content and save annotations for use at another time. Students will also be able to connect their Chromebook to the panel and share their screens to present work to the class. This technology has been installed in many classrooms over the past two years and teachers have been thrilled with the upgrades.

**1:1 Teacher & Student Devices:** Teachers received new HP Chromebooks prior to the end of school so they could be used over the summer to prepare curriculum for the new school year. The devices were very well received by teachers. Many teachers commented about how nice the devices were and they couldn't believe they were Chromebooks. Teacher devices can flip completely around and be used in a tablet mode making the device an extremely versatile teaching tool. Student devices were ordered, and we received them a couple of weeks ago. The student Chromebooks are also from HP and are a brand-new education edition model called the 11G7EE. These devices are designed to hold up better in educational applications and have several features embedded in the construction of the device that helps keep them running even in a challenging school environment. Student devices are currently scheduled to be deployed on August 21 and August 22 at CHS. Families have been invited to attend one of the four deployment times to pick up the student Chromebook, charger, camera privacy cover, earbuds, and protective neoprene sleeve. Feedback about the 1 to 1 has been very positive so far from all parties and we are excited for the inaugural year.

**Internet Bandwidth:** CPS applied for Erate funding to increase bandwidth and enhance both our firewall and filtering systems. Erate approved our application and we are in the process of increasing bandwidth from 500Mbps to 2Gbps. We have also upgraded our firewalls to an industry leading brand called Palo Alto and have partnered with FamilyZone to provide CIPA (Children's Internet Protection Act) Internet filtering for all school devices. FamilyZone will also allow us to filter student devices at home the same way they are filtered at school. To date we have received the firewalls and filters, the fiber has been built and delivered, and we are awaiting final configurations from the ISP and our vendor to bring everything together. We anticipate having the filtering working on or before 8/21 and the increased bandwidth by the first week of September. This enhancement will be fantastic for students and teachers and the on and off-site filtering will be valuable for families.

**Security Upgrades:** Security system upgrades have been ongoing at both McCarthy Middle School and Parker Middle School this summer. At present, McCarthy hardware has been fully installed and much of the programming has been completed. Parker hardware installation is nearing completion and the interior is expected to be complete prior to students returning to school. The exterior will be worked on during off hours but is also nearly complete. McCarthy and Parker Middle Schools each had approximately 64 cameras added throughout the interior and exterior of the buildings. Keep in mind these are physical cameras only but many of the cameras have multiple lenses which provide up to 4 views at one time. All doors have had contacts added so the system will know when doors are opened and closed. Additional card access readers were added to the buildings and we will work with principals to help them navigate all the new security system enhancements available. Additionally, security monitors will be hung in the main office and building leader offices and alerts will be indicated on the screens to draw attention to any issues the system sees. In addition to these upgrades we are also updating the server system that controls recording for all the cameras. In April, CPS applied for the Safer Schools and Communities Equipment &

Technology Grant. Our grant application detailed how we would use the money to help fund a new hyperconverged server system made by Pivot3. In July, CPS was informed that we had received the maximum grant award for \$60,000. We are now in the process of completing the grant paperwork and ordering the new server system. We expect the grant paperwork to be finished by the first week of September and the server will take about 6 weeks to arrive. The project programming should be completed in the October/November timeframe.

Administrative Retreat  
Wednesday, August 14, 2019

# Blended Learning Update

# Preparations - Blended Learning Rollout



Blended and Personalized Learning  
course offered 2018-2019

2 Semesters – Fall & Spring  
Teachers received either 3 Fitchburg  
State Univ. College Credits or PDPs



50 Teachers Participated - 2018-2019



Continuation fo Courses - 2019-2020



Self-paced, online Google/Chrome  
modules Spring, 2019

Modules available again this  
school year 2019-2020



Blended learning incorporated in the 2019-2020 PD calendar



Guiding document shared with family and staff



Online sign-off and distribution dates assigned for device pick-up

+ Create

📅 Google Calendar 📁 Class Drive folder

All topics

- Unit #1
- Unit #2
- Unit #3
- Unit #4
- Unit #5
- Unit #6
- Unit #7
- Unit #8
- Unit #9
- Unit #10

## Unit #1

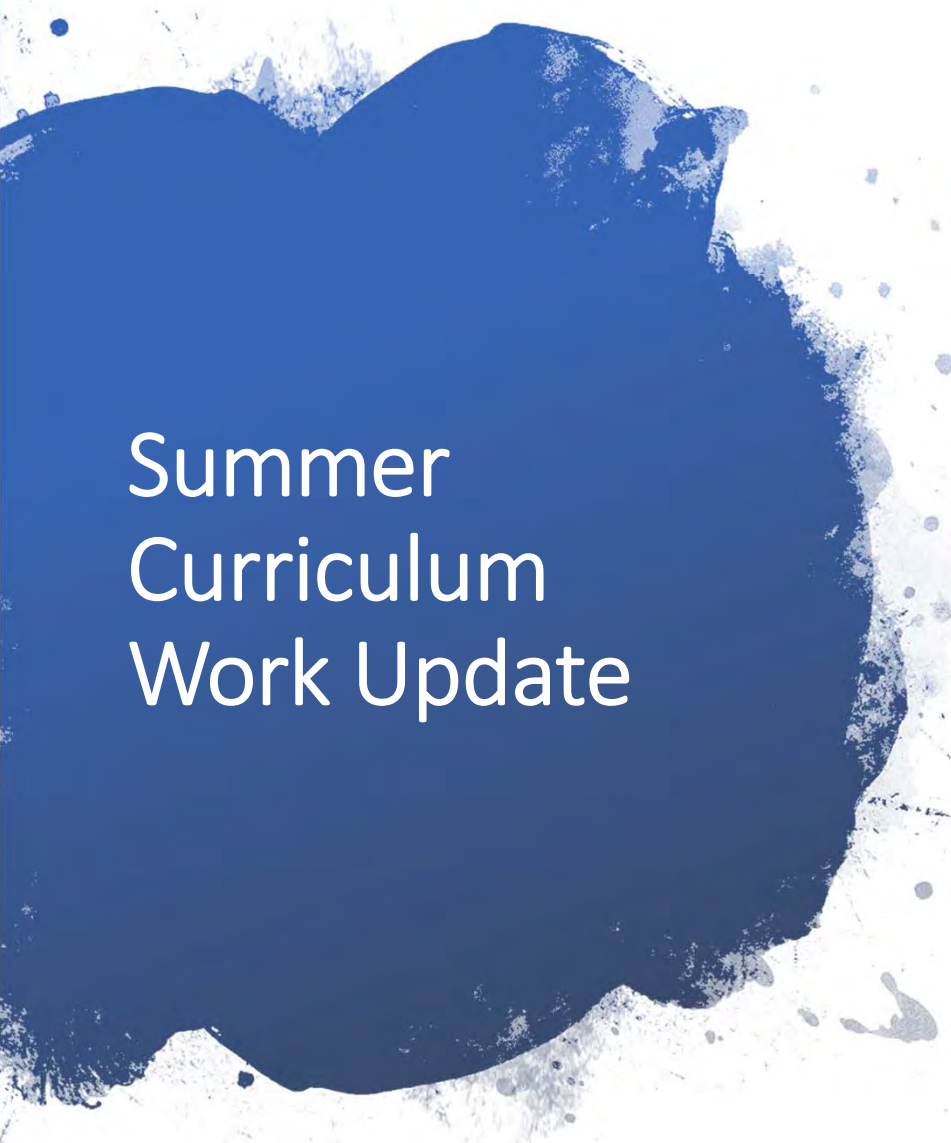


	OBJECTIVES	Edited Jun 5
	LECTURE/LESSON MATERIALS	Edited Jun 5
	REQUIRED READING	Edited Jun 5
	WATCH	Edited Jun 5
	DISCUSS	Edited Jun 5
	ASSIGNMENTS/ASSESSMENTS	Edited Jun 5

## Unit #2



	OBJECTIVES	Posted Jun 5
	LECTURE/LESSON MATERIALS	Posted Jun 5
	REQUIRED READING	Posted Jun 5
	WATCH	Posted Jun 5
	DISCUSS	Posted Jun 5
	ASSIGNMENTS/ASSESSMENTS	Posted Jun 5



# Summer Curriculum Work Update

## **Health**

- Entire 5<sup>th</sup> and 9<sup>th</sup> grade skills-based curriculum in the template

## **History & Social Sciences**

- Grade 9 World History teachers – template population
- Curriculum pacing guides – populated on Google

## **ELA**

- Grade 9 ELA teachers built content & activities for English 9, 9H2, & 9H
- Grade 5 teachers built content & activities for the ELA and SS curriculum



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## Summer Curriculum Work Update (Cont.)

### **Math/Science**

- Grade 5 math/science teachers and HS teachers participated
- Created Google pages for 2019-2020
- Included are:
  - Collaborative activities
  - Lab investigations (science)
  - Discussion board
  - Instructional resources

# Next Steps

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Share out share out  
content with peers



Continue content build  
in departments



Support Grade 5 & 9  
teachers



Launch Blended  
Learning for Grades  
6 & 10



Provide guidance for  
student use



Begin expectations  
for students



Provide guidance for  
parents on Blended  
Learning in classrooms

# CHELMSFORD HIGH SCHOOL

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Stephen D. Murray, Principal

## MEMORANDUM

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

From: Stephen Murray, Principal, Chelmsford High School

Date: August 13, 2019

RE: Recommended Updates to the CHS Student Handbook Addendum

---

We are recommending a few changes/updates to our student handbook for the 2019/20 school year. Many of the changes are in response to attendance/tardy concerns prompted by changes in state attendance recording. Other changes are related to student parking and student suspensions for alcohol, vaping and drugs. We desire to reduce the potential length of suspension for the infraction(s) if the student agrees to enroll in a diversion program aimed at altering destructive behaviors through education.

The proposed changes are as follows:

### **Student Parking: Page 10 (This is reiterated under the Tardy policy on page 36):**

- Students are no longer being charged to park on school grounds. However, we still want students to register their cars. It reinforces the expectation that ALL students must still register their vehicles with Security.
- The state is “grading” all schools on student attendance. There are an excessive number of students who are tardy each day. We are proposing to institute a stricter policy regarding students arriving late to school without appropriate permission. We are proposing to temporarily suspend a student’s privilege to park if they violate the attendance policy. Excessive tardies could permanently suspend their parking privilege.

### **Student Parking: Page 12:**

- Although we have plenty of student parking spaces now, we are preparing for the future. We are including language that students registering their car to secure a parking spot will be honored on a “first come, first serve” basis until all spots are accounted for.
- In order to assist students with parking, we are informing them that student parking spaces are painted with white lines and staff parking spaces are painted with yellow lines.

### **Extracurricular Activities: Page 17 (page 18 is the proposed policy):**

- Many of our students skip assigned detentions, especially those who repeatedly arriving late to school. We are proposing if a student skips his/her detention, they cannot attend their after school activity, club, sport or event until they make-up the detention that was skipped. *This is ONLY for students who skip detentions.* It is not intended for students who are responsibly serving their detentions.

### **School Dances: Page 19:**

- Our dances are three hours long. The previous policy did not permit students to attend a dance 90 minutes after the scheduled start of the dance. We are proposing to change the time from 90 minutes to 60 minutes. Students arriving 60 minutes late will not be permitted to attend unless previous arrangements were made with administration. Students arriving late without previous arrangements has led to some students attending dances under the influence of drugs or alcohol. We believe the more time students have to arrive late, the

greater the chance that they will attend under the influence of a drug or alcohol. Therefore, we are recommending lowering the late arrival to dances from 90 to 60 minutes.

**Student Attendance, Dismissal, and Tardy: Page 35 (page 36 is the proposed policy):**

- We had several underclassmen attending the senior prom as dates. Some of the students were not attending school the day of the event and the day after. Students are not permitted to attend their athletic competitions, go to dances, or an after school club if they are absent from school. We are proposing to include the senior prom with the same policy.

**2.0 Alcohol and Drugs: Page 60:**

- We acknowledge that students make mistakes. We want students to learn from their mistakes. Working with our Guidance Counselors, School Resource Officer (SRO), and the Town's Health Educator, we are proposing our own diversion program as follows:

Students who violate 2.0 will be given a choice of:

1. Students serve their full suspension  
OR
2. Students may enroll in our diversion program. A 4-5 week diversion plan was created. The idea is that a student's suspension can be reduced if he/she agrees to attend our diversion program. The diversion program covers alcohol, drugs and vaping. Over the course of 4-5 weeks, the student will meet once per week with a Health Educator, then our SRO, Guidance Counselor, and our Town Health Educator to process, learn and understand the dangers of alcohol, drugs and vaping. Our hope is to educate our students and encourage them to make healthier choices.

These are the substantive changes recommended in our handbook addendum. The other changes are to dates and names, and positions throughout the document.

Respectfully submitted,

Stephen Murray

# Chelmsford High School



**Student Handbook Addendum**

**20198 - 202019**

## Letter from Principal

Dear Students,

Welcome to the 2019-2020 school year! I hope that all of you were able to enjoy the long summer. I am fully rested and ready for the new year to begin. All of us look forward to seeing you at the end of August.

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

The handbook addendum has been newly redesigned to provide you with better access to the information and to better acquaint you with the practices and policies of the school. In its strictest sense, it is meant to be a resource for you and your parents as you join our Chelmsford High School community. **Please look at the sections involving attendance and after school activities. Policies changed in regards toin regard to excessive tardies and absences.**

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

We look forward to a wonderful school year.

Sincerely,



Stephen Murray  
CHS Principal  
Dear Students,

Welcome to the 2018-19 school year! I hope that all of you were able to have a safe, relaxing summer, and are coming back to school with renewed passions, interests, and stories of your summer adventures.

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

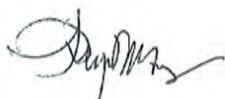
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Our mission is "*We foster pride in our pursuit of excellence*". Our handbook is designed, organized, and used as a means of advancing that mission.

We look forward to a wonderful school year.

Sincerely,

A handwritten signature in black ink, appearing to read "Stephen Murray". The signature is fluid and cursive, with a long horizontal stroke at the end.

Stephen Murray  
CHS Principal

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# I. School Mission

## Chelmsford High School's 21<sup>st</sup> Century Learning Expectations

### Academic, Social and Civic:

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

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

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

## II. School Organization + Communication

### Chelmsford High School Contact Information

200 Richardson Road, North Chelmsford, MA 01863

Main Number: 978-251-5111

FAX: 978-251-5117

#### Mr. Stephen Murray, Principal

Ms. Beth Thompson Rick, Administrative Assistant (x5620)

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

Ms. Kelley Moreau, Secretary for Information (x5619)

#### Dr. Robert Lyons, Dean, Emerson House

Ms. Rebecca DiStasi, House Secretary (x5528)

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

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

#### Mr. Joshua Blagg, Dean, Hawthorne House

Ms. Roberta Doukaszewicz, House Secretary (x5609)

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

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

#### Mr. John MacIsaac, Dean, Whittier House

Ms. Susan Fallon, House Secretary (x5551)

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

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

#### Department Coordinators

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

**Other Points of Contact**

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

**Chelmsford School Committee**

Mr. Dennis King, Chair  
~~Mr. John Moses, Vice Chair~~—~~Mr. Mr. Allen Thomas, Vice Chair~~  
Ms. Donna Newcomb, Secretary  
~~TBA~~Mr. John Moses  
Ms. ~~Maria Santos~~Barbara Skaar

**Chelmsford Public School Central Administration**

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

Central Office Staff

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

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**House Plan**

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

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

### **Communication**

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

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

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

### **Parent Communication**

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

### **Parent Conferences**

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



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

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

### High School Calendar

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

### III. School Day

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

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

#### Class Schedules

##### PLUS DAY (Monday, Wednesday, Friday)

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

<u>L1</u>	<u>10:48-11:15</u>	<u>27</u>
<u>L2</u>	<u>11:20-11:47</u>	<u>27</u>
<u>L3</u>	<u>11:52 - 12:19</u>	<u>27</u>

##### PRIDE DAY (Tuesday & Thursday)

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

<u>L1</u>	<u>10:21 - 10:48</u>	<u>27</u>
<u>L2</u>	<u>10:52 - 11:19</u>	<u>27</u>
<u>L3</u>	<u>11:24 - 11:51</u>	<u>27</u>

#### PLUS BLOCK (Practice-Learn-Understand-Study)

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

### PRIDE BLOCK Purpose Statement

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

1. ● Focused Extra Help/Skill Development
2. ● Social Emotional Support
3. ● Homework, Classwork and Make-up Work Completion
4. ● Group Projects
5. ● Peer Tutoring
6. ● Enrichment Opportunities

### Class Schedule

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

PLUS DAYS		PRIDE/FLEX DAY	
7:19–8:16	1 <sup>st</sup> Period	7:19–8:11	FLEX Block
8:20–9:17	2 <sup>nd</sup> Period	8:19–9:11	1 <sup>st</sup> Period
9:26–9:51	PLUS Block	9:15–10:07	2 <sup>nd</sup> Period
9:55–11:44	3 <sup>rd</sup> Period (Lunches)	10:15–12:00	3 <sup>rd</sup> Period (Lunches)
● 9:55–10:22	● Lunch 1	● 10:15–10:42	● Lunch 1
● 10:40–11:07	● Lunch 2	● 10:54–11:21	● Lunch 2
● 11:17–11:44	● Lunch 3	● 11:33–12:00	● Lunch 3
11:48–12:47	4 <sup>th</sup> Period	12:04–12:56	4 <sup>th</sup> Period
12:51–1:51	5 <sup>th</sup> Period	1:00–1:51	5 <sup>th</sup> Period



## **IV. Student Life**

### **Announcements**

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

### **Bus Transportation/Late Bus**

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

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

### **Care of Personal and School Property**

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

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

### **Camera System**

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

### **Career Center**

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

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

### **Dining Rooms/Outside Dining Rooms**

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

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

### **Fees**

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

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

### **Athletics** (No family cap)

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

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

### **Bus Fee** (Family cap of \$500)

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

### Extracurricular Activity Fee

~~\$100~~<sup>25</sup> Unlimited Activities: Activity fees are collected by the Activities Director

### Project Fees

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

### Student Parking

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

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

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

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

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

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### Field Trip Policy

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

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

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

### **Health Services**

Our Health Services office is located on the main floor adjacent to the career center, across the hall from Dining Room 2. A student may access health services with a pass from his/her teacher. In addition to completing the emergency contact information form for health services each year, parents and students are reminded to keep the health services office apprised in a timely way as to any health-related updates (e.g., change in primary care, change in health insurance, recent medical developments, medications, etc.).

### **Injuries**

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

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

### **Job Board (Part-Time Employment)**

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

### **Learning Commons**

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

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

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

Above our central information desk are the words "Ask, Ask, Ask" and in the Cafe area the words "Think" and "Create" appear above the counter-top seating. We encourage our teachers to make learning inquiry-based by requiring students to think, ask, and then create. Learning becomes meaningful and lasting, and students come away with a wonderful skill: the ability to think clearly and develop questions.

#### Learning Commons Hours

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

#### Book Checkout

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

#### Copy Machine

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

#### Overdue/Lost Books







- Students are expected to pay for lost materials.

#### Online Research

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

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

 Multiple Databases	<a href="http://galesites.com/menu/mlin_n_chelhigh">http://galesites.com/menu/mlin_n_chelhigh</a>
 Social Studies and Humanities Databases	<a href="http://databases.abc-clio.com/Authentication/LogOn">http://databases.abc-clio.com/Authentication/LogOn</a>

	<a href="https://chelmsfordma.libraryreserve.com/10/45/en/SignIn.htm?url=Default.htm">https://chelmsfordma.libraryreserve.com/10/45/en/SignIn.htm?url=Default.htm</a>
	<a href="https://chelmsford.follettdestiny.com/common/welcome.jsp?context=saas16_2063309">https://chelmsford.follettdestiny.com/common/welcome.jsp?context=saas16_2063309</a>
	<a href="http://www.discoveryeducation.com/">http://www.discoveryeducation.com/</a>
	<a href="http://www.galepages.com/mlin_n_chelhigh/ency">http://www.galepages.com/mlin_n_chelhigh/ency</a>
	<a href="http://www.turnitin.com/">http://www.turnitin.com/</a> Check to make sure you have cited your sources correctly! Create your own account. Log into your class and assignment with your class ID and password.
	<a href="http://www.noodletools.com/index.php">http://www.noodletools.com/index.php</a> Create your own account. Citations, note-taking, and more!

**Lockers and Locker Rooms**

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

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

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

**Lost and Found**

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

**Make Up Work**

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

**Parking**

Students ~~in their senior year~~ with a valid driver’s license and the daily use of a vehicle will qualify for the privilege to obtain a Student Parking Permit and may park in the designated student parking area in the **BACK** lot. ~~All spots are given on a first come first serve basis with seniors getting priority. Seniors will register first followed by juniors.~~ All students will be required to register any vehicle they drive to school and to display the Parking Permit tag on the rear-view mirror of the registered vehicle. Unregistered cars will be towed away at the owner’s expense. Juniors with a valid driver’s license and the daily use of a vehicle will qualify for the privilege to obtain a Student Parking Permit and may park in either the TOP or SOFTBALL lots. ~~Juniors will be permitted to park in the back lot, after senior registration.~~ All students will be required to register any vehicle they drive to school and to display the Parking Permit tag on the rear-view mirror of the vehicle. ~~Student parking spaces are painted in white. Staff parking is painted yellow. Cars parked in the faculty area or unregistered (untagged) cars will be towed away at the owner’s expense.~~

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

Qualified students are required to complete a Parking Registration Form that can be obtained from the Main Office, House Office, or Supervisor of Students’ Office. Students need to have served all assigned detentions in order to be eligible for parking privileges. Completed forms should be returned to the Supervisor of Students’ office by Friday, ~~September 13, 2019~~ ~~2014, 2018,~~ ~~with a check for \$200 payable to: Chelmsford Public Schools.~~ After this date, student vehicles without a Student Parking Permit tag are subject to towing.

~~Seniors can register from August 27<sup>th</sup> – September 6<sup>th</sup>. Juniors can register September 6<sup>th</sup> – September 13<sup>th</sup>.~~

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

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

### **Pass System**

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

### **Student Records**

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

### **Student Support**

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

### **Transcripts**

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

Alumni transcript requests are processed through the Career Center for a fee of \$5.00. This is to help defray the cost of processing and mailing the transcript. OFFICIAL alumni transcripts will be



mailed directly from the high school to colleges, employers, military, etc. UNOFFICIAL alumni transcripts may be picked up from the Career Center.

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

### **Scholarship Transcript Requests**

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

In the event of extreme urgency, an official transcript may be given directly to the student only in a sealed and signed envelope so that the student can send it with their entire scholarship application. If the seal of the envelope is broken for any reason, the official transcript is invalid and therefore considered unofficial.

### **Video or Multimedia Projects**

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

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

### **Visitors to School**

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

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### **Voter Registration**

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

**Work Permits**

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

## V. Student Opportunities

### Extracurricular Activities

#### **Extracurricular Eligibility Policy**

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

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

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

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

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

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#### **Publications and Policy for Non-Authorized Publications and Circulations**

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

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

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

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

#### **Non-Authorized**

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

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

#### **Student Election Process**

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

- Notice of all elections for Student Government or special elections will be announced at least two weeks prior to being held.
- For school-wide or house elections, nomination papers must be completed by all those who choose to run. Nomination papers should be signed by members of the appropriate group indicated on the nomination paper. Nomination papers must be turned in by the candidate to the Student Council Advisor; they will not be accepted after the time and date specified as the deadline.
- Candidates for senior class office must make an oral presentation to a class assembly emphasizing their qualifications for office. Candidates for senior class office must attend the Candidate Meeting, the date and time of which shall be specified prior to the speech assembly. If the candidate is unable to attend, it is the candidate's responsibility to report to a Student Council Advisor or to the Student Council Vice-President or President for the materials and information presented at the meeting.

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

### **School Dances**

Dances are for Chelmsford High School students, so students may be asked to present their CHS IDs upon entrance to the dance. The only exceptions to the CHS student requirement are the Junior Cotillion and the Senior Prom. *Once admitted, no one can leave the hall and be re-admitted without prior approval.* All tickets will be sold in advance. Tickets will not be sold at the door unless previous permission has been granted by the Principal. No student will be admitted without a ticket. At each dance, there are faculty members who act as chaperones. They have the right to have any unruly or rowdy individual(s) removed from the premises. Chaperones have the right to restrict dancing which can be viewed as dangerous and/or offensive. No student will be allowed into a dance later than ~~60~~90 minutes after the dance has begun, unless previous arrangements have been made through the Principal and/or Deans. All Student Handbook rules and regulations are in full force at all school dances. Only current CHS students are permitted to attend regular school dances.

### **School Sponsored Social Events**

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

## **CHS Clubs and Activities**

### **Mission**

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

### **Bona Fide Club/Activity**

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

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

### **Code of Conduct for Class/Student Council Officers and Representatives**

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

## **Interscholastic Athletics\***

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

### **Mission and Vision:**

The goal of the Department of Athletics is consistent with the School's mission: *to foster PRIDE in the pursuit of excellence.* Athletics teaches life skills including Perseverance, Respect, Integrity, Dedication, and Empathy. Our goal is to provide a rigorous athletic program which complements and supports a challenging academic program by teaching students to persevere, to work well with others, and to compete at everything they do. The Department of Athletics strives for excellence as

it develops the leadership capabilities of student-athletes in an environment that unites achievement in competition with academic excellence, sportsmanship, and community service.

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

**Interscholastic Sports Offerings**

The emphasis at each level of competition is:

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

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

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

**Winter Sports** (Tryouts start Monday after Thanksgiving)

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

**Spring Sports** (Tryouts start the 3<sup>rd</sup> Monday in March)

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

Softball	X	X	X
Tennis – Boys and Girls	X	X	
Volleyball – Boys	X	X	

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

### Pre-Tryout Requirements Necessary for Participation

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

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

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

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

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

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

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

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

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

### 2. Medical/Physical Exams

All students who plan to participate in athletics must have written proof of a current physical exam signed by a physician. Per MIAA regulations, physical exams are valid for 13 months. A student athlete will **NOT** be allowed to participate once an exam has expired. It is strongly



recommended that an annual exam be scheduled in July or August of each year. Such an exam would cover a student for an entire school year.

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

### **3. Insurance**

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

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

### **4.10. Academic Requirements for Athletic Eligibility**

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

### **5.11. Age Requirement (per MIAA rules 59 and 60)**

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

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

### **Athletic Fee**

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

### **Tiered Fee System:**

1<sup>st</sup> Sport = \$300  
2<sup>nd</sup> Sport = \$250  
3<sup>rd</sup> Sport = \$200

### **Chelmsford High School Team and School Oriented Information**

#### **Tryouts/Team Selection**

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

#### **Team Commitment:**

Each Member of our athletic teams MUST:

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

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

#### **School/Family Vacations, Extended Absences**

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

#### **Daily Team Attendance**

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

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

#### **Playing Time**

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

#### **Team Captains**

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

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

#### **Team Rules and Regulations**

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

### **CHELMSFORD HIGH SCHOOL REGULATIONS**

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

#### **Academic Achievement**

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

#### **School Discipline Obligations**

Student-athletes with school disciplinary obligations are expected to fulfill those obligations before reporting to an athletic practice/game. Students cannot expect, and should not request, disciplinary

action to be postponed or canceled for any athletic reason. *The athletic department reserves the right to remove or suspend a student-athlete from a team for disciplinary problems. It is expected that our student-athletes be model citizens both in and out of school.*

#### **School Attendance and Tardiness**

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

#### **Athletic Trainer/Training Room**

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

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

#### **Athletic Injuries**

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

#### **Hazing**

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

#### **Chemical Health and Athletic Conduct Penalties**

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

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

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

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

over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year.

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

#### **Language or gestures**

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

#### **Sportsmanship**

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

#### **Disciplinary Action**

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

#### **Transportation**

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

#### **Athletic Facilities/Building Access**

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

#### **Locker Room/Security**

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

#### **Equipment/Uniforms**

Equipment and uniforms are handed out to the student-athletes by their coaches. Full uniform is required for all contests. For specific questions regarding equipment or uniforms, please contact the team coach. Payment for lost equipment or uniforms is required at the time of loss. No student will be allowed to try out for another sport, or graduate from Chelmsford High School until all outstanding equipment/uniforms has been returned, or payment for lost items has been received by the Athletic Director.

#### **Athletic Awards**

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

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

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

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

#### **Baseball and Softball**

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

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

#### **Indoor and Outdoor Track**

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

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

#### **Cross Country**

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

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

#### **Gymnastics**

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

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

#### **Managers**

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

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

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

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

Trophies and Plaques for Scholar Athlete, Most Improved and Most Valuable will awarded to the athletes deserving of the award as selected by the coaching staff or team vote. In addition, special coaching awards may be given to a student-athlete in recognition of outstanding achievements, dedication, specific accomplishments, devotion or other extraordinary characteristics not provided for in standard awards.

#### **Team Banquet Guidelines**

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

### **Smart Phone/Cell Phone**

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

### **Social Media**

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

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

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

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

### **Parent/Guardian Communication Guide**

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

#### **Communication You Should Expect from Your Student -Athlete's Coach**

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

#### **Communication Coaches Expect from Parents**

1. Concerns expressed directly to the coach.

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

#### **Appropriate Concerns to Discuss with Coaches**

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

#### **Issues Not Appropriate to Discuss With Coaches**

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

#### **Communication Protocol/Conflict Resolution**

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

Step 1: player goes directly to coach

Step 2: player & parent go directly to coach

Step 3: player goes directly to Athletic Director

Step 4: player & parent go directly to Athletic Director

#### **MIAA Rules and Regulations**

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

##### **Rule 40-Out of Season Activity**

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

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

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

##### **Rule 48 and 49 Sportsmanship/Taunting**

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

##### **Rule 51 and 58 - Student Eligibility**

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

##### **Rule 62 - Chemical Health/Alcohol/Drug/Tobacco**



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

## VI. Student Behavior

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

### Card Playing and or Gambling

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

### Dress

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

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

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

### Cell Phones, Smart Phones, and/or Electronic Devices

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

With the potential for these devices to compromise the academic integrity of tests, quizzes, and other assessments, students are reminded to keep these devices away during assessments unless

consent is provided by the classroom teacher. If a student is found to have a device out during a test, the electronic device may be confiscated, may be searched, and the student may be subject to the consequences outlined in the honor code section of the handbook.

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

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

#### **Sexual Harassment Code of Conduct for Students**

Please refer to the District Handbook.

#### **Technology: Bring Your Own Device**

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

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

#### **Frequently Asked Questions:**

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

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

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

- Classrooms, Learning Commons

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

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

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

- Absolutely not! Students are not required to bring their own personal computing devices, even if they own one. Students who do not bring personal devices will be provided with a

school-owned computing device when digital tools are being used to enhance learning in the classroom.

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

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

Q: What if my personal computing device is stolen?

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

#### **Unauthorized Recordings**

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

## VII. Student Attendance, Dismissal, and Tardiness

### School Attendance Philosophy

Chelmsford High School provides a full and varied education program and a wonderful opportunity to grow academically, socially, emotionally, and physically. In order to experience the full breadth of what the school has to offer, you must maintain regular attendance. Much of what you learn in school focuses on exchanging ideas with both peers and teachers, being able to orally defend your position on a certain subject, and discovering through interchange in laboratory situations. These learning experiences are lost when you are not in class/school. As such, your parents or guardians share in the responsibility of supporting you to develop and maintain strong attendance habits necessary for success in high school and in your future college and career. Also, Massachusetts General Law (Chapter 76, Section 1) states: "*that every child between the minimum and maximum ages for school attendance, as established by the State Board of Education, shall attend a public day school during the number of days required by the Board in each school year.*" Under the Education Reform Act of 1993, students must complete 990 hours of learning time per year.

### Attendance Policy

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

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

### Attendance and special circumstances

It is recognized that, in certain circumstances, students may need to be out of school and that no option or alternative is possible. We do, however, strongly encourage doctor and dentist

appointments, college interviews, college tours, and other personal appointments be scheduled after school hours or on weekends. All absences will be considered unexcused until a parental note explaining the absence is presented to the house secretary.

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

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

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

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

#### **Appeals Process**

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

The procedure for the appeals process is as follows:

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

3. The parent/guardian or student has the right to appeal the decision of the **Principal or designee**, within five school days of receiving the decision, to the Superintendent of Schools.

### **Consequences for Unexcused Absences**

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

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

### **Dismissal**

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

### **Tardiness**

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

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

- Students who report to school after 7:19 a.m., must report to their house office BEFORE going to class.
- Students will not be admitted to class without a pass from their house office.
- Students will be marked tardy after 7:19 a.m. by their classroom teacher.
- ~~Students who report to school after 7:25 am will report to their house office.~~
- In order for seniors to be exempt from finals they must have an 85 average and no more than 6 ~~house~~ tardies. For students with 6 or more unexcused absences, they must have an average of 90 or more in order to be exempt from finals.
- At the 6th tardy the student will be given an after-school detention.
- At the 9th tardy the student will be given 3 detentions and/or lose parking for one week.
- At the 12th tardy the student may be suspended and/or lose parking for two weeks
- Tardies beyond 12, additional parking suspensions can be imposed or parking permission can be revoked at the discretion of administration.

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#### **Consequences for Unexcused Tardies:**

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

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



## VIII. Academic Procedures

### Academic Honor Code

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

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

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

#### Cheating

The following will be considered cheating:

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

#### Plagiarism

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

The following will be considered plagiarism:

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

#### Consequences for Cheating or Plagiarism

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

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

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

### Preventing Cheating and Plagiarism

#### Students

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

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

#### Parents and Guardians

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

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

#### Teachers

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

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

#### Administrators

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

#### Academic Honor Committee

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

#### Appeal Process and Procedure

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

#### 4. Hearing

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

#### 5. Right to Appeal

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

### **GRADUATION REQUIREMENTS**

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

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

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

\* Writing for High School and Reading for High School are required for 9<sup>th</sup> graders who are in English 9.

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

\*\*\* Two years of the same World Language.

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

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

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

#### **COURSE LEVELS**

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

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

#### **LEVEL AP: Advanced Placement Courses**

Advanced Placement (AP) courses are designed to move at a faster pace, cover a broader and potentially deeper curriculum than the Massachusetts Curriculum Frameworks articulates, and require significant independent work both inside and outside of the classroom. Successful students in these courses have a strong track record of high academic achievement as evidenced by academic grades in previous courses, standardized test scores, and motivation in the classroom. Students can typically grasp concepts from initial presentation. As a result, little class time will be spent practicing and/or reviewing concepts, but rather will be dedicated to extensive analysis, synthesis, and problem-solving. Students are expected to independently seek help and to organize and to budget their time for long-term assignments. The AP program is offered in the specific interest of

three groups: secondary school students who wish to pursue college level studies while still in high school, schools that desire to offer these students the opportunity to do so, and colleges that wish to encourage and recognize such achievement.

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

For more detailed information follow the course description as described in the AP Course Description booklet - [apcentral.collegeboard.com/highered](http://apcentral.collegeboard.com/highered)

#### LEVEL 1: Honors 1 College Preparatory Courses

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

#### LEVEL 2: Honors 2 College Preparatory Courses

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

#### LEVEL 3: College Preparatory Courses

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

#### POLICY FOR PROGRAM CHANGE CONSIDERATION

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

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

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

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

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

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

The deadlines for making these changes are as follows:

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

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

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

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

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

#### Appeal of Denied Schedule Change

1. Students who wish to appeal a denied schedule change must request a meeting with their Dean, their guidance counselor, and any faculty member, department coordinator, or curriculum coordinator who has denied the change. Parents/guardians must attend this

meeting.

2. A copy of the appeal form will be distributed to the student, his or her guidance counselor, and each affected teacher.
3. If the problem is not resolved at the Dean's level, students and their parent/guardian should request an appeal hearing with the Principal at which all interested parties will be present.

#### Senior Year Schedule Changes

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

### **Homework**

#### Purpose

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

#### Homework over Vacations

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

#### Homework and Student Absences

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

#### Roles

The *teacher's role* in home assignments is to choose or design assignments that are closely allied to the objectives of the course and the ability level of the students. The teacher should convey to the student what level of achievement constitutes satisfactory completion of the assignment. The criteria for judging home assignments are announced by each instructor at the beginning of each course.



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

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

#### **Extra Help/ Peer Tutoring**

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

### **Grading**

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

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

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

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

Our numerical grading system is then converted into a weighted grade point average (GPA) that takes into account the academic level of the course. The weighted GPA is calculated annually (with senior GPA being calculated at the conclusion of first quarter and second quarter in accordance with the college application process). Numerical grades are converted to a grade point value according to the chart below. Courses are weighted according to difficulty. The quality points are then multiplied by the credit value of the course. The total quality points are divided by the total credits to yield the GPA. A weighted GPA accurate to three decimal places is computed at the end of each semester. Rank is determined by putting these weighted averages into descending sequence.

**GRADE POINT AVERAGE**

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

**Confidentiality**

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

**Alternative Ways of Acquiring Credit**

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

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

#### **Alternative Sources of Credit**

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

#### **Rules for Acquiring Alternative Credit**

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

#### **For Students Who are Repeating a Failed Course**

1. Entrance Requirements
  - a. Failure in the original course
  - b. Teacher recommendation to High School Administration
2. Requirements for Earning Credit
  - a. Course that offers a minimum of 40 hours for 10 credits
  - b. No more than 2 class absences and must complete course
  - c. Mastery of concepts as outlined in course of studies
3. Type of Credit
  - a. Numerical grade
  - b. Passing grade of 65
  - c. Credit not counted in class rank
  - d. Transcript will show course of credit

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

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

### **For students who are pursuing an independent study**

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

### **For Students Who are Taking Outside Courses for Advanced Standing**

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

### **Limitation of Alternative Credits**

1. Students may not accumulate more than 20 (twenty) credits per year unless approved by the High School administration.
2. Any exception to the above policy must receive the High School Principal's approval prior to taking the course.

### **Alternative Education Night School Program**

The Alternative Education Night School Program is designed to service those students in our community for whom the traditional day school program has not worked for a variety of reasons.

In order to enter this program, a student must be officially a sophomore and receive prior approval from his or her Dean.

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

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

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

#### **Tech Prep Program**

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

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

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

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

- Marketing
- Management
- Accounting

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

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

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

- Early Childhood Education 1 and 2

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

- Architectural Drawing 1 and 2

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

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

- Legal Rights and Responsibilities

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

- Construction Technology 1
- Construction Technology 2

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

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

## **IX. Student Recognition Programs**

### **Academic Achievement**

#### **Gold Medal Scholars**

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

#### **Salutatorian**

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

#### **Valedictorian**

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

### **Academic Honor Lists**

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

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

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

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

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

### **Awards Nights**

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

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

### **Faculty Association Awards**

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

### **Pride Awards**

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

### **National Honor Society**

Membership criteria and selection procedures are as follows:

1. Candidates must be members of the junior or senior class.
2. Candidates must have attended at Chelmsford High School for at least one semester, prior to acceptance.
3. **Scholarship:** Candidates must have a **3.50** weighted grade point average, at the end of the fourth semester for juniors, and at the end of the sixth semester for seniors. Academically qualified students will be asked to complete a student activity form, listing co-curricular activities, community service activities, leadership positions, work experience, recognition, and awards. Activity forms will be reviewed by the Chelmsford High School Governing Board of the National Honor Society.
4. **Service:** Student must have completed and be able to document 25-30 hours of community service.
5. **Leadership:** Using the student activity form, candidates will document leadership positions and will write a paragraph describing their leadership experiences, using the following NHS Constitution guidelines.

#### *The student who exercises leadership:*

- Demonstrates academic initiative;
  - Demonstrates initiative in promoting school activities;
  - Successfully holds school offices or positions of responsibility;
  - Is resourceful in proposing new solutions, applying principles, and making suggestions;
  - Exercises positive influence on peers;
  - Exemplifies positive attitudes;
  - Is able to delegate responsibilities;
  - Is thoroughly dependable in any responsibility accepted.
6. **Character:** Students are expected to uphold high standards of character, as defined in the following NHS Constitution guidelines.

#### *The student of character:*

- Takes criticism willingly and accepts recommendations graciously
- Consistently exemplifies desirable qualities
- Demonstrates respect for and tolerance of differences in others
- Cooperates by complying with school rules concerning property, programs, and policies both inside and outside the classroom



- Demonstrates the highest standards of honesty and reliability
- Shows courtesy, concern, and respect for others
- Demonstrates perseverance and application to studies

The following infractions are considered serious breaches of character that could exclude a candidate from membership or could warrant a member's dismissal by the Chelmsford High School Governing Board of the National Honor Society. It is understood that it is impossible to list every infraction that would fall into this category.

- Use of tobacco, alcohol, or drugs while on school property and/or at school sponsored events
- Cheating
- Plagiarism
- Insubordination
- Assault and/or battery against any faculty, staff member or student
- Conviction or admission of guilt for a crime committed within or outside of the school community
- Other suspendable offenses

**The Chelmsford High School Governing Board of the National Honor Society will review all materials to determine qualified candidates. Students not accepted may appeal in writing to the high school Principal within five school days of notification.**

NHS members provide volunteer services to their school and community. For example, they ring bells for the Salvation Army during the winter holiday season and serve as guides for parents during Open House at CHS.

#### **Other Honor Societies**

##### French Honor Society

Induction of new members into the French Honor Society will be in May or June of the academic year. Selection of candidates will be made after the first semester and after the third quarter of the second semester. To be considered for induction, students must have completed a minimum of three consecutive courses within the French language sequence at the high school and earned a qualifying final grade in each course. Students must earn a minimum grade of 90 in all French courses taken.

##### Latin Honor Society

Induction of new members into the Latin Honor Society will be in May or June of the academic year. Selection of candidates will be made after the first semester and after the third quarter of the second semester. To be considered for induction, students must have completed a minimum of three consecutive courses within the Latin language sequence at the high school and earned a qualifying final grade in each course. Students must earn a minimum grade of 90 in all Latin courses taken.

##### Spanish Honor Society

Induction of new members into the Spanish Honor Society will be in May or June of the academic year. Selection of candidates will be made after the first semester and after the third quarter of the second semester. To be considered for induction, students must have completed a minimum of three consecutive courses within the Spanish language sequence at the high school and earned a

qualifying final grade in each course. Students must earn a minimum grade of 90 in all Spanish courses taken.

#### Tri-M Honor Society

"Tri-M" stands for Modern Music Masters. Those nominated for induction must have excelled in their musical field. After induction, members are expected to inspire enthusiastic participation in music programs and to promote leadership and scholastic excellence in music programs.

#### **Recognition from Outside of CHS**

##### John and Abigail Adams Scholarship

These scholarships, non-need based State-supported undergraduate tuition waivers, are awarded by the Massachusetts Department of Education. Students must score in the Advanced category in either the Math or English section of the grade 10 MCAS test and score in the Proficient or Advanced category on the second subject and meet several other requirements.

##### Stanley Z. Koplik Certificate of Mastery

The Massachusetts Board of Education provides recognition of outstanding academic achievement for high school juniors and seniors through tuition waivers to Massachusetts public college and universities based on Grade 10 MCAS scores.

##### National Merit Finalists

Awards are based on PSAT scores and given by the National Merit Scholarship Corporation. Students are recognized at Student Awards Night.

##### National Merit Semi-Finalists

Awards are based on PSAT scores and given by the National Merit Scholarship Corporation. Students are recognized at Student Awards Night.

##### National Merit Commended Students

Awards are based on PSAT scores and given by the National Merit Scholarship Corporation. Students are recognized at a breakfast held in the fall.

#### **"Student of the Month"**

Each month a senior male student and a senior female student are selected from each house (Emerson, Hawthorne & Whittier) to be recognized for their accomplishments during high school. They are nominated primarily by faculty, but parents and fellow students sometimes make nominations. An attempt is made to choose students from all parts of the CHS community. Those selected are hosted at a Rotary Club meeting where they are presented a citation. Each year 60 seniors are honored through this program.

#### **"Students of the Year"**

Every year a student from each house is selected by high school administration from the "students of the month" who exemplify the attributes of the ideal CHS student. The three "Students of the Year" recipients will be announced at Awards Night.

## **X. Student Discipline**

Chelmsford High School recognizes that the level of interaction among students, parents, teachers, and administrators largely determines the quality of any discipline policy. One of our primary goals is to foster an atmosphere of trust and communication among the school, students, and parents; an atmosphere which encourages and seeks parental input. Parents are vital to the success of the school process. They have the responsibility in a shared partnership with the school to reinforce acceptable standards of behavior at home.

Students are expected to maintain proper standards of behavior at all times, and will respect the rights and dignity of others. They are expected to use common sense, good judgment and the highest degree of self-discipline while observing and adhering to the school rules and regulations. In addition, they are expected to commit themselves to continued educational growth and contribute to a positive school environment. It is expected that students and staff will treat each other with dignity and respect, and that teachers will lay out a clear and consistent set of rules as it applies to each individual classroom.

It is the charge of the school administration to maintain and perpetuate a school environment conducive to obtaining the optimum academic experience and an environment which supports the idea that school is a place for teaching and learning, and a place where academic, physical, social, and emotional growth are equally emphasized. It is also the responsibility of the administration to implement the school code of discipline in a consistent, firm, and fair manner. The administration recognizes the importance of exhibiting compassion and understanding in dealing with specific violations of the code by individual students. The administration also recognizes the importance of exhibiting compassion and understanding toward the staff in dealing with situations where student behavior has become unacceptable. It is the responsibility of the administration to maintain a balance between students' and teachers' rights and responsibilities, and to assure that all persons, students and staff alike, are treated fairly, and with dignity and respect. The administration will implement the code of discipline using all resources available to it before any final decisions are made. The administration will make all decisions based upon available facts, good judgment, common sense, and the general good of the individual student and school as a whole.

These policies apply to all school related activities and school sponsored events, including but not limited to: dances, school trips, athletic and academic competitions (home or away), etc. Any parent group which exists in support of school activities must follow the mandates of this Student Handbook. For example, any student under suspension from school will not be allowed to attend parties, celebrations, banquets, etc. sponsored by such groups while a suspension is in force. Violation of this policy by any student or staff member is deemed a form of insubordination and will be appropriately disciplined.

Laboratories are of a unique nature, and without complete adherence to the rules and regulations of lab safety, a dangerous situation could arise. All students must follow the dictates of lab teachers as related to safe laboratory procedures. Any student violating lab safety procedures may be removed from the class in order to ensure the safety of all other students in the class. Classes with labs include Art, Science and Technology Education.

Computer laboratories provide important learning experiences in many courses. Students must adhere to rules and regulations established by the administration in order to best meet the needs of the students. Any student violating computer laboratory procedures may be removed from the class.

### **Emergencies**

Nothing in this policy should deter any school department employee from initiating quicker and more effective action than herein outlined, if a student is obviously in need of immediate medical assistance.

### **Search & Seizure**

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

## **Disciplinary System**

Chelmsford High School remains committed to being a place where every student is treated fairly and with dignity and respect. The expectation is that every student will demonstrate these same qualities when interacting with teachers, administrators, staff and each other. However, occasionally a student (or group of students) may, for whatever reason, not follow these expectations. When this happens the optimal learning environment is breached and discipline is necessary. Chelmsford High School will adhere to the system of discipline as described below.

### **Detention**

This is any adjustment to a student's arrival to or dismissal from school due to any disciplinary infraction. All detentions will be served after school from 2:00 p.m. to 3:00 p.m. in a supervised study room on Tuesdays, Wednesdays and Thursdays. The students will study under the supervision of an adult. They will obey all posted rules and regulations established by the adult. Students must serve the detentions within two weeks of their being assigned. Failure to report to a detention will lead to further disciplinary action including possible suspension by the Dean. While serving a detention a student retains all school privileges regarding athletic, extra-curricular and social activities, except for participation in such after-school activities and athletics on the date(s) and time(s) of the assigned detention.

### **Suspensions**

Repeated violations or major infractions of the school code of discipline may result in suspension from school. Depending on the type of infraction, suspensions will be either in school or out of school, for a short-term (fewer than 10 days) or long-term (longer than 10 days), and will be assigned depending upon the violation and the student's past disciplinary record. Suspensions will command parent notification. While suspended, a student loses all school privileges regarding athletic, extra-curricular, and social activities.

### **Expulsion Policy**

Under the provisions of Massachusetts General Law, Ch. 71, Section 37H, 37H  $\frac{1}{2}$ , and 37H  $\frac{3}{4}$ , any student found on school premises or at school-related events, who is in possession of a weapon, or drugs, or who assaults any educational staff member or supervising adult may be subject to expulsion by the high school Principal (please see Acts of Misconduct for specifics). A Special Education student who violates a school rule leading to expulsion shall be subject to exclusion. Exclusion is defined as placing the student in another education setting, not at Chelmsford High School. If expelled or excluded, a student must be notified in writing of an opportunity for a hearing before the Principal. A student will have the opportunity at the hearing to present evidence on

his/her behalf which may impact the student's case. A student who has been expelled by the high school Principal has the right to appeal the Principal's decision to the Superintendent of Schools.

### **Partnership with Local Authorities**

As per the memorandum of understanding between Chelmsford Public Schools and the Chelmsford Police Department, both CHS and CPD have agreed to respond effectively and cooperatively for everyone's protection to incidents of student delinquency, truancy, and criminal behavior. As per the understanding, CHS has a responsibility to report to CPD any incident involving alcohol, inhalants, or controlled substances (as per G.L. c.94C); the threat of assaultive behavior, intentional assaultive behavior, or reckless behavior resulting in personal injury; possession of a weapon (as per below, of G.L. c.71 s.37H); stalking or harassment (as per G.L. c.265 s. 43 + 43A, c.209A or 258E); involving a child suffering from physical or emotional injury as from abuse or neglect; involving an actual or suspected case of a hate crime or violation of civil rights; resulting in significant damage to school property; involving bomb threats, fire threats, fire setting, or other explosive devices or hoax devices; creation or possession of a document that identifies any individual targeted for violence or death; involving any threat against a student, school personnel, or other school employee; involving hazing (as per G.L. c. 269 s. 17); any sexual assault or any lewd and lascivious behavior; and any incident of bullying (as per G.L. 71 s.37 O).

### **Acts of Misconduct**

The following are merely examples of conduct that may lead to disciplinary action. Students are expected to conduct themselves in an appropriate manner at all times. Students who choose to engage in behavior that is inconsistent with an appropriate educational environment, whether or not specifically listed, could be subjecting themselves to disciplinary action up to and including expulsion.

#### **1.0 Dangerous Weapons**

It is the responsibility of the school administration to protect every student and staff member from any possible injury. The possession of any type of knife, razor, or other dangerous object or weapon in school greatly increases the risk of accidental injury to both the student carrying the object and to others. Therefore, weapons and other dangerous objects of any kind are not allowed in the building or anywhere else on school property for any reason.

#### **1.1 Possession of any weapon or dangerous object**

##### 1<sup>st</sup> Offense

- Parent notification
- Notification to proper authorities
- 10 day out-of-school suspension
- Pre-expulsion/exclusion hearing

##### 2<sup>nd</sup> Offense

- Parent notification
- Notification to proper authorities
- Minimum 10 day out-of-school suspension
- Student-parent meeting with Superintendent of Schools

#### **1.2 Using or threatening to use a weapon or other dangerous object for the purpose of bodily harm to another person**

- Parent notification
- Notification to proper authorities
- Minimum 5-day suspension
- Pre-expulsion/exclusion hearing

A weapons violation may result in an immediate referral for an emergency mental health evaluation.

### **Drug Searches with Police and K-9s**

In accordance with Chelmsford School Committee policy 3210, notice is hereby provided that the Chelmsford Public Schools in collaboration with the Chelmsford Police Department may utilize K-9 searches for illegal drugs in an effort to eliminate illegal drug use, possession and/or distribution in the schools. As a reminder and as a condition of use of any and all school property there should be no expectation of privacy in any locker, desk, parking space and/or other property belonging to the Chelmsford Public Schools. The administration of Chelmsford High School reserves the right to inspect such equipment, furniture or space to maintain the integrity of the school environment, to protect other students and staff, and to enforce safety regulations in accordance with the policies of the Chelmsford School Committee and the Chelmsford High School Student Handbook.

### **Breathalyzer**

Chelmsford High School is strongly committed to providing an alcohol and drug-free school environment for all students, faculty, and staff. Due to our growing concerns with student safety at dances and other school events, including prom and graduation, the High School has implemented the use of a breathalyzer at these events in order to deter alcohol consumption and prevent undetected drinking from resulting in serious harm to our students.

### **Disciplinary Action for Breathalyzer**

1. The Chelmsford High School may administer breathalyzer tests to all students seeking entry into any school sponsored event. In the event the first test administered is positive, a second test shall be administered immediately. In the event the second test administered is negative, a third test shall be administered immediately and the result of the third test will control.
2. If a student tests positive on two breathalyzer tests administered, his/her parents will be contacted and he/she will be released directly to his/her parents. Disciplinary consequences will be assigned per the Student Handbook. Attendance at school sponsored events will be prohibited for one calendar year. Any senior who tests positive on two breathalyzer tests administered will not be permitted to attend senior week events. Any senior who violates this policy twice within a calendar year will not be permitted to walk the stage at graduation. Any senior who brings alcohol to a school sponsored event will not be permitted to attend senior week events or to walk the stage at graduation.
3. If a student, after signing the agreement, refuses the breathalyzer test, his/her parents will be notified and asked to transport the student from the school sponsored event. If it is suspected that the student is under the influence of alcohol, the student will be interviewed by school administrators and, if it is determined that he/she has consumed alcohol, disciplinary procedures will be followed.

Nothing in this policy shall limit the ability of athletic coaches, club/activity advisors and/or the Athletic Director/CHS administrators to impose separate disciplinary consequences involving participation in athletic events or membership on athletic teams.

## **2.0 Alcohol and Drugs**

The school community supports all efforts in educating our youth to the dangers of alcohol and drugs. In addition, we encourage all students with alcohol or drug problems and their parents to work with our administrators and/or counselors to assist the students in identifying programs to address the drug or alcohol problems. Alcohol and drugs can be very dangerous. They maim the body, impair judgment, limit mental capacity, and impact negatively both on the learning and socialization processes. It is for this reason that the school administration takes the hardest line possible with anyone violating our alcohol and drug policy. Because of the administration's concern for the well-being of all students, if a student violates the drug and alcohol policy the administration strongly advises parents/guardians to seek counseling in order to ensure the student's well-being.

A student shall not buy, sell, use, distribute nor possess alcohol or drugs such as, but not limited to barbiturates, amphetamines, narcotics, marijuana, or any other controlled substances as defined by Massachusetts General Laws, Chapter 94. A student shall not knowingly be in the presence of, nor have drugs and/or alcohol on his person or in any place on school property (including bus transportation), during home or away extra-curricular activities, on any school-sponsored trip, senior week activities, or during any activity sponsored by a parent group which exists in support of school activities.

Any student involved in Athletic or Extracurricular activities and is in violation of the drug and alcohol policy will be subject to additional penalties as defined in "Rules for High School Athletes" and "Extracurricular Eligibility Policy".

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

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## **2.1 Possession of and/or Being under the Influence of Alcohol**

### 1st Offense:

- Parent notification
- Possible notification to proper authorities
- Minimum 5-day suspension
- Possible meeting with Principal/Dean and parents

### 2nd Offense:

- Parent notification
- Possible notification to proper authorities
- Minimum 10-day suspension

## **2.2 Being under the Influence of Drugs**

### 1st Offense:

- Parent notification
- Possible notification to proper authorities
- Minimum 5-day suspension
- Possible meeting with Principal/Dean and parents

### 2nd Offense:

- Parent notification
- Possible notification to proper authorities
- Minimum 10-day suspension (5 days out-of-school and 5 days in-school suspension)
- Pre-expulsion /exclusion hearing

### **2.3 Possession of Drugs**

#### **1st Offense:**

- Parent notification
- Notification to proper authorities
- Minimum 10-day suspension
- Pre-expulsion/exclusion hearing to include parental participation will be held

#### **2nd Offense:**

- Parent notification
- Notification to proper authorities
- Minimum 10-day suspension
- Student-parent meeting with Superintendent of Schools to determine student status at CHS

### **2.4 Selling or Distributing Alcohol and/or Acting as a Go-Between in the Transfer or Attempted Transfer of Such Substance**

- Parent notification
- Notification to proper authorities
- Minimum 10-day suspension

### **2.5 Selling or Distributing Drugs and/or Acting as a Go-between in the Transfer or Attempted Transfer of Such Substances**

- Parent notification
- Notification to proper authorities
- Minimum 10-day suspension
- Pre-expulsion/exclusion hearing

### **2.6 Drug, Alcohol and Vaping Paraphernalia**

A student shall not possess on his/her person or any other place on school property, (including bus transportation to and from school) such as lockers or desks, any type of drug and vaping paraphernalia, including but not limited to: pipes, rolling papers, clips, e-cigarettes, Juuls, chargers, electronic cigarette cartridges, edibles, chemicals, drips, e-juice, or anything with trace drug residue, etc. Any violation of this policy will result in the following:

#### **1st Offense:**

- Parent notification
- Up to 5-day suspension

#### **2nd Offense:**

- Parent notification
- 5 days suspension
- Possible pre-expulsion/exclusion hearing

### **2.7 Possession or Distribution of Counterfeit Drugs or Anything Represented as a Controlled Substance**

#### **1st Offense:**

- Parent notification



- Notification to proper authorities
- Up to 5 days suspension

2nd Offense:

- Parent notification
- Notification to proper authorities
- 10 days suspension
- Pre-expulsion/exclusion hearing

**2.8 Any Student Knowingly in the Presence of Alcohol on School grounds during school hours or at a School Sponsored Event.**

1st Offense:

- Parent Notification
- Up to 6 days after-school detention

2nd Offense:

- Parent Notification
- Up to 5 days out-of-school suspensions

**2.9 Any Student Knowingly in the Presence of Drugs on School Grounds during school hours or at a School Sponsored Event.**

1st Offense:

- Parent notification
- Up to 6 days after school detention

2nd Offense:

- Parent notification
- Up to 5 days out-of-school suspensions

**3.0 Fire/Chemical/Biological Hazards**

Students shall not start a fire in the building or on school grounds. Furthermore, no student shall bring into the building any bomb, explosive, fireworks, chemical/biological devices, any incendiary device, or the counterfeit representation of the above listed items. Students violating this section shall be subject to the following:

1st Offense:

- Parent notification
- Notification to proper authorities
- Minimum 3-day suspension

2nd Offense:

- Parent notification
- Notification to proper authorities
- Up to 10-day suspension

**4.0 Threatening, Harassing, and/or Physically Assaulting Staff**

One of the objectives of the educational process is to nurture growth in young people so that appropriate conflict resolution is learned. The importance of being able to solve interpersonal problems without violence or physical contact cannot be overstated. Therefore, the necessity of learning to resolve differences of opinion through appropriate dialogue is continually stressed. Threats, attacks, or harassment against any staff member will not be tolerated.

Students who commit a physical attack on a staff member are subject to:

- Parent notification
- Notification to proper authorities
- 10 days out-of-school suspension

Students who make threats against or harass a staff member are subject to:

1st Offense:

- Parent notification
- Notification to proper authorities
- Up to 5 days out-of-school suspension

2nd Offense:

- Parent notification
- 5-10 days out-of-school suspension

**5.0 Threatening, Hazing, Harassing and/or Physically Assaulting a Student**

Any student who feels unsafe or harassed should seek out his counselor, Dean, or Principal immediately.

**5.1 Any student who threatens or harasses another student will be subject to:**

1st Offense:

- Parent notification
- Possible notification to proper authorities
- Consequence(s) may include a warning up to a suspension depending on the severity of the offense

2nd or subsequent violations:

- Parent notification
- Possible notification to proper authorities
- Up to 5-day suspension

**5.2 Any student who threatens or harasses another student based on race, color, sex, religion, national origin, sexual orientation, ethnicity, gender identity, homelessness, age and/or disability and any other class or characteristic protected by law.**

1st Offense:

- Parent notification
- Notification to proper authorities
- Up to a 5-day suspension

*\*Normally this is a five-day suspension. However, administration reserves the right to review potential consequences of the case based on the severity of the violation and based on the particular facts and circumstances of the situation.*

2nd Offense:

- Parent Notification
- Notification to proper authorities
- Up to a 10-day suspension

*\*Normally this is a five-day suspension. However, administration reserves the right to review potential consequences of the case based on the severity of the violation and based on the particular facts and circumstances of the situation.*

Commented [M51]: We moved About 6.9.9. and created a different 5.2. 5.2 now addresses violations related to classes of students that are protected by law. Previously, students who exhibited racial and other such violations were treated under harassment. We believe that these violations should have their own category. We can discuss this with the person with the title "writing and consequences".

### 5.3 Assault

#### 1st Offense:

- Parent notification
- Notification to proper authorities
- Up to a 5-day suspension

#### 2nd Offense:

- Parent Notification
- Notification to proper authorities
- Up to a 10-day suspension

### **6.0 Physical Altercations**

Settling differences through physical altercation is unacceptable social behavior, endangers others, and will not be tolerated anywhere on school property or at school-related functions (including sporting events, field trips, etc.).

### **6.1 Fighting**

#### 1st Offense:

- Parent notification
- Notification to proper authorities if necessary
- Up to 5-day suspension

#### 2nd Offense:

- Parent notification
- Notification to proper authorities if necessary
- 5-10-day suspension

#### 3rd or More Offenses:

- Parent notification
- Notification to proper authorities
- 10-day suspension

### **6.2 Premeditated Attack**

- Parent notification
- Notification to proper authorities
- Minimum 10-day suspension
- Pre-Expulsion/Exclusion Hearing

### **7.0 Extortion/Unarmed Robbery or Theft of School/Personal Property**

Any student feeling unsafe or harassed should seek out his counselor, Dean, or the Principal immediately.

#### 1st Offense:

- Parent notification
- Notification to proper authorities
- Up to 5-day suspension
- Full restitution

#### 2nd Offense:

- Parent notification
- Notification to proper authorities
- 10 day out-of-school suspension

### **8.0 Destruction of School or Personal Property**

In many surveys nationwide, educators, parents and students complain most about the depressing physical conditions of their schools. The Chelmsford High School community takes a great deal of pride in maintaining a physical environment conducive to good learning. It is the administration's responsibility to ensure that this message is emphasized on a consistent basis, and that those who choose to abuse the physical structure of the building or its contents or grounds will be properly disciplined.

Willful destruction of school property, such as, but not limited to: books, desks, chairs, windows, equipment, or personal property belonging to others is unacceptable and will not be tolerated. Students who violate this rule are subject to:

- Parent notification.
- Restitution for the repair or replacement of property destroyed or damaged.
- At the discretion of the Principal, a detention or suspension may be assigned.
- Depending upon the severity or frequency of the offense, proper legal authorities and the Superintendent of Schools may be notified.
- Students may be assigned to an appropriate work detail in response to damage caused.

### **9.0 Smoking and Tobacco**

As of June 18, 1993, the Commonwealth of Massachusetts passed The Educational Reform Act, which specifically makes smoking by anyone on school grounds illegal. Smoking, as well as the use of any other type of tobacco products, (please see section 2.6 for information regarding vaping and e-cigarettes) is unhealthy and contributes to or is a direct cause of many serious ailments. Passive smoke is also unhealthy, and contributes to allergic reactions, irritated eyes, and other discomforts for the nonsmoker. Recognizing this, Chelmsford High School remains committed to maintaining a smoke-free, tobacco-free environment for all students and staff.

All offenses will result in parent notification plus the following:

#### 1st Offense:

- Minimum 3-day detention
- \$100 fine

#### 2nd Offense:

- Up to 6 days of detention
- \$200 fine

#### 3rd and Subsequent Offenses:

- Hearing with the Principal who will determine length of suspension
- \$300 fine

Failure to pay a fine could result in the filing of a criminal complaint by the Town of Chelmsford.

Additionally, since Chelmsford High School is, by State law, a smoke-free environment, there is no reason for students to be in possession of matches or lighters or cigarettes of any kind. Such devices will be confiscated and discarded. Repeat offenders will be subject to disciplinary action.

### **10.0 General School Misconduct**

It is not possible to list all offenses that may occur during the school year. The following is a list of offenses that may most commonly occur. This list is not all-inclusive, and violations not covered by this section will be dealt with as they occur. The following school-based offenses carry with them a range of possible disciplinary actions, from a simple warning to suspension. The degree of the disciplinary action will be directly related to the severity and frequency of the offense, as well as the student's past disciplinary records. The following are defined as general school misconduct:

- Propping open exterior doors or admitting anyone who has not checked in the main office.
- Substantially disrupting school or classroom activities in a repeated or flagrant manner.
- Being present in a part of the school building or grounds for no legitimate reason.
- Failure to have a pass may lead to after school detention.
- Any form of insubordination, including refusing to identify yourself properly upon request by a staff member.
- Engaging in verbal abuse, profanity, or obscenity (including inappropriate gestures).
- Engaging in loitering, either in the halls or the bathrooms, throughout the school day or after school.
- Engaging in dangerous behavior such as excessive horseplay, snowball throwing, etc., which endangers oneself or others.
- Forging of notes, parking permits, or any other school form
- Gambling/card playing.
- Provoking or encouraging others to break school rules.
- Failure to report to assigned area.
- Possession of banned electronic devices.
- Failure to sign into school properly.
- Inappropriate use of technology and school equipment.
- Possession and distribution of pornographic or offensive materials.
- Dangerous driving of an automobile on school grounds.
- Providing building access to individuals through locked door
- Any disruption to the school day.

### **11.0 Demonstrations**

The administration at Chelmsford High School remains committed to being responsive to student needs and will continue to make every attempt to intervene and defuse potentially volatile situations. If however, students feel a need to meet as a group in order to fully discuss with the Principal an issue of particular concern, the following process should be followed:

- Try to resolve differences with the Student Council.
- If a solution is not reached, request a meeting with the Principal.
  - a. A room, date and time for a meeting will be designated.
  - b. Principal will hear all concerns and make a decision.

The Principal continues to encourage students to voice their opinions in constructive ways and through positive means.

### **12.0 False Emergency**

Signaling a false emergency (e.g. causing a false fire alarm, reporting, calling in or faxing a false situation) or threatening verbally or in writing to commit a crime is a serious offense. Such an action puts the safety of our entire student population and staff at risk, and unnecessarily endangers the safety of the emergency personnel who must respond quickly. While such emergency personnel are

attending to the false emergency at CHS, the safety of the entire town is compromised. In addition, the signaling of false emergencies might diminish the serious response by those who need to evacuate our building and would cause disastrous results during a real emergency.

The following disciplinary procedure will be undertaken for a student alleged to have signaled such a false emergency:

- Parent notification
- Notification to proper school and civil authorities
- 5-10-day suspension
- Restitution

### **13.0 Leaving School Grounds**

Students may not leave school grounds without permission. Any student who leaves school without permission will be subject to the following disciplinary actions:

#### **1st Offense:**

- 6-day detention
- Loss of car parking privilege for 2 weeks, or until the 6 detentions have been served.

#### **2nd Offense:**

- 1-day in-school suspension
- Parent notification
- Loss of parking privilege for remainder of academic year.

#### **3rd and Subsequent Offenses:**

- Length of in-school suspension to be determined by the Principal after a meeting with the parents and student.

### **14.0 Unauthorized Use of Technology**

Chelmsford High School recognizes the importance of the responsible use of technology within our schools. Technology is omnipresent in our society and is becoming more vital to the current and future success of our students. As such, we encourage and promote students to engage in behaviors commensurate with our Acceptable Use Policy. When a student violates the tenets of this agreement, the learning environment can become compromised which may impact the physical and emotional safety of students and staff members. As such, engaging in behaviors that compromise our current technological infrastructure or network or the safety of others, including but not limited to the unauthorized distribution of text, data, voice recordings, photographs, or videos of staff or students, at school, on buses, or at a school function, will result in a suspension of up to five (5) days, with the possibility of losing the privilege to use personal and school provided technology during the school day, and may result in the notification of the proper authorities. In addition, students may be expected to participate in a media literacy course with an instructor to help support the student's understanding of the behavior.

**\* CHS reserves the right to revise and update this handbook at any time.**



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# CHELMSFORD 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: August 19, 2019  
Re: 2019/20 Student Enrollment Update

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Attached please find updated student enrollment as of August 19, 2019 pertaining to the elementary, middle, and high school levels of the district. I am recommending the addition of two (2) Kindergarten teacher positions (1 at Byam and 1 at Harrington) for the start of the 2019/20 school year due to increased enrollment/registrations over the last few weeks. Byam has 99 Kindergarten students enrolled and Harrington has 98 Kindergarten students enrolled as of today with potential additional Kindergarten registrations to be received in the days/weeks to come. I do not want to start the school year with Kindergarten class sizes over 25 students if possible.

At the elementary level, the cells highlighted in "yellow," indicated where additional classrooms/sections have previously been approved in the FY20 budget, each of these grade levels will have five (5) instead of four (4) classrooms. The cells highlighted in "green" indicate my recommendation for an additional classroom/section to be added increasing the number of classrooms at the Kindergarten grade level from four (4) to five (5). The corresponding calculations in the chart below indicate the projected average class sizes from the additional sections/classrooms.

Middle school enrollment is consistent and equitable between the McCarthy and Parker Middle Schools. No adjustments are recommended at this time.

At the June 4, 2019 regular meeting of the school committee, I provided a draft schedule of classes (sections) and course offerings for the 2019/20 school year at Chelmsford High School (CHS). The number of courses/sections offered aligns with the staffing model incorporated in the FY20 budget. Overall the class sizes at CHS are very desirable and even with reductions of an art, mathematics, and social studies teacher positions, the courses offered are not affected and enrollment in the various course sections in the previously mentioned disciplines allows for enough seats to accommodate student schedules. While we typically provide a summary report (i.e. average enrollment by course offering) of this data, I thought you may find it beneficial to see the actual section level data committed in the final schedule. No adjustments are recommended at this time.

## District Enrollment

School	School Name	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Other	Total
00560001	Community Education Center	155	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	155
00560005	Center Elementary School	0	87	106	104	101	89	0	0	0	0	0	0	0	0	0	0	487
00560015	South Row Elementary School	0	83	95	91	84	87	0	0	0	0	0	0	0	0	0	0	440
00560025	Harrington Elementary School	0	98	104	99	112	92	0	0	0	0	0	0	0	0	0	0	505
00560030	Byam Elementary School	0	99	93	110	95	100	0	0	0	0	0	0	0	0	0	0	497
00560305	Parker Middle School	0	0	0	0	0	0	196	186	180	178	0	0	0	0	0	0	740
00560310	McCarthy Middle School	0	0	0	0	0	0	199	195	182	225	0	0	0	0	0	0	801
00560505	Chelmsford High School	0	0	0	0	0	0	0	0	0	0	351	359	372	371	0	0	1453
08990000	Related Services Program	4	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	5
SPEDOOD	SPED OOD	0	0	0	1	0	3	2	7	4	8	5	12	9	6	20	0	77
Totals		159	367	398	405	392	371	397	388	366	412	356	371	381	377	20	0	5160



Chelmsford Public School District  
 Student Enrollment Report  
 August 19, 2019

	Pre-K	KP	KF	1	2	3	4	5	6	7	8	9	10	11	12	SP	TOTAL
Chelmsford Public Schools	155	0	367	398	404	392	368	395	381	362	403	351	359	372	371	0	5078
McCarthy Middle School	0	0	0	0	0	0	0	199	195	182	225	0	0	0	0	0	801
# Homerooms:								8	8	8	10						
Avg. Class Size:								24.88	24.375	22.75	22.5						
Parker Middle School	0	0	0	0	0	0	0	196	186	180	178	0	0	0	0	0	740
# Homerooms:								8	8	8	8						
Avg. Class Size:								24.5	23.25	22.5	22.25						

Course	Description	Level	Term	Schedule	Max		
					Total Assigned	Enrollment	Open Seats
00513-001	ENGLISH 9 H	1	FY	1(C) 2(E) 4(B) 5(D) 7(A)	19	24	5
00513-002	ENGLISH 9 H	1	FY	1(B) 2(D) 4(A) 5(C) 6(E)	20	24	4
00513-003	ENGLISH 9 H	1	FY	1(D) 3(A) 4(C) 5(E) 7(B)	19	24	5
00513-004	ENGLISH 9 H	1	FY	2(A) 3(C) 4(E) 6(B) 7(D)	21	24	3
00513-005	ENGLISH 9 H	1	FY	1(A) 2(C) 3(E) 5(B) 6(D)	17	24	7
00523-001	ENGLISH 9 H2	2	FY	1(A) 2(C) 3(E) 5(B) 6(D)	16	24	8
00523-002	ENGLISH 9 H2	2	FY	2(B) 3(D) 5(A) 6(C) 7(E)	22	24	2
00523-003	ENGLISH 9 H2	2	FY	2(A) 3(C) 4(E) 6(B) 7(D)	24	24	0
00523-004	ENGLISH 9 H2	2	FY	1(E) 3(B) 4(D) 6(A) 7(C)	19	24	5
00523-005	ENGLISH 9 H2	2	FY	1(D) 3(A) 4(C) 5(E) 7(B)	20	24	4
00523-006	ENGLISH 9 H2	2	FY	1(E) 3(B) 4(D) 6(A) 7(C)	18	24	6
00523-007	ENGLISH 9 H2	2	FY	1(B) 2(D) 4(A) 5(C) 6(E)	22	24	2
00523-008	ENGLISH 9 H2	2	FY	1(A) 2(C) 3(E) 5(B) 6(D)	17	24	7
00523-009	ENGLISH 9 H2	2	FY	2(A) 3(C) 4(E) 6(B) 7(D)	24	24	0
00533-001	ENGLISH 9	3	FY	1(E) 3(B) 4(D) 6(A) 7(C)	9	20	11
00533-002	ENGLISH 9	3	FY	2(A) 3(C) 4(E) 6(B) 7(D)	14	20	6
00533-003	ENGLISH 9	3	FY	1(B) 2(D) 4(A) 5(C) 6(E)	9	20	11
02013-001	ENGLISH 10 H	1	FY	1(B) 2(D) 4(A) 5(C) 6(E)	24	24	0
02013-002	ENGLISH 10 H	1	FY	1(D) 3(A) 4(C) 5(E) 7(B)	22	24	2
02013-003	ENGLISH 10 H	1	FY	1(C) 2(E) 4(B) 5(D) 7(A)	22	24	2
02013-004	ENGLISH 10 H	1	FY	1(D) 3(A) 4(C) 5(E) 7(B)	22	24	2
02013-005	ENGLISH 10 H	1	FY	1(C) 2(E) 4(B) 5(D) 7(A)	23	24	1
02023-001	ENGLISH 10 H2	2	FY	1(A) 2(C) 3(E) 5(B) 6(D)	20	24	4
02023-002	ENGLISH 10 H2	2	FY	1(B) 2(D) 4(A) 5(C) 6(E)	23	24	1
02023-003	ENGLISH 10 H2	2	FY	1(B) 2(D) 4(A) 5(C) 6(E)	22	24	2
02023-004	ENGLISH 10 H2	2	FY	1(A) 2(C) 3(E) 5(B) 6(D)	20	24	4
02023-005	ENGLISH 10 H2	2	FY	1(D) 3(A) 4(C) 5(E) 7(B)	23	24	1

Course	Description	Level	Term	Schedule	Max		
					Total Assigned	Enrollment	Open Seats
02023-006	ENGLISH 10 H2	2	FY	2(B) 3(D) 5(A) 6(C) 7(E)	20	24	4
02023-007	ENGLISH 10 H2	2	FY	1(E) 3(B) 4(D) 6(A) 7(C)	24	24	0
02023-008	ENGLISH 10 H2	2	FY	1(C) 2(E) 4(B) 5(D) 7(A)	19	24	5
02023-009	ENGLISH 10 H2	2	FY	2(B) 3(D) 5(A) 6(C) 7(E)	18	24	6
02033-001	ENGLISH 10	3	FY	1(E) 3(B) 4(D) 6(A) 7(C)	14	20	6
02033-002	ENGLISH 10	3	FY	1(D) 3(A) 4(C) 5(E) 7(B)	11	20	9
02033-003	ENGLISH 10	3	FY	1(B) 2(D) 4(A) 5(C) 6(E)	19	20	1
03013-001	ENGLISH 11 H	1	FY	1(D) 3(A) 4(C) 5(E) 7(B)	24	24	0
03013-002	ENGLISH 11 H	1	FY	1(E) 3(B) 4(D) 6(A) 7(C)	18	24	6
03013-003	ENGLISH 11 H	1	FY	2(A) 3(C) 4(E) 6(B) 7(D)	17	24	7
03013-004	ENGLISH 11 H	1	FY	1(E) 3(B) 4(D) 6(A) 7(C)	18	24	6
03013-005	ENGLISH 11 H	1	FY	1(A) 2(C) 3(E) 5(B) 6(D)	24	24	0
03023-001	ENGLISH 11 H2	2	FY	1(E) 3(B) 4(D) 6(A) 7(C)	19	24	5
03023-002	ENGLISH 11 H2	2	FY	1(A) 2(C) 3(E) 5(B) 6(D)	24	24	0
03023-003	ENGLISH 11 H2	2	FY	1(E) 3(B) 4(D) 6(A) 7(C)	22	24	2
03023-004	ENGLISH 11 H2	2	FY	2(B) 3(D) 5(A) 6(C) 7(E)	22	24	2
03023-005	ENGLISH 11 H2	2	FY	2(A) 3(C) 4(E) 6(B) 7(D)	21	24	3
03023-006	ENGLISH 11 H2	2	FY	1(D) 3(A) 4(C) 5(E) 7(B)	24	24	0
03023-007	ENGLISH 11 H2	2	FY	1(B) 2(D) 4(A) 5(C) 6(E)	24	24	0
03033-001	ENGLISH 11	3	FY	1(A) 2(C) 3(E) 5(B) 6(D)	17	20	3
03033-002	ENGLISH 11	3	FY	1(E) 3(B) 4(D) 6(A) 7(C)	12	20	8
03033-003	ENGLISH 11	3	FY	1(D) 3(A) 4(C) 5(E) 7(B)	16	20	4
04013-001	AP ENGLISH LANGUAGE + COMPOSITION	AP	FY	2(A) 3(C) 4(E) 6(B) 7(D)	14	24	10
04013-002	AP ENGLISH LANGUAGE + COMPOSITION	AP	FY	1(C) 2(E) 4(B) 5(D) 7(A)	16	24	8
04013-003	AP ENGLISH LANGUAGE + COMPOSITION	AP	FY	1(B) 2(D) 4(A) 5(C) 6(E)	22	24	2
05013-001	AP ENGLISH 12 - LITERATURE &	AP	FY	1(B) 2(D) 4(A) 5(C) 6(E)	24	24	0

Course	Description	Level	Term	Schedule	Max		
					Total Assigned	Enrollment	Open Seats
COMPOSITION							
05013-002	AP ENGLISH 12 - LITERATURE & COMPOSITION	AP	FY	1(C) 2(E) 4(B) 5(D) 7(A)	22	24	2
05013-003	AP ENGLISH 12 - LITERATURE & COMPOSITION	AP	FY	1(E) 3(B) 4(D) 6(A) 7(C)	20	24	4
05013-004	AP ENGLISH 12 - LITERATURE & COMPOSITION	AP	FY	2(A) 3(C) 4(E) 6(B) 7(D)	22	24	2
06023-001	A SENIOR ODYSSEY - H2	2	FY	1(C) 2(E) 4(B) 5(D) 7(A)	24	24	0
06023-002	A SENIOR ODYSSEY - H2	2	FY	1(A) 2(C) 3(E) 5(B) 6(D)	24	24	0
06023-003	A SENIOR ODYSSEY - H2	2	FY	1(C) 2(E) 4(B) 5(D) 7(A)	24	24	0
06023-004	A SENIOR ODYSSEY - H2	2	FY	2(B) 3(D) 5(A) 6(C) 7(E)	23	24	1
06023-005	A SENIOR ODYSSEY - H2	2	FY	1(D) 3(A) 4(C) 5(E) 7(B)	24	24	0
06023-006	A SENIOR ODYSSEY - H2	2	FY	2(A) 3(C) 4(E) 6(B) 7(D)	24	24	0
06023-007	A SENIOR ODYSSEY - H2	2	FY	1(E) 3(B) 4(D) 6(A) 7(C)	24	24	0
06023-008	A SENIOR ODYSSEY - H2	2	FY	1(A) 2(C) 3(E) 5(B) 6(D)	24	24	0
06023-009	A SENIOR ODYSSEY - H2	2	FY	2(B) 3(D) 5(A) 6(C) 7(E)	24	24	0
06023-010	A SENIOR ODYSSEY - H2	2	FY	1(B) 2(D) 4(A) 5(C) 6(E)	24	24	0
06023-011	A SENIOR ODYSSEY - H2	2	FY	1(A) 2(C) 3(E) 5(B) 6(D)	23	24	1
06113-001	AP SEMINAR	AP	FY	1(E) 3(B) 4(D) 6(A) 7(C)	19	24	5
06113-002	AP SEMINAR	AP	FY	2(A) 3(C) 4(E) 6(B) 7(D)	17	24	7
06224-001	ANGELS, DEMONS, HEAVEN, HELL, AND LAST THINGS - H2	2	S2	1(B) 2(D) 4(A) 5(C) 6(E)	23	24	1
06424-001	FAIRYTALES, FOLKLORE AND LEGENDS-H2	2	S2	1(B) 2(D) 4(A) 5(C) 6(E)	22	24	2
07024-001	JOURNALISM - H2	2	S2	1(D) 3(A) 4(C) 5(E) 7(B)	23	24	1
07121-001DE	WRITING FOR COLLEGE - H2	2	S1	1(B) 2(D) 4(A) 5(C) 6(E)	19	24	5
07121-002	WRITING FOR COLLEGE - H2	2	S1	1(B) 2(D) 4(A) 5(C) 6(E)	20	24	4
07121-003	WRITING FOR COLLEGE - H2	2	S1	2(B) 3(D) 5(A) 6(C) 7(E)	15	24	9
07121-004	WRITING FOR COLLEGE - H2	2	S1	2(A) 3(C) 4(E) 6(B) 7(D)	16	24	8
07121-005DE	WRITING FOR COLLEGE - H2	2	S1	1(D) 3(A) 4(C) 5(E) 7(B)	19	24	5
07304-001	WRITING FOR HIGH SCHOOL	0	S1	1(A) 2(C) 3(E) 5(B) 6(D)	15	20	5



Course	Description	Level	Term	Schedule	Max		
					Total Assigned	Enrollment	Open Seats
07304-002	WRITING FOR HIGH SCHOOL	0	S2	1(A) 2(C) 3(E) 5(B) 6(D)	17	20	3
07624-001	CREATIVE WRITING	2	S2	2(B) 3(D) 5(A) 6(C) 7(E)	15	24	9
07704-001	PUBLIC SPEAKING - H2	2	S2	2(A) 3(C) 4(E) 6(B) 7(D)	22	24	2
07903-001	RESILIENCY	0	FY	2(A) 3(C) 4(E) 6(B) 7(D)	15	15	0
07903-002	RESILIENCY	0	FY	1(A) 2(C) 3(E) 5(B) 6(D)	11	15	4
08404-001	READING SKILLS AND STRATEGIES	0	S1	1(D) 3(A) 4(C) 5(E) 7(B)	6	20	14
08404-002	READING SKILLS AND STRATEGIES	0	S2	1(B) 2(D) 4(A) 5(C) 6(E)	5	20	15
08404-003	READING SKILLS AND STRATEGIES	0	S1	1(B) 2(D) 4(A) 5(C) 6(E)	6	10	4
08404-004	READING SKILLS AND STRATEGIES	0	S2	1(D) 3(A) 4(C) 5(E) 7(B)	5	10	5
08804-001	READING FOR HIGH SCHOOL	0	S2	1(A) 2(C) 3(E) 5(B) 6(D)	14	18	4
08804-002	READING FOR HIGH SCHOOL	0	S1	1(A) 2(C) 3(E) 5(B) 6(D)	17	18	1
11033-001	INTRO TO ALGEBRA	3	FY	1(C) 2(E) 4(B) 5(D) 7(A)	10	11	1
11033-002	INTRO TO ALGEBRA	3	FY	1(B) 2(D) 4(A) 5(C) 6(E)	11	11	0
12213-001	ALGEBRA 1 H	1	FY	1(B) 2(D) 4(A) 5(C) 6(E)	19	24	5
12223-001	ALGEBRA 1 H2	2	FY	2(B) 3(D) 5(A) 6(C) 7(E)	23	24	1
12223-002	ALGEBRA 1 H2	2	FY	1(A) 2(C) 3(E) 5(B) 6(D)	20	24	4
12223-003	ALGEBRA 1 H2	2	FY	1(E) 3(B) 4(D) 6(A) 7(C)	21	24	3
12223-004	ALGEBRA 1 H2	2	FY	2(A) 3(C) 4(E) 6(B) 7(D)	24	24	0
12223-005	ALGEBRA 1 H2	2	FY	1(C) 2(E) 4(B) 5(D) 7(A)	20	24	4
12223-006	ALGEBRA 1 H2	2	FY	1(B) 2(D) 4(A) 5(C) 6(E)	24	24	0
12223-007	ALGEBRA 1 H2	2	FY	2(B) 3(D) 5(A) 6(C) 7(E)	21	24	3
12233-001	ALGEBRA 1	3	FY	2(B) 3(D) 5(A) 6(C) 7(E)	17	20	3
12233-002	ALGEBRA 1	3	FY	1(A) 2(C) 3(E) 5(B) 6(D)	14	20	6
12233-003	ALGEBRA 1	3	FY	1(C) 2(E) 4(B) 5(D) 7(A)	15	20	5
12233-004	ALGEBRA 1	3	FY	1(D) 3(A) 4(C) 5(E) 7(B)	15	20	5
12233-005	ALGEBRA 1	3	FY	1(E) 3(B) 4(D) 6(A) 7(C)	15	20	5
12333-001	TRANSITIONS FROM ALGEBRA TO GEOMETRY - PART 1	3	FY	2(B) 3(D) 5(A) 6(C) 7(E)	20	23	3

Course	Description	Level	Term	Schedule	Max		
					Total Assigned	Enrollment	Open Seats
12433-001	TRANSITIONS FROM ALGEBRA TO GEOMETRY-PART 2	3	FY	1(E) 3(B) 4(D) 6(A) 7(C)	19	23	4
13213-001	GEOMETRY H	1	FY	1(D) 3(A) 4(C) 5(E) 7(B)	25	26	1
13213-002	GEOMETRY H	1	FY	1(E) 3(B) 4(D) 6(A) 7(C)	26	26	0
13213-003	GEOMETRY H	1	FY	1(C) 2(E) 4(B) 5(D) 7(A)	23	26	3
13223-001	GEOMETRY H2	2	FY	1(D) 3(A) 4(C) 5(E) 7(B)	24	24	0
13223-002	GEOMETRY H2	2	FY	1(C) 2(E) 4(B) 5(D) 7(A)	24	24	0
13223-003	GEOMETRY H2	2	FY	1(B) 2(D) 4(A) 5(C) 6(E)	24	24	0
13223-004	GEOMETRY H2	2	FY	2(A) 3(C) 4(E) 6(B) 7(D)	22	24	2
13223-005	GEOMETRY H2	2	FY	1(D) 3(A) 4(C) 5(E) 7(B)	23	24	1
13223-006	GEOMETRY H2	2	FY	1(A) 2(C) 3(E) 5(B) 6(D)	22	24	2
13223-007	GEOMETRY H2	2	FY	2(B) 3(D) 5(A) 6(C) 7(E)	24	24	0
13233-001	GEOMETRY	3	FY	1(E) 3(B) 4(D) 6(A) 7(C)	21	20	-1
13233-002	GEOMETRY	3	FY	1(C) 2(E) 4(B) 5(D) 7(A)	13	20	7
13233-003	GEOMETRY	3	FY	2(A) 3(C) 4(E) 6(B) 7(D)	13	20	7
13233-004	GEOMETRY	3	FY	1(E) 3(B) 4(D) 6(A) 7(C)	20	20	0
13233-005	GEOMETRY	3	FY	1(D) 3(A) 4(C) 5(E) 7(B)	13	20	7
13633-001	ADVANCED ALGEBRA	3	FY	1(E) 3(B) 4(D) 6(A) 7(C)	20	20	0
13633-002	ADVANCED ALGEBRA	3	FY	1(C) 2(E) 4(B) 5(D) 7(A)	18	20	2
13633-003	ADVANCED ALGEBRA	3	FY	1(D) 3(A) 4(C) 5(E) 7(B)	20	20	0
13633-004	ADVANCED ALGEBRA	3	FY	1(E) 3(B) 4(D) 6(A) 7(C)	19	20	1
14213-001	ALGEBRA II H	1	FY	2(A) 3(C) 4(E) 6(B) 7(D)	22	24	2
14213-002	ALGEBRA II H	1	FY	1(E) 3(B) 4(D) 6(A) 7(C)	24	24	0
14213-005	ALGEBRA II H	1	FY	1(D) 3(A) 4(C) 5(E) 7(B)	23	24	1
14213-006	ALGEBRA II H	1	FY	1(A) 2(C) 3(E) 5(B) 6(D)	21	24	3
14223-001	ALGEBRA II H2	2	FY	1(D) 3(A) 4(C) 5(E) 7(B)	21	24	3
14223-002	ALGEBRA II H2	2	FY	1(B) 2(D) 4(A) 5(C) 6(E)	24	24	0
14223-003	ALGEBRA II H2	2	FY	1(A) 2(C) 3(E) 5(B) 6(D)	20	24	4
14223-004	ALGEBRA II H2	2	FY	1(C) 2(E) 4(B) 5(D) 7(A)	20	24	4

Course	Description	Level	Term	Schedule	Max		
					Total Assigned	Enrollment	Open Seats
14223-005	ALGEBRA II H2	2	FY	2(B) 3(D) 5(A) 6(C) 7(E)	24	24	0
14223-006	ALGEBRA II H2	2	FY	2(A) 3(C) 4(E) 6(B) 7(D)	20	24	4
14233-001	ALGEBRA II	3	FY	1(A) 2(C) 3(E) 5(B) 6(D)	13	20	7
14233-002	ALGEBRA II	3	FY	1(B) 2(D) 4(A) 5(C) 6(E)	19	20	1
14233-003	ALGEBRA II	3	FY	1(E) 3(B) 4(D) 6(A) 7(C)	13	20	7
14233-004	ALGEBRA II	3	FY	2(B) 3(D) 5(A) 6(C) 7(E)	13	20	7
14233-005	ALGEBRA II	3	FY	1(D) 3(A) 4(C) 5(E) 7(B)	15	20	5
14424-001	QUANTITATIVE REASONING AND PROBLEM SOLVING	3	S1	2(A) 3(C) 4(E) 6(B) 7(D)	24	24	0
14424-002	QUANTITATIVE REASONING AND PROBLEM SOLVING	3	S2	2(A) 3(C) 4(E) 6(B) 7(D)	22	24	2
14524-001	QUANTITATIVE REASONING AND PROBLEM SOLVING	3	S1	2(A) 3(C) 4(E) 6(B) 7(D)	22	24	2
14524-002	QUANTITATIVE REASONING AND PROBLEM SOLVING	3	S2	2(A) 3(C) 4(E) 6(B) 7(D)	24	24	0
15213-001	PRE-CALCULUS H	1	FY	1(C) 2(E) 4(B) 5(D) 7(A)	22	24	2
15213-002	PRE-CALCULUS H	1	FY	2(B) 3(D) 5(A) 6(C) 7(E)	24	24	0
15213-003	PRE-CALCULUS H	1	FY	1(B) 2(D) 4(A) 5(C) 6(E)	24	24	0
15213-004	PRE-CALCULUS H	1	FY	2(A) 3(C) 4(E) 6(B) 7(D)	19	24	5
15223-001	PRE-CALCULUS H2	2	FY	1(B) 2(D) 4(A) 5(C) 6(E)	24	24	0
15223-002	PRE-CALCULUS H2	2	FY	2(A) 3(C) 4(E) 6(B) 7(D)	21	24	3
15223-003	PRE-CALCULUS H2	2	FY	2(B) 3(D) 5(A) 6(C) 7(E)	20	24	4
15223-004	PRE-CALCULUS H2	2	FY	1(A) 2(C) 3(E) 5(B) 6(D)	24	24	0
15223-005	PRE-CALCULUS H2	2	FY	2(B) 3(D) 5(A) 6(C) 7(E)	21	24	3
15223-006	PRE-CALCULUS H2	2	FY	1(C) 2(E) 4(B) 5(D) 7(A)	20	24	4
15223-007	PRE-CALCULUS H2	2	FY	1(B) 2(D) 4(A) 5(C) 6(E)	24	24	0
15413-001	AP STATISTICS	AP	FY	1(B) 2(D) 4(A) 5(C) 6(E)	23	24	1
15413-002	AP STATISTICS	AP	FY	2(B) 3(D) 5(A) 6(C) 7(E)	24	24	0
15413-003	AP STATISTICS	AP	FY	1(A) 2(C) 3(E) 5(B) 6(D)	24	24	0
15423-001DE	INTRODUCTION TO STATISTICS H2	2	FY	1(B) 2(D) 4(A) 5(C) 6(E)	24	24	0

Course	Description	Level	Term	Schedule	Max		
					Total Assigned	Enrollment	Open Seats
16133-001	COLLEGE ALGEBRA & TRIGONOMETRY	3	FY	1(C) 2(E) 4(B) 5(D) 7(A)	15	20	5
16133-002	COLLEGE ALGEBRA & TRIGONOMETRY	3	FY	1(E) 3(B) 4(D) 6(A) 7(C)	16	20	4
16133-003	COLLEGE ALGEBRA & TRIGONOMETRY	3	FY	1(D) 3(A) 4(C) 5(E) 7(B)	19	20	1
16313-001	AP CALCULUS AB	AP	FY	2(A) 3(C) 4(E) 6(B) 7(D)	19	24	5
16313-002	AP CALCULUS AB	AP	FY	1(E) 3(B) 4(D) 6(A) 7(C)	20	24	4
16413-001	AP CALCULUS BC	AP	FY	2(B) 3(D) 5(A) 6(C) 7(E)	21	24	3
16513-001	CALCULUS 1 H	1	FY	1(C) 2(E) 4(B) 5(D) 7(A)	23	24	1
16523-001	CALCULUS 1 H2	2	FY	1(A) 2(C) 3(E) 5(B) 6(D)	18	24	6
16523-002	CALCULUS 1 H2	2	FY	2(B) 3(D) 5(A) 6(C) 7(E)	16	24	8
16523-003	CALCULUS 1 H2	2	FY	1(C) 2(E) 4(B) 5(D) 7(A)	18	24	6
16523-004	CALCULUS 1 H2	2	FY	2(A) 3(C) 4(E) 6(B) 7(D)	20	24	4
17513-001	AP COMPUTER SCIENCE A	AP	FY	1(C) 2(E) 4(B) 5(D) 7(A)	15	24	9
17613-001	PLTW AP COMPUTER SCIENCE PRINCIPLES	AP	FY	1(A) 2(C) 3(E) 5(B) 6(D)	19	20	1
17613-002	PLTW AP COMPUTER SCIENCE PRINCIPLES	AP	FY	2(B) 3(D) 5(A) 6(C) 7(E)	17	20	3
17723-001DE	PROGRAMMING 1	2	FY	1(D) 3(A) 4(C) 5(E) 7(B)	19	20	1
17723-002DE	PROGRAMMING 1	2	FY	1(E) 3(B) 4(D) 6(A) 7(C)	17	20	3
18534-001	ADV MATHEMATICAL DECISION MAKING	3	S1	2(A) 3(C) 4(E) 6(B) 7(D)	10	11	1
18534-002	ADV MATHEMATICAL DECISION MAKING	3	S2	2(A) 3(C) 4(E) 6(B) 7(D)	11	11	0
21023-001	PHYSICAL SCIENCE H2	2	FY	1(A) 2(C) 3(E) 5(B) 6(D)	19	24	5
21023-002	PHYSICAL SCIENCE H2	2	FY	2(A) 3(C) 4(E) 6(B) 7(D)	24	24	0
21023-003	PHYSICAL SCIENCE H2	2	FY	1(C) 2(E) 4(B) 5(D) 7(A)	18	24	6
21023-004	PHYSICAL SCIENCE H2	2	FY	1(D) 3(A) 4(C) 5(E) 7(B)	18	24	6
21023-005	PHYSICAL SCIENCE H2	2	FY	1(A) 2(C) 3(E) 5(B) 6(D)	17	24	7
21023-006	PHYSICAL SCIENCE H2	2	FY	1(B) 2(D) 4(A) 5(C) 6(E)	22	24	2
21023-007	PHYSICAL SCIENCE H2	2	FY	1(E) 3(B) 4(D) 6(A) 7(C)	19	24	5

Course	Description	Level	Term	Schedule	Max		
					Total Assigned	Enrollment	Open Seats
21023-008	PHYSICAL SCIENCE H2	2	FY	1(D) 3(A) 4(C) 5(E) 7(B)	20	24	4
21023-009	PHYSICAL SCIENCE H2	2	FY	1(B) 2(D) 4(A) 5(C) 6(E)	21	24	3
21023-010	PHYSICAL SCIENCE H2	2	FY	1(E) 3(B) 4(D) 6(A) 7(C)	19	24	5
22013-001	AP BIOLOGY	AP	FY	1(D) 3(A) 4(C) 5(E) 7(B)	23	24	1
22013-002	AP BIOLOGY	AP	FY	1(C) 2(E) 4(B) 5(D) 7(A)	18	24	6
22013-003	AP BIOLOGY	AP	FY	1(E) 3(B) 4(D) 6(A) 7(C)	22	24	2
22114-001	BIOTECHNOLOGY 2 H	1	S1	1(B) 2(D) 4(A) 5(C) 6(E)	14	24	10
22124-001	BIOTECHNOLOGY	2	S2	1(B) 2(D) 4(A) 5(C) 6(E)	24	24	0
22124-002DE	BIOTECHNOLOGY	2	S1	2(B) 3(D) 5(A) 6(C) 7(E)	18	20	2
22124-003DE	BIOTECHNOLOGY	2	S2	2(B) 3(D) 5(A) 6(C) 7(E)	19	20	1
22413-001	BIOLOGY H	1	FY	1(A) 2(C) 3(E) 5(B) 6(D)	19	24	5
22413-002	BIOLOGY H	1	FY	2(A) 3(C) 4(E) 6(B) 7(D)	24	24	0
22413-003	BIOLOGY H	1	FY	2(B) 3(D) 5(A) 6(C) 7(E)	22	24	2
22413-004	BIOLOGY H	1	FY	1(C) 2(E) 4(B) 5(D) 7(A)	20	24	4
22413-005	BIOLOGY H	1	FY	1(D) 3(A) 4(C) 5(E) 7(B)	22	24	2
22413-006	BIOLOGY H	1	FY	1(E) 3(B) 4(D) 6(A) 7(C)	24	24	0
22413-007	BIOLOGY H	1	FY	1(A) 2(C) 3(E) 5(B) 6(D)	19	24	5
22413-008	BIOLOGY H	1	FY	1(D) 3(A) 4(C) 5(E) 7(B)	23	24	1
22413-009	BIOLOGY H	1	FY	1(C) 2(E) 4(B) 5(D) 7(A)	21	24	3
22413-010	BIOLOGY H	1	FY	2(B) 3(D) 5(A) 6(C) 7(E)	23	24	1
22423-001	BIOLOGY H2	2	FY	1(A) 2(C) 3(E) 5(B) 6(D)	20	24	4
22423-002	BIOLOGY H2	2	FY	2(B) 3(D) 5(A) 6(C) 7(E)	23	24	1
22423-003	BIOLOGY H2	2	FY	1(D) 3(A) 4(C) 5(E) 7(B)	19	24	5
22423-004	BIOLOGY H2	2	FY	1(C) 2(E) 4(B) 5(D) 7(A)	23	24	1
22423-005	BIOLOGY H2	2	FY	1(D) 3(A) 4(C) 5(E) 7(B)	18	24	6
22423-006	BIOLOGY H2	2	FY	2(B) 3(D) 5(A) 6(C) 7(E)	22	24	2
22423-007	BIOLOGY H2	2	FY	2(A) 3(C) 4(E) 6(B) 7(D)	19	24	5
22433-001	BIOLOGY I	3	FY	1(D) 3(A) 4(C) 5(E) 7(B)	14	20	6
22433-002	BIOLOGY I	3	FY	1(C) 2(E) 4(B) 5(D) 7(A)	7	20	13

Course	Description	Level	Term	Schedule	Max		
					Total Assigned	Enrollment	Open Seats
22533-001	ENVIRONMENTAL SCIENCE	3	FY	1(A) 2(C) 3(E) 5(B) 6(D)	20	20	0
22633-001	BIOLOGY II	3	FY	1(A) 2(C) 3(E) 5(B) 6(D)	14	20	6
22633-002	BIOLOGY II	3	FY	2(B) 3(D) 5(A) 6(C) 7(E)	16	20	4
23013-001	ANATOMY AND PHYSIOLOGY H	1	FY	1(C) 2(E) 4(B) 5(D) 7(A)	22	24	2
23013-002	ANATOMY AND PHYSIOLOGY H	1	FY	2(A) 3(C) 4(E) 6(B) 7(D)	22	24	2
23013-003	ANATOMY AND PHYSIOLOGY H	1	FY	2(B) 3(D) 5(A) 6(C) 7(E)	23	24	1
23013-004	ANATOMY AND PHYSIOLOGY H	1	FY	1(A) 2(C) 3(E) 5(B) 6(D)	24	24	0
24013-001	AP CHEMISTRY	AP	FY	1(A) 2(C) 3(E) 5(B) 6(D)	13	24	11
24013-002	AP CHEMISTRY	AP	FY	1(B) 2(D) 4(A) 5(C) 6(E)	15	24	9
24213-001	CHEMISTRY H	1	FY	1(B) 2(D) 4(A) 5(C) 6(E)	24	24	0
24213-002	CHEMISTRY H	1	FY	1(E) 3(B) 4(D) 6(A) 7(C)	24	24	0
24213-003	CHEMISTRY H	1	FY	1(C) 2(E) 4(B) 5(D) 7(A)	23	24	1
24213-004	CHEMISTRY H	1	FY	2(A) 3(C) 4(E) 6(B) 7(D)	23	24	1
24223-001DE	CHEMISTRY H2	2	FY	1(E) 3(B) 4(D) 6(A) 7(C)	19	24	5
24223-002DE	CHEMISTRY H2	2	FY	2(A) 3(C) 4(E) 6(B) 7(D)	17	24	7
24223-003DE	CHEMISTRY H2	2	FY	2(B) 3(D) 5(A) 6(C) 7(E)	23	24	1
24223-004DE	CHEMISTRY H2	2	FY	1(C) 2(E) 4(B) 5(D) 7(A)	20	24	4
24223-005	CHEMISTRY H2	2	FY	2(B) 3(D) 5(A) 6(C) 7(E)	23	24	1
24223-006	CHEMISTRY H2	2	FY	1(C) 2(E) 4(B) 5(D) 7(A)	20	24	4
24223-007	CHEMISTRY H2	2	FY	1(E) 3(B) 4(D) 6(A) 7(C)	20	24	4
24223-008	CHEMISTRY H2	2	FY	2(A) 3(C) 4(E) 6(B) 7(D)	18	24	6
24223-009	CHEMISTRY H2	2	FY	1(B) 2(D) 4(A) 5(C) 6(E)	24	24	0
24233-001	CHEMISTRY	3	FY	2(A) 3(C) 4(E) 6(B) 7(D)	16	20	4
24233-002	CHEMISTRY	3	FY	2(B) 3(D) 5(A) 6(C) 7(E)	18	20	2
24233-003	CHEMISTRY	3	FY	1(E) 3(B) 4(D) 6(A) 7(C)	17	20	3
24233-004	CHEMISTRY	3	FY	1(C) 2(E) 4(B) 5(D) 7(A)	10	20	10
25013-001	AP PHYSICS C	AP	FY	1(D) 3(A) 4(C) 5(E) 7(B)	18	24	6
25113-001	PHYSICS H	1	FY	1(A) 2(C) 3(E) 5(B) 6(D)	22	24	2
25113-002	PHYSICS H	1	FY	1(E) 3(B) 4(D) 6(A) 7(C)	22	24	2

Course	Description	Level	Term	Schedule	Max			
					Total Assigned	Enrollment	Open Seats	
25113-003	PHYSICS H		1	FY	1(C) 2(E) 4(B) 5(D) 7(A)	20	24	4
25213-001	AP PHYSICS I	AP		FY	2(B) 3(D) 5(A) 6(C) 7(E)	22	24	2
25213-002	AP PHYSICS I	AP		FY	1(A) 2(C) 3(E) 5(B) 6(D)	18	24	6
25223-001	PHYSICS H2		2	FY	2(A) 3(C) 4(E) 6(B) 7(D)	24	24	0
25223-002	PHYSICS H2		2	FY	1(D) 3(A) 4(C) 5(E) 7(B)	24	24	0
25223-003	PHYSICS H2		2	FY	2(B) 3(D) 5(A) 6(C) 7(E)	21	24	3
25223-004	PHYSICS H2		2	FY	1(E) 3(B) 4(D) 6(A) 7(C)	24	24	0
25223-005	PHYSICS H2		2	FY	1(C) 2(E) 4(B) 5(D) 7(A)	20	24	4
25223-006	PHYSICS H2		2	FY	1(D) 3(A) 4(C) 5(E) 7(B)	24	24	0
25233-001	PHYSICS		3	FY	1(C) 2(E) 4(B) 5(D) 7(A)	17	20	3
25233-002	PHYSICS		3	FY	2(B) 3(D) 5(A) 6(C) 7(E)	17	20	3
25233-003	PHYSICS		3	FY	1(A) 2(C) 3(E) 5(B) 6(D)	16	20	4
25323-001	PLTW: INTRODUCTION TO ENGINEERING DESIGN H2		2	FY	1(D) 3(A) 4(C) 5(E) 7(B)	16	20	4
25323-002	PLTW: INTRODUCTION TO ENGINEERING DESIGN H2		2	FY	1(C) 2(E) 4(B) 5(D) 7(A)	15	20	5
25423-001	PLTW: PRINCIPLES OF ENGINEERING H2		2	FY	2(A) 3(C) 4(E) 6(B) 7(D)	14	20	6
26013-001	AP ENVIRONMENTAL SCIENCE	AP		FY	2(A) 3(C) 4(E) 6(B) 7(D)	24	24	0
32013-001	AP RESEARCH	AP		FY	1(E) 3(B) 4(D) 6(A) 7(C)	19	24	5
32413-001	WLD HISTORY II H		1	FY	1(C) 2(E) 4(B) 5(D) 7(A)	18	24	6
32413-002	WLD HISTORY II H		1	FY	1(B) 2(D) 4(A) 5(C) 6(E)	19	24	5
32413-003	WLD HISTORY II H		1	FY	1(E) 3(B) 4(D) 6(A) 7(C)	16	24	8
32413-004	WLD HISTORY II H		1	FY	2(A) 3(C) 4(E) 6(B) 7(D)	22	24	2
32413-005	WLD HISTORY II H		1	FY	1(E) 3(B) 4(D) 6(A) 7(C)	13	24	11
32413-006	WLD HISTORY II H		1	FY	2(B) 3(D) 5(A) 6(C) 7(E)	20	24	4
32423-001	WLD HISTORY II H2		2	FY	1(A) 2(C) 3(E) 5(B) 6(D)	15	24	9
32423-002	WLD HISTORY II H2		2	FY	1(E) 3(B) 4(D) 6(A) 7(C)	19	24	5
32423-003	WLD HISTORY II H2		2	FY	2(B) 3(D) 5(A) 6(C) 7(E)	23	24	1
32423-004	WLD HISTORY II H2		2	FY	1(D) 3(A) 4(C) 5(E) 7(B)	20	24	4

Course	Description	Level	Term	Schedule	Max		
					Total Assigned	Enrollment	Open Seats
32423-005	WLD HISTORY II H2	2	FY	2(B) 3(D) 5(A) 6(C) 7(E)	24	24	0
32423-006	WLD HISTORY II H2	2	FY	1(B) 2(D) 4(A) 5(C) 6(E)	22	24	2
32423-007	WLD HISTORY II H2	2	FY	1(C) 2(E) 4(B) 5(D) 7(A)	19	24	5
32423-008	WLD HISTORY II H2	2	FY	1(E) 3(B) 4(D) 6(A) 7(C)	22	24	2
32423-009	WLD HISTORY II H2	2	FY	1(B) 2(D) 4(A) 5(C) 6(E)	21	24	3
32433-001	WLD HISTORY II	3	FY	2(B) 3(D) 5(A) 6(C) 7(E)	17	20	3
32433-002	WLD HISTORY II	3	FY	1(C) 2(E) 4(B) 5(D) 7(A)	9	20	11
32513-001	US HISTORY I H	1	FY	1(A) 2(C) 3(E) 5(B) 6(D)	22	24	2
32513-002	US HISTORY I H	1	FY	2(B) 3(D) 5(A) 6(C) 7(E)	24	24	0
32513-003	US HISTORY I H	1	FY	2(A) 3(C) 4(E) 6(B) 7(D)	24	24	0
32513-004	US HISTORY I H	1	FY	1(B) 2(D) 4(A) 5(C) 6(E)	24	24	0
32513-005	US HISTORY I H	1	FY	1(A) 2(C) 3(E) 5(B) 6(D)	21	24	3
32523-001	US HISTORY 1 H2	2	FY	1(C) 2(E) 4(B) 5(D) 7(A)	19	24	5
32523-002	US HISTORY 1 H2	2	FY	1(E) 3(B) 4(D) 6(A) 7(C)	24	25	1
32523-003	US HISTORY 1 H2	2	FY	2(B) 3(D) 5(A) 6(C) 7(E)	22	24	2
32523-004	US HISTORY 1 H2	2	FY	1(D) 3(A) 4(C) 5(E) 7(B)	24	24	0
32523-005	US HISTORY 1 H2	2	FY	1(C) 2(E) 4(B) 5(D) 7(A)	20	24	4
32523-006	US HISTORY 1 H2	2	FY	2(A) 3(C) 4(E) 6(B) 7(D)	20	24	4
32523-007	US HISTORY 1 H2	2	FY	1(B) 2(D) 4(A) 5(C) 6(E)	24	24	0
32523-008	US HISTORY 1 H2	2	FY	1(E) 3(B) 4(D) 6(A) 7(C)	24	24	0
32523-009	US HISTORY 1 H2	2	FY	2(A) 3(C) 4(E) 6(B) 7(D)	19	24	5
32533-001	US HISTORY 1	3	FY	1(B) 2(D) 4(A) 5(C) 6(E)	13	20	7
32533-002	US HISTORY 1	3	FY	1(C) 2(E) 4(B) 5(D) 7(A)	13	20	7
32533-003	US HISTORY 1	3	FY	1(D) 3(A) 4(C) 5(E) 7(B)	13	20	7
33013-001	AP UNITED STATES HISTORY	AP	FY	1(B) 2(D) 4(A) 5(C) 6(E)	24	24	0
33013-002	AP UNITED STATES HISTORY	AP	FY	1(A) 2(C) 3(E) 5(B) 6(D)	24	24	0
33013-003	AP UNITED STATES HISTORY	AP	FY	2(A) 3(C) 4(E) 6(B) 7(D)	18	24	6
33013-004	AP UNITED STATES HISTORY	AP	FY	1(A) 2(C) 3(E) 5(B) 6(D)	23	24	1
33013-005	AP UNITED STATES HISTORY	AP	FY	1(E) 3(B) 4(D) 6(A) 7(C)	20	24	4



Course	Description	Level	Term	Schedule	Max		
					Total Assigned	Enrollment	Open Seats
33523-001	US HISTORY II H2	2	FY	2(B) 3(D) 5(A) 6(C) 7(E)	23	24	1
33523-002	US HISTORY II H2	2	FY	2(A) 3(C) 4(E) 6(B) 7(D)	20	24	4
33523-003	US HISTORY II H2	2	FY	1(E) 3(B) 4(D) 6(A) 7(C)	20	24	4
33523-004	US HISTORY II H2	2	FY	2(A) 3(C) 4(E) 6(B) 7(D)	19	24	5
33523-005DE	US HISTORY II H2	2	FY	1(B) 2(D) 4(A) 5(C) 6(E)	24	24	0
33523-006	US HISTORY II H2	2	FY	1(C) 2(E) 4(B) 5(D) 7(A)	21	24	3
33523-007	US HISTORY II H2	2	FY	1(D) 3(A) 4(C) 5(E) 7(B)	24	24	0
33523-008	US HISTORY II H2	2	FY	1(C) 2(E) 4(B) 5(D) 7(A)	21	24	3
33523-009DE	US HISTORY II H2	2	FY	1(A) 2(C) 3(E) 5(B) 6(D)	24	24	0
33533-001	US HISTORY II	3	FY	2(A) 3(C) 4(E) 6(B) 7(D)	20	20	0
33533-002	US HISTORY II	3	FY	1(D) 3(A) 4(C) 5(E) 7(B)	19	20	1
33533-003	US HISTORY II	3	FY	1(E) 3(B) 4(D) 6(A) 7(C)	15	20	5
34011-001	SPEECH AND DEBATE - H	1	S1	1(C) 2(E) 4(B) 5(D) 7(A)	5	8	3
34011-002	SPEECH AND DEBATE - H	1	S1	1(B) 2(D) 4(A) 5(C) 6(E)	8	8	0
34021-001	SPEECH AND DEBATE	2	S1	1(C) 2(E) 4(B) 5(D) 7(A)	15	16	1
34021-002	SPEECH AND DEBATE	2	S1	1(B) 2(D) 4(A) 5(C) 6(E)	15	16	1
36034-001	LEGAL RIGHTS & RESPONSIBILITIES	3	S1	1(C) 2(E) 4(B) 5(D) 7(A)	19	20	1
36034-002	LEGAL RIGHTS & RESPONSIBILITIES	3	S1	2(A) 3(C) 4(E) 6(B) 7(D)	15	20	5
36034-003	LEGAL RIGHTS & RESPONSIBILITIES	3	S2	1(C) 2(E) 4(B) 5(D) 7(A)	17	20	3
36034-004	LEGAL RIGHTS & RESPONSIBILITIES	3	S2	2(A) 3(C) 4(E) 6(B) 7(D)	16	20	4
36424-001	SOCIOLOGY	2	S2	1(C) 2(E) 4(B) 5(D) 7(A)	21	24	3
36424-002	SOCIOLOGY	2	S2	1(B) 2(D) 4(A) 5(C) 6(E)	24	24	0
36424-003DE	SOCIOLOGY	2	S1	1(B) 2(D) 4(A) 5(C) 6(E)	24	24	0
36424-004DE	SOCIOLOGY	2	S1	2(A) 3(C) 4(E) 6(B) 7(D)	21	24	3
36424-005DE	SOCIOLOGY	2	S1	1(C) 2(E) 4(B) 5(D) 7(A)	23	24	1
36424-006	SOCIOLOGY	2	S2	1(B) 2(D) 4(A) 5(C) 6(E)	24	24	0
36424-007	SOCIOLOGY	2	S2	1(C) 2(E) 4(B) 5(D) 7(A)	22	24	2
36424-008	SOCIOLOGY	2	S2	2(A) 3(C) 4(E) 6(B) 7(D)	22	24	2
36824-001	PSYCHOLOGY I	2	S1	2(B) 3(D) 5(A) 6(C) 7(E)	24	24	0

Course	Description	Level	Term	Schedule	Max		
					Total Assigned	Enrollment	Open Seats
36824-002	PSYCHOLOGY I	2	S1	1(A) 2(C) 3(E) 5(B) 6(D)	24	24	0
36824-003	PSYCHOLOGY I	2	S2	2(B) 3(D) 5(A) 6(C) 7(E)	24	24	0
36824-004	PSYCHOLOGY I	2	S2	1(A) 2(C) 3(E) 5(B) 6(D)	24	24	0
36922-001	PSYCHOLOGY II	2	S2	2(B) 3(D) 5(A) 6(C) 7(E)	24	24	0
37013-001	AP PSYCHOLOGY	AP	FY	1(D) 3(A) 4(C) 5(E) 7(B)	27	27	0
37013-002	AP PSYCHOLOGY	AP	FY	1(C) 2(E) 4(B) 5(D) 7(A)	25	27	2
37013-003	AP PSYCHOLOGY	AP	FY	1(E) 3(B) 4(D) 6(A) 7(C)	27	27	0
37013-004	AP PSYCHOLOGY	AP	FY	1(D) 3(A) 4(C) 5(E) 7(B)	27	27	0
38113-001	AP AMERICAN GOVERNMENT & POLITICS	AP	FY	2(A) 3(C) 4(E) 6(B) 7(D)	23	24	1
38424-001	THE HOLOCAUST AND GENOCIDE STUDIES: H2	2	S1	1(A) 2(C) 3(E) 5(B) 6(D)	23	24	1
38424-002	THE HOLOCAUST AND GENOCIDE STUDIES: H2	2	S1	2(B) 3(D) 5(A) 6(C) 7(E)	19	24	5
38424-003	THE HOLOCAUST AND GENOCIDE STUDIES: H2	2	S2	1(A) 2(C) 3(E) 5(B) 6(D)	18	24	6
38724-001	CIVICS H2	2	S1	2(B) 3(D) 5(A) 6(C) 7(E)	16	24	8
38724-002	CIVICS H2	2	S2	2(B) 3(D) 5(A) 6(C) 7(E)	20	24	4
38724-003	CIVICS H2	2	S1	2(A) 3(C) 4(E) 6(B) 7(D)	18	24	6
38724-004	CIVICS H2	2	S2	2(A) 3(C) 4(E) 6(B) 7(D)	20	24	4
38813-001	INTERNATIONAL RELATIONS H	1	FY	1(D) 3(A) 4(C) 5(E) 7(B)	20	24	4
39124-001	AMERICAN HISTORY THROUGH FILM H2	2	S1	1(B) 2(D) 4(A) 5(C) 6(E)	24	24	0
39124-002	AMERICAN HISTORY THROUGH FILM H2	2	S2	1(B) 2(D) 4(A) 5(C) 6(E)	24	24	0
39313-001	COMMON LAW & TRIAL PROCEDURES 1 H	1	FY	1(E) 3(B) 4(D) 6(A) 7(C)	14	20	6
39413-001	COMMON LAW & TRIAL PROCEDURES 2 H	1	FY	1(E) 3(B) 4(D) 6(A) 7(C)	7	7	0
41313-001	FRENCH 2 H	1	FY	1(C) 2(E) 4(B) 5(D) 7(A)	27	29	2
41323-001	FRENCH 2 H2	2	FY	1(A) 2(C) 3(E) 5(B) 6(D)	26	26	0
41323-002	FRENCH 2 H2	2	FY	1(E) 3(B) 4(D) 6(A) 7(C)	26	26	0

Course	Description	Level	Term	Schedule	Max		
					Total Assigned	Enrollment	Open Seats
41513-001	FRENCH 3 H	1	FY	1(A) 2(C) 3(E) 5(B) 6(D)	7	8	1
41513-002	FRENCH 3 H	1	FY	1(B) 2(D) 4(A) 5(C) 6(E)	25	25	0
41523-001	FRENCH 3 H2	2	FY	1(A) 2(C) 3(E) 5(B) 6(D)	17	18	1
41523-002	FRENCH 3 H2	2	FY	2(A) 3(C) 4(E) 6(B) 7(D)	24	24	0
42013-001	FRENCH 4 H	1	FY	1(E) 3(B) 4(D) 6(A) 7(C)	20	24	4
42013-002	FRENCH 4 H	1	FY	2(A) 3(C) 4(E) 6(B) 7(D)	17	24	7
42023-001	FRENCH 4 H2	2	FY	1(C) 2(E) 4(B) 5(D) 7(A)	17	18	1
42023-002	FRENCH 4 H2	2	FY	1(B) 2(D) 4(A) 5(C) 6(E)	24	24	0
42423-001	FRENCH 5 H2	2	FY	1(C) 2(E) 4(B) 5(D) 7(A)	5	6	1
42913-001	AP FRENCH LANGUAGE AND CULTURE	AP	FY	2(B) 3(D) 5(A) 6(C) 7(E)	16	24	8
43023-001	SPANISH 1 H2	2	FY	2(B) 3(D) 5(A) 6(C) 7(E)	19	24	5
43023-002	SPANISH 1 H2	2	FY	1(D) 3(A) 4(C) 5(E) 7(B)	20	24	4
43023-003	SPANISH 1 H2	2	FY	1(A) 2(C) 3(E) 5(B) 6(D)	18	24	6
43313-001	SPANISH 2 H	1	FY	1(D) 3(A) 4(C) 5(E) 7(B)	26	26	0
43313-002	SPANISH 2 H	1	FY	2(B) 3(D) 5(A) 6(C) 7(E)	26	26	0
43313-003	SPANISH 2 H	1	FY	1(A) 2(C) 3(E) 5(B) 6(D)	25	26	1
43323-001	SPANISH 2 H2	2	FY	1(C) 2(E) 4(B) 5(D) 7(A)	24	24	0
43323-002	SPANISH 2 H2	2	FY	2(A) 3(C) 4(E) 6(B) 7(D)	25	25	0
43323-003	SPANISH 2 H2	2	FY	1(D) 3(A) 4(C) 5(E) 7(B)	24	24	0
43323-004	SPANISH 2 H2	2	FY	1(B) 2(D) 4(A) 5(C) 6(E)	24	24	0
43323-005	SPANISH 2 H2	2	FY	1(E) 3(B) 4(D) 6(A) 7(C)	24	24	0
43323-006	SPANISH 2 H2	2	FY	1(C) 2(E) 4(B) 5(D) 7(A)	24	24	0
43513-001	SPANISH 3 H	1	FY	1(B) 2(D) 4(A) 5(C) 6(E)	24	24	0
43513-002	SPANISH 3 H	1	FY	1(A) 2(C) 3(E) 5(B) 6(D)	17	24	7
43513-003	SPANISH 3 H	1	FY	2(A) 3(C) 4(E) 6(B) 7(D)	18	24	6
43513-004	SPANISH 3 H	1	FY	1(E) 3(B) 4(D) 6(A) 7(C)	24	24	0
43523-001	SPANISH 3 H2	2	FY	1(A) 2(C) 3(E) 5(B) 6(D)	23	24	1
43523-002	SPANISH 3 H2	2	FY	2(A) 3(C) 4(E) 6(B) 7(D)	19	24	5

Course	Description	Level	Term	Schedule	Max		
					Total Assigned	Enrollment	Open Seats
43523-003	SPANISH 3 H2	2	FY	1(B) 2(D) 4(A) 5(C) 6(E)	25	24	-1
43523-004	SPANISH 3 H2	2	FY	1(D) 3(A) 4(C) 5(E) 7(B)	22	24	2
43523-005	SPANISH 3 H2	2	FY	1(E) 3(B) 4(D) 6(A) 7(C)	24	24	0
43523-006	SPANISH 3 H2	2	FY	1(C) 2(E) 4(B) 5(D) 7(A)	20	24	4
44013-001	SPANISH 4 H	1	FY	1(C) 2(E) 4(B) 5(D) 7(A)	26	26	0
44013-002	SPANISH 4 H	1	FY	2(A) 3(C) 4(E) 6(B) 7(D)	23	26	3
44013-004	SPANISH 4 H	1	FY	2(A) 3(C) 4(E) 6(B) 7(D)	23	26	3
44013-005	SPANISH 4 H	1	FY	1(D) 3(A) 4(C) 5(E) 7(B)	26	26	0
44023-001	SPANISH 4 H2	2	FY	1(D) 3(A) 4(C) 5(E) 7(B)	27	27	0
44023-002	SPANISH 4 H2	2	FY	1(E) 3(B) 4(D) 6(A) 7(C)	26	27	1
44023-003	SPANISH 4 H2	2	FY	1(A) 2(C) 3(E) 5(B) 6(D)	27	27	0
44023-004	SPANISH 4 H2	2	FY	2(B) 3(D) 5(A) 6(C) 7(E)	26	27	1
44423-001	SPANISH 5 H2	2	FY	1(B) 2(D) 4(A) 5(C) 6(E)	20	24	4
44423-002	SPANISH 5 H2	2	FY	1(E) 3(B) 4(D) 6(A) 7(C)	19	24	5
44913-001	AP SPANISH LANGUAGE AND CULTURE	AP	FY	1(B) 2(D) 4(A) 5(C) 6(E)	20	24	4
44913-002	AP SPANISH LANGUAGE AND CULTURE	AP	FY	2(B) 3(D) 5(A) 6(C) 7(E)	15	24	9
48023-001	GERMAN 1	2	FY	1(C) 2(E) 4(B) 5(D) 7(A)	1	10	9
49023-001	CHINESE 1	2	FY	1(C) 2(E) 4(B) 5(D) 7(A)	4	10	6
51124-001	ART SCULPTURE STUDIO H2	2	S2	1(B) 2(D) 4(A) 5(C) 6(E)	18	19	1
51224-001	STUDIO 1 - FOUNDATION COLOR AND DRAWING - H2	2	S2	2(B) 3(D) 5(A) 6(C) 7(E)	24	24	0
51224-002	STUDIO 1 - FOUNDATION COLOR AND DRAWING - H2	2	S2	2(A) 3(C) 4(E) 6(B) 7(D)	24	24	0
51224-003	STUDIO 1 - FOUNDATION COLOR AND DRAWING - H2	2	S1	2(A) 3(C) 4(E) 6(B) 7(D)	24	24	0
51224-004	STUDIO 1 - FOUNDATION COLOR AND DRAWING - H2	2	S1	2(B) 3(D) 5(A) 6(C) 7(E)	23	24	1

Course	Description	Level	Term	Schedule	Max		
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51224-005	STUDIO 1 - FOUNDATION COLOR AND DRAWING - H2	2	S2	1(C) 2(E) 4(B) 5(D) 7(A)	24	24	0
51224-006	STUDIO 1 - FOUNDATION COLOR AND DRAWING - H2	2	S2	2(B) 3(D) 5(A) 6(C) 7(E)	23	24	1
51224-007	STUDIO 1 - FOUNDATION COLOR AND DRAWING - H2	2	S2	1(D) 3(A) 4(C) 5(E) 7(B)	24	24	0
51524-001	STUDIO 2 - FOUNDATION 2D AND 3D - H2	2	S1	1(C) 2(E) 4(B) 5(D) 7(A)	20	24	4
51524-002	STUDIO 2 - FOUNDATION 2D AND 3D - H2	2	S1	1(A) 2(C) 3(E) 5(B) 6(D)	21	24	3
51524-003	STUDIO 2 - FOUNDATION 2D AND 3D - H2	2	S1	1(D) 3(A) 4(C) 5(E) 7(B)	21	24	3
51524-004	STUDIO 2 - FOUNDATION 2D AND 3D - H2	2	S2	1(C) 2(E) 4(B) 5(D) 7(A)	21	24	3
51524-005	STUDIO 2 - FOUNDATION 2D AND 3D - H2	2	S2	1(B) 2(D) 4(A) 5(C) 6(E)	23	24	1
51623-001DE	STUDIO 3 - H2	2	FY	1(E) 3(B) 4(D) 6(A) 7(C)	24	24	0
51924-001	APPRECIATING THE ARTS - H2	2	S1	1(E) 3(B) 4(D) 6(A) 7(C)	22	24	2
53013-001	HONORS ART PORTFOLIO 1 H	1	FY	1(A) 2(C) 3(E) 5(B) 6(D)	9	10	1
53413-001	AP ADVANCED ART PORTFOLIO: 2D DESIGN	AP	FY	1(A) 2(C) 3(E) 5(B) 6(D)	7	10	3
53824-001	INTRO TO DIGITAL PHOTOGRAPHY H2	2	S1	1(C) 2(E) 4(B) 5(D) 7(A)	24	24	0
53824-002	INTRO TO DIGITAL PHOTOGRAPHY H2	2	S2	2(A) 3(C) 4(E) 6(B) 7(D)	23	24	1
53824-003	INTRO TO DIGITAL PHOTOGRAPHY H2	2	S2	2(B) 3(D) 5(A) 6(C) 7(E)	24	24	0
53824-004	INTRO TO DIGITAL PHOTOGRAPHY H2	2	S2	1(E) 3(B) 4(D) 6(A) 7(C)	24	24	0
53824-005	INTRO TO DIGITAL PHOTOGRAPHY H2	2	S1	2(B) 3(D) 5(A) 6(C) 7(E)	24	24	0
53824-006	INTRO TO DIGITAL PHOTOGRAPHY H2	2	S1	1(D) 3(A) 4(C) 5(E) 7(B)	24	24	0
53824-007	INTRO TO DIGITAL PHOTOGRAPHY H2	2	S2	1(D) 3(A) 4(C) 5(E) 7(B)	24	24	0
53924-001	DIGITAL PHOTOGRAPHY II - H2	2	S1	2(B) 3(D) 5(A) 6(C) 7(E)	24	24	0
53924-002	DIGITAL PHOTOGRAPHY II - H2	2	S1	2(A) 3(C) 4(E) 6(B) 7(D)	22	24	2
54224-001	GRAPHIC DESIGN I H2	2	S1	1(B) 2(D) 4(A) 5(C) 6(E)	21	21	0
54224-002	GRAPHIC DESIGN I H2	2	S1	1(C) 2(E) 4(B) 5(D) 7(A)	23	23	0

Course	Description	Level	Term	Schedule	Max		
					Total Assigned	Enrollment	Open Seats
54324-001	ANIMATION DESIGN H2	2	S2	1(C) 2(E) 4(B) 5(D) 7(A)	16	19	3
54424-001	GRAPHIC DESIGN II H2	2	S1	1(C) 2(E) 4(B) 5(D) 7(A)	1	1	0
54424-002	GRAPHIC DESIGN II H2	2	S1	1(B) 2(D) 4(A) 5(C) 6(E)	3	3	0
54524-001	ANIMATION II H2	2	S2	1(C) 2(E) 4(B) 5(D) 7(A)	1	1	0
54623-001	MUSIC THEORY 1 - H2	2	FY	1(E) 3(B) 4(D) 6(A) 7(C)	23	23	0
56513-001	AP MUSIC THEORY	AP	FY	1(E) 3(B) 4(D) 6(A) 7(C)	3	3	0
57013-001	BAND - H	1	FY	1(A) 2(C) 3(E) 5(B) 6(D)	32	50	18
57013-002	BAND - H	1	FY	1(B) 2(D) 4(A) 5(C) 6(E)	13	50	37
57013-003	BAND - H	1	FY	1(C) 2(E) 4(B) 5(D) 7(A)	3	50	47
57021-001	BAND	2	S1	1(A) 2(C) 3(E) 5(B) 6(D)	0	1	1
57021-002	BAND	2	S1	1(B) 2(D) 4(A) 5(C) 6(E)	1	1	0
57021-003	BAND	2	S1	1(C) 2(E) 4(B) 5(D) 7(A)	1	1	0
57023-001	BAND - H2	2	FY	1(A) 2(C) 3(E) 5(B) 6(D)	14	50	36
57023-002	BAND - H2	2	FY	1(B) 2(D) 4(A) 5(C) 6(E)	19	50	31
57023-003	BAND - H2	2	FY	1(C) 2(E) 4(B) 5(D) 7(A)	22	50	28
57413-001	CONCERT CHOIR H	1	FY	1(A) 2(C) 3(E) 5(B) 6(D)	13	50	37
57413-002	CONCERT CHOIR H	1	FY	1(B) 2(D) 4(A) 5(C) 6(E)	1	50	49
57423-001	CONCERT CHOIR H2	2	FY	1(A) 2(C) 3(E) 5(B) 6(D)	21	50	29
57423-002	CONCERT CHOIR H2	2	FY	1(B) 2(D) 4(A) 5(C) 6(E)	11	50	39
57511-001	TREBLE CHOIR H	1	S1	1(D) 3(A) 4(C) 5(E) 7(B)	1	1	0
57513-001	TREBLE CHOIR H	1	FY	1(D) 3(A) 4(C) 5(E) 7(B)	5	50	45
57521-001	TREBLE CHOIR	2	S1	1(D) 3(A) 4(C) 5(E) 7(B)	0	1	1
57523-001	TREBLE CHOIR H2	2	FY	1(D) 3(A) 4(C) 5(E) 7(B)	12	50	38
58013-001	ORCHESTRA H	1	FY	1(D) 3(A) 4(C) 5(E) 7(B)	9	50	41
58013-002	ORCHESTRA H	1	FY	1(E) 3(B) 4(D) 6(A) 7(C)	8	50	42
58013-003	ORCHESTRA H	1	FY	2(A) 3(C) 4(E) 6(B) 7(D)	10	50	40
58023-001	ORCHESTRA H2	2	FY	1(D) 3(A) 4(C) 5(E) 7(B)	12	50	38
58023-002	ORCHESTRA H2	2	FY	1(E) 3(B) 4(D) 6(A) 7(C)	10	50	40
58023-003	ORCHESTRA H2	2	FY	2(A) 3(C) 4(E) 6(B) 7(D)	14	50	36

Course	Description	Level	Term	Schedule	Max		
					Total Assigned	Enrollment	Open Seats
58224-001	EXPLORING POPULAR MUSIC ? H2	2	S1	2(B) 3(D) 5(A) 6(C) 7(E)	17	24	7
58224-002	EXPLORING POPULAR MUSIC ? H2	2	S2	2(B) 3(D) 5(A) 6(C) 7(E)	13	24	11
58324-001	MUSIC IN A DIGITAL WORLD H2	2	S1	1(B) 2(D) 4(A) 5(C) 6(E)	24	24	0
58324-002	MUSIC IN A DIGITAL WORLD H2	2	S2	1(B) 2(D) 4(A) 5(C) 6(E)	23	24	1
59024-001	GUITAR 1 H2	2	S1	1(A) 2(C) 3(E) 5(B) 6(D)	24	24	0
59024-002	GUITAR 1 H2	2	S1	2(B) 3(D) 5(A) 6(C) 7(E)	24	24	0
59024-003	GUITAR 1 H2	2	S2	1(A) 2(C) 3(E) 5(B) 6(D)	24	24	0
59024-004	GUITAR 1 H2	2	S2	2(B) 3(D) 5(A) 6(C) 7(E)	24	24	0
59024-005	GUITAR 1 H2	2	S2	1(D) 3(A) 4(C) 5(E) 7(B)	24	24	0
59124-001	ADVANCED GUITAR H2	2	S1	1(E) 3(B) 4(D) 6(A) 7(C)	15	24	9
59624-001	DIGITAL FILMMAKING	2	S1	1(D) 3(A) 4(C) 5(E) 7(B)	24	24	0
59624-002	DIGITAL FILMMAKING	2	S2	1(E) 3(B) 4(D) 6(A) 7(C)	22	24	2
59724-001	INTRO TO ACTING AND PLAY PRODUCTION H2	2	S1	1(C) 2(E) 4(B) 5(D) 7(A)	24	24	0
59823-001	ADVANCE ACTING H2	2	FY	1(C) 2(E) 4(B) 5(D) 7(A)	5	6	1
59824-001	IMPROVISATIONAL THEATER	2	S2	1(C) 2(E) 4(B) 5(D) 7(A)	12	24	12
61224-001	INTRODUCTION TO BUSINESS LAW H2	2	S1	1(C) 2(E) 4(B) 5(D) 7(A)	12	24	12
61224-002	INTRODUCTION TO BUSINESS LAW H2	2	S1	1(B) 2(D) 4(A) 5(C) 6(E)	23	24	1
61424-001	PERSONAL FINANCIAL LITERACY H2	2	S1	2(A) 3(C) 4(E) 6(B) 7(D)	22	24	2
61424-002	PERSONAL FINANCIAL LITERACY H2	2	S2	1(C) 2(E) 4(B) 5(D) 7(A)	23	24	1
61424-003	PERSONAL FINANCIAL LITERACY H2	2	S1	1(D) 3(A) 4(C) 5(E) 7(B)	24	24	0
61524-001	MICROSOFT OFFICE CERTIFICATION 1	2	S2	2(A) 3(C) 4(E) 6(B) 7(D)	11	18	7
61524-002	MICROSOFT OFFICE CERTIFICATION 1	2	S1	1(E) 3(B) 4(D) 6(A) 7(C)	18	18	0
61524-003	MICROSOFT OFFICE CERTIFICATION 1	2	S2	1(C) 2(E) 4(B) 5(D) 7(A)	10	18	8
61624-001	MICROSOFT OFFICE CERTIFICATION 2	2	S2	2(A) 3(C) 4(E) 6(B) 7(D)	2	5	3
61624-002	MICROSOFT OFFICE CERTIFICATION 2	2	S1	1(E) 3(B) 4(D) 6(A) 7(C)	3	5	2
61624-003	MICROSOFT OFFICE CERTIFICATION 2	2	S2	1(C) 2(E) 4(B) 5(D) 7(A)	2	5	3
61724-001	SPORTS AND TRAVEL MARKETING H2	2	S2	1(D) 3(A) 4(C) 5(E) 7(B)	14	24	10

Course	Description	Level	Term	Schedule	Max		
					Total Assigned	Enrollment	Open Seats
62024-001DE	BUSINESS CAREER PATHWAYS H2	2	S1	2(A) 3(C) 4(E) 6(B) 7(D)	20	24	4
62024-002DE	BUSINESS CAREER PATHWAYS H2	2	S2	1(A) 2(C) 3(E) 5(B) 6(D)	19	24	5
62424-001DE	ACCOUNTING I H2	2	S2	2(B) 3(D) 5(A) 6(C) 7(E)	16	24	8
62424-002DE	ACCOUNTING I H2	2	S2	1(D) 3(A) 4(C) 5(E) 7(B)	23	24	1
62424-003DE	ACCOUNTING I H2	2	S1	1(B) 2(D) 4(A) 5(C) 6(E)	23	24	1
64224-001	RETAIL MARKETING MANAGEMENT H2	2	S2	1(E) 3(B) 4(D) 6(A) 7(C)	24	24	0
64224-002	RETAIL MARKETING MANAGEMENT H2	2	S1	2(B) 3(D) 5(A) 6(C) 7(E)	24	24	0
64324-001	RETAIL INTERNSHIP H2	2	S1	1(A) 2(C) 3(E) 5(B) 6(D)	5	2	-3
64324-002	RETAIL INTERNSHIP H2	2	S1	1(B) 2(D) 4(A) 5(C) 6(E)	2	2	0
64324-003	RETAIL INTERNSHIP H2	2	S1	1(C) 2(E) 4(B) 5(D) 7(A)	2	2	0
64324-004	RETAIL INTERNSHIP H2	2	S1	1(D) 3(A) 4(C) 5(E) 7(B)	2	2	0
64324-005	RETAIL INTERNSHIP H2	2	S1	1(E) 3(B) 4(D) 6(A) 7(C)	2	2	0
64324-006	RETAIL INTERNSHIP H2	2	S1	2(A) 3(C) 4(E) 6(B) 7(D)	2	2	0
64324-007	RETAIL INTERNSHIP H2	2	S1	2(B) 3(D) 5(A) 6(C) 7(E)	1	2	1
64324-008	RETAIL INTERNSHIP H2	2	S2	1(A) 2(C) 3(E) 5(B) 6(D)	4	2	-2
64324-009	RETAIL INTERNSHIP H2	2	S2	1(B) 2(D) 4(A) 5(C) 6(E)	2	2	0
64324-010	RETAIL INTERNSHIP H2	2	S2	1(C) 2(E) 4(B) 5(D) 7(A)	2	2	0
64324-011	RETAIL INTERNSHIP H2	2	S2	1(D) 3(A) 4(C) 5(E) 7(B)	2	2	0
64324-012	RETAIL INTERNSHIP H2	2	S2	1(E) 3(B) 4(D) 6(A) 7(C)	2	2	0
64324-013	RETAIL INTERNSHIP H2	2	S2	2(A) 3(C) 4(E) 6(B) 7(D)	2	2	0
64324-014	RETAIL INTERNSHIP H2	2	S2	2(B) 3(D) 5(A) 6(C) 7(E)	2	2	0
65024-001DE	MARKETING H2	2	S1	1(C) 2(E) 4(B) 5(D) 7(A)	17	24	7
65024-002DE	MARKETING H2	2	S2	1(A) 2(C) 3(E) 5(B) 6(D)	20	24	4
65024-003DE	MARKETING H2	2	S1	2(B) 3(D) 5(A) 6(C) 7(E)	19	24	5
65424-001DE	MANAGEMENT H2	2	S2	2(B) 3(D) 5(A) 6(C) 7(E)	13	24	11
65734-001	ADV MATHEMATICAL DECISION MAKING	3	S1	2(A) 3(C) 4(E) 6(B) 7(D)	11	20	9
65734-002	ADV MATHEMATICAL DECISION MAKING	3	S2	2(A) 3(C) 4(E) 6(B) 7(D)	10	20	10



Course	Description	Level	Term	Schedule	Max		
					Total Assigned	Enrollment	Open Seats
66524-001	THE POWER OF CHOICE - H2	2	S1	2(A) 3(C) 4(E) 6(B) 7(D)	16	24	8
66524-002	THE POWER OF CHOICE - H2	2	S2	1(D) 3(A) 4(C) 5(E) 7(B)	23	24	1
66524-003	THE POWER OF CHOICE - H2	2	S1	1(B) 2(D) 4(A) 5(C) 6(E)	24	24	0
66524-004	THE POWER OF CHOICE - H2	2	S1	2(B) 3(D) 5(A) 6(C) 7(E)	23	24	1
66524-005	THE POWER OF CHOICE - H2	2	S1	1(C) 2(E) 4(B) 5(D) 7(A)	20	24	4
66524-006	THE POWER OF CHOICE - H2	2	S2	1(A) 2(C) 3(E) 5(B) 6(D)	24	24	0
67024-001	EXPLORE EARLY CHILDHOOD 1	2	S2	2(A) 3(C) 4(E) 6(B) 7(D)	24	24	0
67024-002	EXPLORE EARLY CHILDHOOD 1	2	S1	1(B) 2(D) 4(A) 5(C) 6(E)	24	24	0
67024-003	EXPLORE EARLY CHILDHOOD 1	2	S2	1(A) 2(C) 3(E) 5(B) 6(D)	24	24	0
67024-004	EXPLORE EARLY CHILDHOOD 1	2	S1	2(A) 3(C) 4(E) 6(B) 7(D)	23	24	1
67024-005	EXPLORE EARLY CHILDHOOD 1	2	S2	1(D) 3(A) 4(C) 5(E) 7(B)	24	24	0
67424-001	EXPLORE EARLY CHILDHOOD 2	2	S2	1(B) 2(D) 4(A) 5(C) 6(E)	24	24	0
67424-002	EXPLORE EARLY CHILDHOOD 2	2	S1	1(A) 2(C) 3(E) 5(B) 6(D)	22	24	2
67424-003	EXPLORE EARLY CHILDHOOD 2	2	S1	1(D) 3(A) 4(C) 5(E) 7(B)	24	24	0
67623-001DE	EXPLORING EARLY CHILDHOOD 3/DIRECTED STUDY	2	FY	1(E) 3(B) 4(D) 6(A) 7(C)	17	24	7
68021-001	TECHNOLOGY TROUBLESHOOT AND REPAIR H2	2	S1	1(D) 3(A) 4(C) 5(E) 7(B)	15	15	0
69123-001	INTERMEDIATE FURNITURE & CONSTRUCTION SYSTEMS II	2	FY	1(C) 2(E) 4(B) 5(D) 7(A)	15	20	5
69223-001	INTRODUCTION TO FURNITURE & CONSTRUCTION MGMT	2	FY	1(A) 2(C) 3(E) 5(B) 6(D)	19	20	1
69223-002	INTRODUCTION TO FURNITURE & CONSTRUCTION MGMT	2	FY	2(B) 3(D) 5(A) 6(C) 7(E)	20	20	0
69223-003	INTRODUCTION TO FURNITURE & CONSTRUCTION MGMT	2	FY	1(D) 3(A) 4(C) 5(E) 7(B)	20	20	0
69523-001	INTRO TO ARCHITECTURAL DRAWING & CIVIL ENGINEERING	2	FY	1(A) 2(C) 3(E) 5(B) 6(D)	19	20	1
69523-002	INTRO TO ARCHITECTURAL DRAWING & CIVIL ENGINEERING	2	FY	1(E) 3(B) 4(D) 6(A) 7(C)	20	20	0
69523-003	INTRO TO ARCHITECTURAL DRAWING & CIVIL ENGINEERING	2	FY	2(B) 3(D) 5(A) 6(C) 7(E)	19	20	1

Course	Description	Level	Term	Schedule	Max		
					Total Assigned	Enrollment	Open Seats
69623-001	INTERMEDIATE ARCHITECTURAL DRAWING & CIVIL ENGR	2	FY	1(D) 3(A) 4(C) 5(E) 7(B)	11	20	9
69723-001	ADVANCED FURNITURE & CONSTRUCTION MANAGEMENT	2	FY	1(C) 2(E) 4(B) 5(D) 7(A)	2	5	3
69723-002	ADVANCED FURNITURE & CONSTRUCTION MANAGEMENT	2	FY	1(D) 3(A) 4(C) 5(E) 7(B)	3	5	2
69723-003	ADVANCED FURNITURE & CONSTRUCTION MANAGEMENT	2	FY	2(B) 3(D) 5(A) 6(C) 7(E)	1	5	4
69723-004	ADVANCED FURNITURE & CONSTRUCTION MANAGEMENT	2	FY	1(A) 2(C) 3(E) 5(B) 6(D)	2	5	3
69724-001	ROBOTICS	2	S1	2(B) 3(D) 5(A) 6(C) 7(E)	19	20	1
69724-002	ROBOTICS	2	S2	1(A) 2(C) 3(E) 5(B) 6(D)	19	20	1
69724-003	ROBOTICS	2	S1	1(A) 2(C) 3(E) 5(B) 6(D)	20	20	0
69724-004	ROBOTICS	2	S2	2(B) 3(D) 5(A) 6(C) 7(E)	20	20	0
69923-001	ADVANCED ARCHITECTURE & CIVIL ENGINEERING	2	FY	1(A) 2(C) 3(E) 5(B) 6(D)	1	2	1
69923-002	ADVANCED ARCHITECTURE & CIVIL ENGINEERING	2	FY	1(D) 3(A) 4(C) 5(E) 7(B)	1	2	1
69923-003	ADVANCED ARCHITECTURE & CIVIL ENGINEERING	2	FY	1(E) 3(B) 4(D) 6(A) 7(C)	1	2	1
69923-004	ADVANCED ARCHITECTURE & CIVIL ENGINEERING	2	FY	2(B) 3(D) 5(A) 6(C) 7(E)	0	2	2
73024-001	LIFE MANAGEMENT SKILLS - H2	2	S2	1(B) 2(D) 4(A) 5(C) 6(E)	20	24	4
73024-002	LIFE MANAGEMENT SKILLS - H2	2	S1	1(C) 2(E) 4(B) 5(D) 7(A)	15	24	9
73024-003	LIFE MANAGEMENT SKILLS - H2	2	S2	2(A) 3(C) 4(E) 6(B) 7(D)	21	24	3
73024-004	LIFE MANAGEMENT SKILLS - H2	2	S2	1(C) 2(E) 4(B) 5(D) 7(A)	17	24	7
73024-005	LIFE MANAGEMENT SKILLS - H2	2	S1	1(D) 3(A) 4(C) 5(E) 7(B)	20	24	4
73024-006	LIFE MANAGEMENT SKILLS - H2	2	S2	2(B) 3(D) 5(A) 6(C) 7(E)	23	24	1
73024-007	LIFE MANAGEMENT SKILLS - H2	2	S1	1(E) 3(B) 4(D) 6(A) 7(C)	17	24	7
73024-008	LIFE MANAGEMENT SKILLS - H2	2	S1	1(D) 3(A) 4(C) 5(E) 7(B)	19	24	5
73024-009	LIFE MANAGEMENT SKILLS - H2	2	S2	1(B) 2(D) 4(A) 5(C) 6(E)	22	24	2
73024-010	LIFE MANAGEMENT SKILLS - H2	2	S2	1(C) 2(E) 4(B) 5(D) 7(A)	16	24	8

Course	Description	Level	Term	Schedule	Max		
					Total Assigned	Enrollment	Open Seats
73024-011	LIFE MANAGEMENT SKILLS - H2	2	S2	2(A) 3(C) 4(E) 6(B) 7(D)	20	24	4
73024-012	LIFE MANAGEMENT SKILLS - H2	2	S2	1(E) 3(B) 4(D) 6(A) 7(C)	19	24	5
73024-013	LIFE MANAGEMENT SKILLS - H2	2	S1	1(A) 2(C) 3(E) 5(B) 6(D)	23	24	1
73024-014	LIFE MANAGEMENT SKILLS - H2	2	S1	1(B) 2(D) 4(A) 5(C) 6(E)	17	24	7
73024-015	LIFE MANAGEMENT SKILLS - H2	2	S1	1(E) 3(B) 4(D) 6(A) 7(C)	17	24	7
73024-016	LIFE MANAGEMENT SKILLS - H2	2	S1	2(A) 3(C) 4(E) 6(B) 7(D)	21	24	3
75024-001	REALITY CHECK 2.0	2	S1	1(E) 3(B) 4(D) 6(A) 7(C)	21	24	3
75024-002	REALITY CHECK 2.0	2	S2	2(A) 3(C) 4(E) 6(B) 7(D)	23	24	1
75024-003	REALITY CHECK 2.0	2	S1	1(C) 2(E) 4(B) 5(D) 7(A)	23	24	1
75024-004	REALITY CHECK 2.0	2	S2	2(B) 3(D) 5(A) 6(C) 7(E)	24	24	0
75024-005	REALITY CHECK 2.0	2	S2	1(A) 2(C) 3(E) 5(B) 6(D)	23	24	1
75024-006	REALITY CHECK 2.0	2	S2	1(C) 2(E) 4(B) 5(D) 7(A)	21	24	3
75024-007	REALITY CHECK 2.0	2	S1	2(A) 3(C) 4(E) 6(B) 7(D)	21	24	3
75024-008	REALITY CHECK 2.0	2	S2	1(D) 3(A) 4(C) 5(E) 7(B)	24	24	0
75024-009	REALITY CHECK 2.0	2	S1	1(A) 2(C) 3(E) 5(B) 6(D)	23	24	1
75024-010	REALITY CHECK 2.0	2	S1	2(B) 3(D) 5(A) 6(C) 7(E)	24	24	0
76204-001	COMPETITIVE TEAM GAMES	0	S1	2(A) 3(C) 4(E) 6(B) 7(D)	13	24	11
76204-002	COMPETITIVE TEAM GAMES	0	S1	1(D) 3(A) 4(C) 5(E) 7(B)	20	24	4
76204-003	COMPETITIVE TEAM GAMES	0	S1	2(B) 3(D) 5(A) 6(C) 7(E)	18	24	6
76304-001	INTRO TO EXERCISE AND CONDITIONING 9	0	S2	2(A) 3(C) 4(E) 6(B) 7(D)	7	8	1
76304-002	INTRO TO EXERCISE AND CONDITIONING 9	0	S1	2(B) 3(D) 5(A) 6(C) 7(E)	8	8	0
76354-001	INTRO TO EXERCISE AND CONDITIONING 10	0	S1	2(B) 3(D) 5(A) 6(C) 7(E)	16	16	0
76354-002	INTRO TO EXERCISE AND CONDITIONING 10	0	S2	2(A) 3(C) 4(E) 6(B) 7(D)	6	16	10
76404-001	INTRO TO YOGA AND FITNESS 9	0	S1	1(A) 2(C) 3(E) 5(B) 6(D)	4	8	4
76404-002	INTRO TO YOGA AND FITNESS 9	0	S2	1(D) 3(A) 4(C) 5(E) 7(B)	6	8	2
76404-003	INTRO TO YOGA AND FITNESS 9	0	S2	2(B) 3(D) 5(A) 6(C) 7(E)	9	8	-1

Course	Description	Level	Term	Schedule	Max		
					Total Assigned	Enrollment	Open Seats
76404-004	INTRO TO YOGA AND FITNESS 9	0	S1	2(A) 3(C) 4(E) 6(B) 7(D)	7	8	1
76404-005	INTRO TO YOGA AND FITNESS 9	0	S1	1(B) 2(D) 4(A) 5(C) 6(E)	5	8	3
76404-006	INTRO TO YOGA AND FITNESS 9	0	S1	1(C) 2(E) 4(B) 5(D) 7(A)	5	8	3
76404-007	INTRO TO YOGA AND FITNESS 9	0	S2	1(C) 2(E) 4(B) 5(D) 7(A)	4	8	4
76404-008	INTRO TO YOGA AND FITNESS 9	0	S2	2(A) 3(C) 4(E) 6(B) 7(D)	8	8	0
76404-009	INTRO TO YOGA AND FITNESS 9	0	S2	1(B) 2(D) 4(A) 5(C) 6(E)	7	8	1
76454-001	INTRO TO YOGA AND FITNESS 10	0	S1	1(A) 2(C) 3(E) 5(B) 6(D)	14	16	2
76454-002	INTRO TO YOGA AND FITNESS 10	0	S2	1(D) 3(A) 4(C) 5(E) 7(B)	16	16	0
76454-003	INTRO TO YOGA AND FITNESS 10	0	S2	2(B) 3(D) 5(A) 6(C) 7(E)	16	16	0
76454-004	INTRO TO YOGA AND FITNESS 10	0	S1	2(A) 3(C) 4(E) 6(B) 7(D)	13	16	3
76454-005	INTRO TO YOGA AND FITNESS 10	0	S1	1(B) 2(D) 4(A) 5(C) 6(E)	16	16	0
76454-006	INTRO TO YOGA AND FITNESS 10	0	S1	1(C) 2(E) 4(B) 5(D) 7(A)	17	16	-1
76454-007	INTRO TO YOGA AND FITNESS 10	0	S2	1(C) 2(E) 4(B) 5(D) 7(A)	16	16	0
76454-008	INTRO TO YOGA AND FITNESS 10	0	S2	2(A) 3(C) 4(E) 6(B) 7(D)	15	16	1
76454-009	INTRO TO YOGA AND FITNESS 10	0	S2	1(B) 2(D) 4(A) 5(C) 6(E)	13	16	3
77124-001	INTRO TO TEAM GAMES 9	0	S2	2(B) 3(D) 5(A) 6(C) 7(E)	8	8	0
77124-002	INTRO TO TEAM GAMES 9	0	S2	1(C) 2(E) 4(B) 5(D) 7(A)	8	8	0
77124-003	INTRO TO TEAM GAMES 9	0	S1	1(A) 2(C) 3(E) 5(B) 6(D)	7	8	1
77124-004	INTRO TO TEAM GAMES 9	0	S1	2(B) 3(D) 5(A) 6(C) 7(E)	9	8	-1
77124-005	INTRO TO TEAM GAMES 9	0	S1	1(B) 2(D) 4(A) 5(C) 6(E)	7	8	1
77124-006	INTRO TO TEAM GAMES 9	0	S2	1(E) 3(B) 4(D) 6(A) 7(C)	8	8	0
77124-007	INTRO TO TEAM GAMES 9	0	S1	1(E) 3(B) 4(D) 6(A) 7(C)	8	8	0
77124-008	INTRO TO TEAM GAMES 9	0	S2	1(B) 2(D) 4(A) 5(C) 6(E)	8	8	0
77124-009	INTRO TO TEAM GAMES 9	0	S1	1(D) 3(A) 4(C) 5(E) 7(B)	7	8	1
77124-010	INTRO TO TEAM GAMES 9	0	S2	1(D) 3(A) 4(C) 5(E) 7(B)	8	8	0
77154-001	INTRO TO TEAM GAMES 10	0	S1	2(B) 3(D) 5(A) 6(C) 7(E)	16	16	0
77154-002	INTRO TO TEAM GAMES 10	0	S1	1(B) 2(D) 4(A) 5(C) 6(E)	10	16	6
77154-003	INTRO TO TEAM GAMES 10	0	S2	1(E) 3(B) 4(D) 6(A) 7(C)	12	16	4
77154-004	INTRO TO TEAM GAMES 10	0	S1	1(E) 3(B) 4(D) 6(A) 7(C)	15	16	1

Course	Description	Level	Term	Schedule	Max		
					Total Assigned	Enrollment	Open Seats
77154-005	INTRO TO TEAM GAMES 10	0	S2	1(B) 2(D) 4(A) 5(C) 6(E)	13	16	3
77154-006	INTRO TO TEAM GAMES 10	0	S1	1(D) 3(A) 4(C) 5(E) 7(B)	17	16	-1
77154-007	INTRO TO TEAM GAMES 10	0	S2	1(D) 3(A) 4(C) 5(E) 7(B)	9	16	7
77154-008	INTRO TO TEAM GAMES 10	0	S2	2(B) 3(D) 5(A) 6(C) 7(E)	17	16	-1
77154-009	INTRO TO TEAM GAMES 10	0	S2	1(C) 2(E) 4(B) 5(D) 7(A)	13	16	3
77154-010	INTRO TO TEAM GAMES 10	0	S1	1(A) 2(C) 3(E) 5(B) 6(D)	11	16	5
77324-001	INTRO TO NET GAMES 9	0	S2	1(A) 2(C) 3(E) 5(B) 6(D)	7	8	1
77324-002	INTRO TO NET GAMES 9	0	S1	1(A) 2(C) 3(E) 5(B) 6(D)	4	8	4
77354-001	INTRO TO NET GAMES 10	0	S2	1(A) 2(C) 3(E) 5(B) 6(D)	11	16	5
77354-002	INTRO TO NET GAMES 10	0	S1	1(A) 2(C) 3(E) 5(B) 6(D)	6	16	10
77524-001	TECHNIQUES & PRINCIPLES IN ATHLETIC TRAINING	0	S2	2(B) 3(D) 5(A) 6(C) 7(E)	17	24	7
77524-002	TECHNIQUES & PRINCIPLES IN ATHLETIC TRAINING	0	S2	1(E) 3(B) 4(D) 6(A) 7(C)	17	24	7
77524-003	TECHNIQUES & PRINCIPLES IN ATHLETIC TRAINING	0	S2	1(A) 2(C) 3(E) 5(B) 6(D)	17	24	7
77724-001	UNIFIED PHYSICAL EDUCATION	0	S1	1(E) 3(B) 4(D) 6(A) 7(C)	23	24	1
77724-002	UNIFIED PHYSICAL EDUCATION	0	S2	1(E) 3(B) 4(D) 6(A) 7(C)	23	24	1
77824-001	TEAM GAMES	0	S2	1(D) 3(A) 4(C) 5(E) 7(B)	14	24	10
77824-002	TEAM GAMES	0	S1	1(C) 2(E) 4(B) 5(D) 7(A)	14	24	10
77824-003	TEAM GAMES	0	S2	1(A) 2(C) 3(E) 5(B) 6(D)	10	24	14
77924-001	WELLNESS ACTIVITIES	0	S2	2(A) 3(C) 4(E) 6(B) 7(D)	11	24	13
77924-002	WELLNESS ACTIVITIES	0	S2	1(B) 2(D) 4(A) 5(C) 6(E)	13	24	11
77924-003	WELLNESS ACTIVITIES	0	S1	1(B) 2(D) 4(A) 5(C) 6(E)	12	24	12
77924-004	WELLNESS ACTIVITIES	0	S1	2(A) 3(C) 4(E) 6(B) 7(D)	11	24	13
81002-001	COMMUNICATIONS/MEDIA 1	0	S2	1(B) 2(D) 4(A) 5(C) 6(E)	10	10	0
81002-002	COMMUNICATIONS/MEDIA 1	0	S1	1(B) 2(D) 4(A) 5(C) 6(E)	10	10	0
81002-003	COMMUNICATIONS/MEDIA 1	0	S2	1(C) 2(E) 4(B) 5(D) 7(A)	8	10	2
81201-001	TV & BROADCASTING	0	S1	1(A) 2(C) 3(E) 5(B) 6(D)	10	10	0
91001-001	STUDY SKILLS 9	0	S1	2(B) 3(D) 5(A) 6(C) 7(E)	1	5	4

Course	Description	Level	Term	Schedule	Max		
					Total Assigned	Enrollment	Open Seats
91001-002	STUDY SKILLS 9	0	S1	1(D) 3(A) 4(C) 5(E) 7(B)	5	5	0
91001-003	STUDY SKILLS 9	0	S1	1(B) 2(D) 4(A) 5(C) 6(E)	1	5	4
91001-004	STUDY SKILLS 9	0	S1	1(C) 2(E) 4(B) 5(D) 7(A)	5	6	1
91002-001	STUDY SKILLS 9	0	S2	2(B) 3(D) 5(A) 6(C) 7(E)	1	5	4
91002-002	STUDY SKILLS 9	0	S2	1(D) 3(A) 4(C) 5(E) 7(B)	5	5	0
91002-003	STUDY SKILLS 9	0	S2	1(B) 2(D) 4(A) 5(C) 6(E)	1	5	4
91002-004	STUDY SKILLS 9	0	S2	1(C) 2(E) 4(B) 5(D) 7(A)	5	6	1
91101-001	STUDY SKILLS 10	0	S1	1(B) 2(D) 4(A) 5(C) 6(E)	3	5	2
91101-002	STUDY SKILLS 10	0	S1	2(A) 3(C) 4(E) 6(B) 7(D)	3	5	2
91101-003	STUDY SKILLS 10	0	S1	1(B) 2(D) 4(A) 5(C) 6(E)	3	5	2
91101-004	STUDY SKILLS 10	0	S1	2(B) 3(D) 5(A) 6(C) 7(E)	2	5	3
91101-005	STUDY SKILLS 10	0	S1	2(A) 3(C) 4(E) 6(B) 7(D)	2	5	3
91101-006	STUDY SKILLS 10	0	S1	2(B) 3(D) 5(A) 6(C) 7(E)	3	5	2
91102-001	STUDY SKILLS 10	0	S2	2(B) 3(D) 5(A) 6(C) 7(E)	3	5	2
91102-002	STUDY SKILLS 10	0	S2	2(B) 3(D) 5(A) 6(C) 7(E)	2	5	3
91102-003	STUDY SKILLS 10	0	S2	2(A) 3(C) 4(E) 6(B) 7(D)	4	5	1
91102-004	STUDY SKILLS 10	0	S2	1(B) 2(D) 4(A) 5(C) 6(E)	2	5	3
91102-005	STUDY SKILLS 10	0	S2	2(A) 3(C) 4(E) 6(B) 7(D)	3	5	2
91102-006	STUDY SKILLS 10	0	S2	1(B) 2(D) 4(A) 5(C) 6(E)	2	5	3
91201-001	STUDY SKILLS 11	0	S1	1(D) 3(A) 4(C) 5(E) 7(B)	4	5	1
91201-002	STUDY SKILLS 11	0	S1	1(B) 2(D) 4(A) 5(C) 6(E)	3	5	2
91201-003	STUDY SKILLS 11	0	S1	2(A) 3(C) 4(E) 6(B) 7(D)	2	5	3
91201-004	STUDY SKILLS 11	0	S1	1(C) 2(E) 4(B) 5(D) 7(A)	3	5	2
91201-005	STUDY SKILLS 11	0	S1	1(C) 2(E) 4(B) 5(D) 7(A)	5	5	0
91202-001	STUDY SKILLS 11	0	S2	1(B) 2(D) 4(A) 5(C) 6(E)	4	5	1
91202-002	STUDY SKILLS 11	0	S2	1(C) 2(E) 4(B) 5(D) 7(A)	3	5	2
91202-003	STUDY SKILLS 11	0	S2	2(A) 3(C) 4(E) 6(B) 7(D)	2	5	3
91202-004	STUDY SKILLS 11	0	S2	1(B) 2(D) 4(A) 5(C) 6(E)	3	5	2
91202-005	STUDY SKILLS 11	0	S2	1(C) 2(E) 4(B) 5(D) 7(A)	3	5	2

Course	Description	Level	Term	Schedule	Max		
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91202-006	STUDY SKILLS 11	0	S2	1(D) 3(A) 4(C) 5(E) 7(B)	2	5	3
91301-001	STUDY SKILLS 12	0	S1	2(A) 3(C) 4(E) 6(B) 7(D)	1	5	4
91301-002	STUDY SKILLS 12	0	S1	2(B) 3(D) 5(A) 6(C) 7(E)	8	8	0
91301-003	STUDY SKILLS 12	0	S1	2(B) 3(D) 5(A) 6(C) 7(E)	7	7	0
91301-004	STUDY SKILLS 12	0	S1	2(A) 3(C) 4(E) 6(B) 7(D)	4	5	1
91301-005	STUDY SKILLS 12	0	S1	1(D) 3(A) 4(C) 5(E) 7(B)	2	5	3
91301-006	STUDY SKILLS 12	0	S1	1(B) 2(D) 4(A) 5(C) 6(E)	2	5	3
91302-001	STUDY SKILLS 12	0	S2	2(A) 3(C) 4(E) 6(B) 7(D)	1	5	4
91302-002	STUDY SKILLS 12	0	S2	2(A) 3(C) 4(E) 6(B) 7(D)	4	5	1
91302-003	STUDY SKILLS 12	0	S2	2(B) 3(D) 5(A) 6(C) 7(E)	7	7	0
91302-004	STUDY SKILLS 12	0	S2	1(B) 2(D) 4(A) 5(C) 6(E)	5	5	0
91302-005	STUDY SKILLS 12	0	S2	2(B) 3(D) 5(A) 6(C) 7(E)	4	5	1
91302-006	STUDY SKILLS 12	0	S2	1(B) 2(D) 4(A) 5(C) 6(E)	2	5	3
91302-007	STUDY SKILLS 12	0	S2	1(D) 3(A) 4(C) 5(E) 7(B)	2	5	3
91401-001	STUDY SKILLS FOUNDATIONS 9	0	S1	1(C) 2(E) 4(B) 5(D) 7(A)	3	5	2
91401-002	STUDY SKILLS FOUNDATIONS 9	0	S1	1(D) 3(A) 4(C) 5(E) 7(B)	1	5	4
91401-003	STUDY SKILLS FOUNDATIONS 9	0	S1	1(B) 2(D) 4(A) 5(C) 6(E)	3	3	0
91401-004	STUDY SKILLS FOUNDATIONS 9	0	S1	2(B) 3(D) 5(A) 6(C) 7(E)	2	3	1
91401-005	STUDY SKILLS FOUNDATIONS 9	0	S1	2(A) 3(C) 4(E) 6(B) 7(D)	2	3	1
91402-001	STUDY SKILLS FOUNDATIONS 9	0	S2	1(C) 2(E) 4(B) 5(D) 7(A)	4	5	1
91402-002	STUDY SKILLS FOUNDATIONS 9	0	S2	1(D) 3(A) 4(C) 5(E) 7(B)	1	5	4
91402-003	STUDY SKILLS FOUNDATIONS 9	0	S2	1(B) 2(D) 4(A) 5(C) 6(E)	3	3	0
91402-004	STUDY SKILLS FOUNDATIONS 9	0	S2	2(B) 3(D) 5(A) 6(C) 7(E)	2	3	1
91402-005	STUDY SKILLS FOUNDATIONS 9	0	S2	2(A) 3(C) 4(E) 6(B) 7(D)	2	2	0
91501-001	STUDY SKILLS FOUNDATIONS 10	0	S1	1(C) 2(E) 4(B) 5(D) 7(A)	5	5	0
91501-002	STUDY SKILLS FOUNDATIONS 10	0	S1	1(D) 3(A) 4(C) 5(E) 7(B)	6	5	-1

Course	Description	Level	Term	Schedule	Max		
					Total Assigned	Enrollment	Open Seats
91501-003	STUDY SKILLS FOUNDATIONS 10	0	S1	1(B) 2(D) 4(A) 5(C) 6(E)	1	1	0
91501-004	STUDY SKILLS FOUNDATIONS 10	0	S1	2(A) 3(C) 4(E) 6(B) 7(D)	3	3	0
91502-001	STUDY SKILLS FOUNDATIONS 10	0	S2	1(C) 2(E) 4(B) 5(D) 7(A)	5	5	0
91502-002	STUDY SKILLS FOUNDATIONS 10	0	S2	1(D) 3(A) 4(C) 5(E) 7(B)	6	6	0
91502-003	STUDY SKILLS FOUNDATIONS 10	0	S2	1(C) 2(E) 4(B) 5(D) 7(A)	0	1	1
91502-004	STUDY SKILLS FOUNDATIONS 10	0	S2	2(A) 3(C) 4(E) 6(B) 7(D)	4	3	-1
91601-001	STUDY SKILLS FOUNDATIONS 11	0	S1	2(A) 3(C) 4(E) 6(B) 7(D)	2	4	2
91601-002	STUDY SKILLS FOUNDATIONS 11	0	S1	1(D) 3(A) 4(C) 5(E) 7(B)	1	1	0
91601-003	STUDY SKILLS FOUNDATIONS 11	0	S1	1(B) 2(D) 4(A) 5(C) 6(E)	4	4	0
91601-004	STUDY SKILLS FOUNDATIONS 11	0	S1	1(C) 2(E) 4(B) 5(D) 7(A)	3	4	1
91602-001	STUDY SKILLS FOUNDATIONS 11	0	S2	2(A) 3(C) 4(E) 6(B) 7(D)	2	5	3
91602-002	STUDY SKILLS FOUNDATIONS 11	0	S2	1(D) 3(A) 4(C) 5(E) 7(B)	1	2	1
91602-003	STUDY SKILLS FOUNDATIONS 11	0	S2	1(B) 2(D) 4(A) 5(C) 6(E)	5	5	0
91602-004	STUDY SKILLS FOUNDATIONS 11	0	S2	1(C) 2(E) 4(B) 5(D) 7(A)	3	3	0
91701-001	STUDY SKILLS FOUNDATIONS 12	0	S1	1(C) 2(E) 4(B) 5(D) 7(A)	2	2	0
91701-003	STUDY SKILLS FOUNDATIONS 12	0	S1	1(C) 2(E) 4(B) 5(D) 7(A)	0	1	1
91701-004	STUDY SKILLS FOUNDATIONS 12	0	S1	1(E) 3(B) 4(D) 6(A) 7(C)	3	5	2
91701-005	STUDY SKILLS FOUNDATIONS 12	0	S1	2(B) 3(D) 5(A) 6(C) 7(E)	2	2	0
91701-006	STUDY SKILLS FOUNDATIONS 12	0	S1	1(B) 2(D) 4(A) 5(C) 6(E)	2	2	0
91702-001	STUDY SKILLS FOUNDATIONS 12	0	S2	1(C) 2(E) 4(B) 5(D) 7(A)	1	1	0
91702-003	STUDY SKILLS FOUNDATIONS 12	0	S2	1(C) 2(E) 4(B) 5(D) 7(A)	0	1	1
91702-004	STUDY SKILLS FOUNDATIONS 12	0	S2	1(E) 3(B) 4(D) 6(A) 7(C)	3	5	2
91702-005	STUDY SKILLS FOUNDATIONS 12	0	S2	2(B) 3(D) 5(A) 6(C) 7(E)	2	3	1



Course	Description	Level	Term	Schedule	Max		
					Total Assigned	Enrollment	Open Seats
91702-006	STUDY SKILLS FOUNDATIONS 12	0	S2	1(B) 2(D) 4(A) 5(C) 6(E)	2	2	0
91803-001	STUDY SKILLS	0	FY	1-7(P)	6	6	0
92033-001	LIT & LANG 1	3	FY	2(A) 3(C) 4(E) 6(B) 7(D)	5	10	5
92133-001	LIT & LANG 2	3	FY	1(E) 3(B) 4(D) 6(A) 7(C)	6	7	1
92133-002	LIT & LANG 2	3	FY	2(A) 3(C) 4(E) 6(B) 7(D)	1	1	0
92533-001	LIT & LANG 3	3	FY	1(A) 2(C) 3(E) 5(B) 6(D)	4	5	1
92733-001	LIT & LANG 4	3	FY	1(A) 2(C) 3(E) 5(B) 6(D)	3	6	3
93204-001	ESL - BEGINNING	0	S1	1(A) 2(C) 3(E) 5(B) 6(D)	5	10	5
93204-002	ESL - BEGINNING	0	S1	1(B) 2(D) 4(A) 5(C) 6(E)	6	10	4
93204-003	ESL - BEGINNING	0	S2	1(A) 2(C) 3(E) 5(B) 6(D)	5	10	5
93204-004	ESL - BEGINNING	0	S2	1(B) 2(D) 4(A) 5(C) 6(E)	6	10	4
93304-001	ESL - INTERMEDIATE	0	S1	1(C) 2(E) 4(B) 5(D) 7(A)	5	12	7
93304-002	ESL - INTERMEDIATE	0	S2	1(C) 2(E) 4(B) 5(D) 7(A)	4	12	8
93404-001	ESL - ADVANCED	0	S1	1(E) 3(B) 4(D) 6(A) 7(C)	2	12	10
93404-002	ESL - ADVANCED	0	S2	1(E) 3(B) 4(D) 6(A) 7(C)	2	12	10
93404-003	ESL - ADVANCED	0	S1	1(C) 2(E) 4(B) 5(D) 7(A)	1	2	1
93404-004	ESL - ADVANCED	0	S2	1(C) 2(E) 4(B) 5(D) 7(A)	1	2	1
93504-001	ESL - SKILLS	0	S1	2(A) 3(C) 4(E) 6(B) 7(D)	3	12	9
93504-002	ESL - SKILLS	0	S2	2(A) 3(C) 4(E) 6(B) 7(D)	3	12	9
94253A-001	MATH 9	3	FY	1(B) 2(D) 4(A) 5(C) 6(E)	2	10	8
94263A-001	MATH 10	3	FY	1(A) 2(C) 3(E) 5(B) 6(D)	7	10	3
94273A-001	MATH 11	3	FY	1(D) 3(A) 4(C) 5(E) 7(B)	3	5	2
94283A-001	MATH 12	3	FY	1(D) 3(A) 4(C) 5(E) 7(B)	2	5	3
94663A-001	US HISTORY 1	3	FY	2(B) 3(D) 5(A) 6(C) 7(E)	1	1	0
94673A-001	US HISTORY 2	3	FY	2(B) 3(D) 5(A) 6(C) 7(E)	2	2	0
94801A-001	STUDY SKILLS STRATEGIES	0	S1	1(B) 2(D) 4(A) 5(C) 6(E)	2	5	3
94801A-002	STUDY SKILLS STRATEGIES	0	S1	1(A) 2(C) 3(E) 5(B) 6(D)	3	5	2

Course	Description	Level	Term	Schedule	Max		
					Total Assigned	Enrollment	Open Seats
94801A-003	STUDY SKILLS STRATEGIES	0	S1	1(E) 3(B) 4(D) 6(A) 7(C)	3	5	2
94801A-004	STUDY SKILLS STRATEGIES	0	S1	2(A) 3(C) 4(E) 6(B) 7(D)	1	5	4
94801A-006	STUDY SKILLS STRATEGIES	0	S1	1(D) 3(A) 4(C) 5(E) 7(B)	1	10	9
94801A-007	STUDY SKILLS STRATEGIES	0	S1	2(B) 3(D) 5(A) 6(C) 7(E)	3	10	7
94801A-008	STUDY SKILLS STRATEGIES	0	S1	2(A) 3(C) 4(E) 6(B) 7(D)	2	10	8
94801A-009	STUDY SKILLS STRATEGIES	0	S1	1(A) 2(C) 3(E) 5(B) 6(D)	3	10	7
94801A-010	STUDY SKILLS STRATEGIES	0	S1	1(B) 2(D) 4(A) 5(C) 6(E)	3	10	7
94801A-011	STUDY SKILLS STRATEGIES	0	S1	1(D) 3(A) 4(C) 5(E) 7(B)	3	10	7
94801A-012	STUDY SKILLS STRATEGIES	0	S1	1(E) 3(B) 4(D) 6(A) 7(C)	2	10	8
94802A-001	STUDY SKILLS STRATEGIES	0	S2	1(C) 2(E) 4(B) 5(D) 7(A)	1	5	4
94802A-002	STUDY SKILLS STRATEGIES	0	S2	2(B) 3(D) 5(A) 6(C) 7(E)	2	5	3
94802A-003	STUDY SKILLS STRATEGIES	0	S2	1(D) 3(A) 4(C) 5(E) 7(B)	0	5	5
94802A-004	STUDY SKILLS STRATEGIES	0	S2	2(A) 3(C) 4(E) 6(B) 7(D)	3	5	2
94802A-005	STUDY SKILLS STRATEGIES	0	S2	1(A) 2(C) 3(E) 5(B) 6(D)	3	5	2
94802A-006	STUDY SKILLS STRATEGIES	0	S2	1(B) 2(D) 4(A) 5(C) 6(E)	3	5	2
94802A-007	STUDY SKILLS STRATEGIES	0	S2	1(D) 3(A) 4(C) 5(E) 7(B)	2	5	3
94802A-008	STUDY SKILLS STRATEGIES	0	S2	1(E) 3(B) 4(D) 6(A) 7(C)	3	5	2
94802A-009	STUDY SKILLS STRATEGIES	0	S2	1(B) 2(D) 4(A) 5(C) 6(E)	2	5	3
94802A-010	STUDY SKILLS STRATEGIES	0	S2	1(A) 2(C) 3(E) 5(B) 6(D)	3	5	2
94802A-011	STUDY SKILLS STRATEGIES	0	S2	1(E) 3(B) 4(D) 6(A) 7(C)	3	5	2
94802A-012	STUDY SKILLS STRATEGIES	0	S2	2(B) 3(D) 5(A) 6(C) 7(E)	1	5	4
95353-001	READING 9	3	FY	1(E) 3(B) 4(D) 6(A) 7(C)	4	5	1
95363-001	READING 10	3	FY	2(A) 3(C) 4(E) 6(B) 7(D)	4	10	6
95373-001	READING 11	3	FY	1(C) 2(E) 4(B) 5(D) 7(A)	5	5	0
95383-001	READING 12	3	FY	1(D) 3(A) 4(C) 5(E) 7(B)	4	5	1
95463F-001	ENGLISH 9	3	FY	2(A) 3(C) 4(E) 6(B) 7(D)	4	4	0
95473F-001	ENGLISH 10	3	FY	2(A) 3(C) 4(E) 6(B) 7(D)	1	4	3
95483F-001	ENGLISH 11	3	FY	2(A) 3(C) 4(E) 6(B) 7(D)	3	3	0
95493F-001	ENGLISH 12	3	FY	2(A) 3(C) 4(E) 6(B) 7(D)	2	3	1

Course	Description	Level	Term	Schedule	Max		
					Total Assigned	Enrollment	Open Seats
95803F-001	MATH 9	0	FY	2(B) 3(D) 5(A) 6(C) 7(E)	4	10	6
95843F-001	MATH 10	0	FY	2(B) 3(D) 5(A) 6(C) 7(E)	1	10	9
95853F-001	MATH 11	0	FY	2(B) 3(D) 5(A) 6(C) 7(E)	2	10	8
95853F-002	MATH 11	0	FY	1(B) 2(D) 4(A) 5(C) 6(E)	1	2	1
95863F-001	MATH 12	0	FY	2(B) 3(D) 5(A) 6(C) 7(E)	2	10	8
95863F-002	MATH 12	0	FY	1(B) 2(D) 4(A) 5(C) 6(E)	0	2	2
96143F-001	SCIENCE 9	3	FY	1(C) 2(E) 4(B) 5(D) 7(A)	3	1	-2
96153F-001	SCIENCE 10	3	FY	1(C) 2(E) 4(B) 5(D) 7(A)	1	1	0
96163F-001	SCIENCE 11	3	FY	1(C) 2(E) 4(B) 5(D) 7(A)	3	3	0
96173F-001	SCIENCE 12	3	FY	1(C) 2(E) 4(B) 5(D) 7(A)	2	3	1
96243F-001	HISTORY 9	3	FY	2(A) 3(C) 4(E) 6(B) 7(D)	4	5	1
96253F-001	HISTORY 10	3	FY	2(A) 3(C) 4(E) 6(B) 7(D)	1	1	0
96601F-001	PRE-VOCATIONAL SKILLS	0	S1	1(D) 3(A) 4(C) 5(E) 7(B)	9	11	2
96601F-002	PRE-VOCATIONAL SKILLS	0	S1	1(B) 2(D) 4(A) 5(C) 6(E)	1	1	0
96602F-001	PRE-VOCATIONAL SKILLS	0	S2	1(D) 3(A) 4(C) 5(E) 7(B)	9	11	2
96602F-002	PRE-VOCATIONAL SKILLS	0	S2	1(B) 2(D) 4(A) 5(C) 6(E)	1	1	0
97113N-001	ELA 9	3	FY	2(A) 3(C) 4(E) 6(B) 7(D)	1	1	0
97123N-001	ELA 10	3	FY	2(A) 3(C) 4(E) 6(B) 7(D)	1	1	0
97133N-001	ELA 11	3	FY	2(A) 3(C) 4(E) 6(B) 7(D)	0	1	1
97143N-001	ELA 12	3	FY	2(A) 3(C) 4(E) 6(B) 7(D)	1	1	0
97213N-001	MATH 9	3	FY	2(B) 3(D) 5(A) 6(C) 7(E)	1	1	0
97223N-001	MATH 10	3	FY	2(B) 3(D) 5(A) 6(C) 7(E)	1	1	0
97233N-001	MATH 11	3	FY	2(B) 3(D) 5(A) 6(C) 7(E)	0	1	1
97243N-001	MATH 12	3	FY	2(B) 3(D) 5(A) 6(C) 7(E)	1	1	0
97413N-001	SCIENCE 9	3	FY	1(C) 2(E) 4(B) 5(D) 7(A)	1	1	0
97423N-001	SCIENCE 10	3	FY	1(C) 2(E) 4(B) 5(D) 7(A)	1	1	0
97433N-001	SCIENCE 11	3	FY	1(C) 2(E) 4(B) 5(D) 7(A)	0	1	1
97443N-001	SCIENCE 12	3	FY	1(C) 2(E) 4(B) 5(D) 7(A)	1	1	0
97513N-001	HISTORY 9	3	FY	2(A) 3(C) 4(E) 6(B) 7(D)	0	1	1

Course	Description	Level	Term	Schedule	Max		
					Total Assigned	Enrollment	Open Seats
97523N-001	HISTORY 10	3	FY	2(A) 3(C) 4(E) 6(B) 7(D)	0	1	1
97533N-001	HISTORY 11	3	FY	2(A) 3(C) 4(E) 6(B) 7(D)	0	1	1
97543N-001	HISTORY 12	3	FY	2(A) 3(C) 4(E) 6(B) 7(D)	0	1	1
97704N-001	STUDY SKILLS	0	S1	1(B) 2(D) 4(A) 5(C) 6(E)	2	3	1
97704N-002	STUDY SKILLS	0	S2	1(B) 2(D) 4(A) 5(C) 6(E)	2	3	1
99301F-001	STUDY SKILLS	0	S1	1(B) 2(D) 4(A) 5(C) 6(E)	7	10	3
99301F-002	STUDY SKILLS	0	S1	1(D) 3(A) 4(C) 5(E) 7(B)	2	2	0
99302F-001	STUDY SKILLS	0	S2	1(B) 2(D) 4(A) 5(C) 6(E)	7	10	3
99302F-002	STUDY SKILLS	0	S2	1(D) 3(A) 4(C) 5(E) 7(B)	2	2	0
PE2020-001	PLUS EMERSON 2020	0	FY	1-7(P)	12	20	8
PE2020-002	PLUS EMERSON 2020	0	FY	1-7(P)	18	20	2
PE2020-003	PLUS EMERSON 2020	0	FY	1-7(P)	16	20	4
PE2020-004	PLUS EMERSON 2020	0	FY	1-7(P)	16	20	4
PE2020-005	PLUS EMERSON 2020	0	FY	1-7(P)	19	20	1
PE2020-006	PLUS EMERSON 2020	0	FY	1-7(P)	16	20	4
PE2020-007	PLUS EMERSON 2020	0	FY	1-7(P)	13	20	7
PE2020-008	PLUS EMERSON 2020	0	FY	1-7(P)	14	20	6
PE2021-001	PLUS EMERSON 2021	0	FY	1-7(P)	15	20	5
PE2021-002	PLUS EMERSON 2021	0	FY	1-7(P)	13	20	7
PE2021-003	PLUS EMERSON 2021	0	FY	1-7(P)	12	20	8
PE2021-004	PLUS EMERSON 2021	0	FY	1-7(P)	14	20	6
PE2021-005	PLUS EMERSON 2021	0	FY	1-7(P)	16	20	4
PE2021-006	PLUS EMERSON 2021	0	FY	1-7(P)	17	20	3
PE2021-007	PLUS EMERSON 2021	0	FY	1-7(P)	16	20	4
PE2021-008	PLUS EMERSON 2021	0	FY	1-7(P)	15	20	5
PE2022-001	PLUS EMERSON 2022		FY	1-7(P)	15	20	5
PE2022-002	PLUS EMERSON 2022		FY	1-7(P)	14	20	6
PE2022-003	PLUS EMERSON 2022		FY	1-7(P)	12	20	8
PE2022-004	PLUS EMERSON 2022		FY	1-7(P)	13	20	7

Course	Description	Level	Term	Schedule	Max		
					Total Assigned	Enrollment	Open Seats
PE2022-005	PLUS EMERSON 2022	FY		1-7(P)	14	20	6
PE2022-006	PLUS EMERSON 2022	FY		1-7(P)	14	20	6
PE2022-007	PLUS EMERSON 2022	FY		1-7(P)	15	20	5
PE2022-008	PLUS EMERSON 2022	FY		1-7(P)	16	20	4
PE2023-001	PLUS EMERSON 2023	FY		1-7(P)	13	20	7
PE2023-002	PLUS EMERSON 2023	FY		1-7(P)	13	20	7
PE2023-003	PLUS EMERSON 2023	FY		1-7(P)	12	20	8
PE2023-004	PLUS EMERSON 2023	FY		1-7(P)	13	20	7
PE2023-005	PLUS EMERSON 2023	FY		1-7(P)	14	20	6
PE2023-006	PLUS EMERSON 2023	FY		1-7(P)	15	20	5
PE2023-007	PLUS EMERSON 2023	FY		1-7(P)	14	20	6
PE2023-008	PLUS EMERSON 2023	FY		1-7(P)	14	20	6
PH2020-001	PLUS HAWTHORNE 2020	0 FY		1-7(P)	12	20	8
PH2020-002	PLUS HAWTHORNE 2020	0 FY		1-7(P)	12	20	8
PH2020-003	PLUS HAWTHORNE 2020	0 FY		1-7(P)	11	20	9
PH2020-004	PLUS HAWTHORNE 2020	0 FY		1-7(P)	13	20	7
PH2020-005	PLUS HAWTHORNE 2020	0 FY		1-7(P)	15	20	5
PH2020-006	PLUS HAWTHORNE 2020	0 FY		1-7(P)	17	20	3
PH2020-007	PLUS HAWTHORNE 2020	0 FY		1-7(P)	14	20	6
PH2020-008	PLUS HAWTHORNE 2020	0 FY		1-7(P)	14	20	6
PH2020-009	PLUS HAWTHORNE 2020	0 FY		1-7(P)	3	5	2
PH2021-001	PLUS HAWTHORNE 2021	0 FY		1-7(P)	11	20	9
PH2021-002	PLUS HAWTHORNE 2021	0 FY		1-7(P)	14	20	6
PH2021-003	PLUS HAWTHORNE 2021	0 FY		1-7(P)	12	20	8
PH2021-004	PLUS HAWTHORNE 2021	0 FY		1-7(P)	14	20	6
PH2021-005	PLUS HAWTHORNE 2021	0 FY		1-7(P)	16	20	4
PH2021-006	PLUS HAWTHORNE 2021	0 FY		1-7(P)	16	20	4
PH2021-007	PLUS HAWTHORNE 2021	0 FY		1-7(P)	17	20	3

Course	Description	Level	Term	Schedule	Max		
					Total Assigned	Enrollment	Open Seats
PH2021-008	PLUS HAWTHORNE 2021	0	FY	1-7(P)	21	20	-1
PH2022-001	PLUS HAWTHORNE 2022		FY	1-7(P)	13	20	7
PH2022-002	PLUS HAWTHORNE 2022		FY	1-7(P)	15	20	5
PH2022-003	PLUS HAWTHORNE 2022		FY	1-7(P)	15	20	5
PH2022-004	PLUS HAWTHORNE 2022		FY	1-7(P)	12	20	8
PH2022-005	PLUS HAWTHORNE 2022		FY	1-7(P)	14	20	6
PH2022-006	PLUS HAWTHORNE 2022		FY	1-7(P)	16	20	4
PH2022-007	PLUS HAWTHORNE 2022		FY	1-7(P)	16	20	4
PH2022-008	PLUS HAWTHORNE 2022		FY	1-7(P)	15	20	5
PH2023-001	PLUS HAWTHORNE 2023		FY	1-7(P)	12	20	8
PH2023-002	PLUS HAWTHORNE 2023		FY	1-7(P)	13	20	7
PH2023-003	PLUS HAWTHORNE 2023		FY	1-7(P)	12	20	8
PH2023-004	PLUS HAWTHORNE 2023		FY	1-7(P)	12	20	8
PH2023-005	PLUS HAWTHORNE 2023		FY	1-7(P)	13	20	7
PH2023-006	PLUS HAWTHORNE 2023		FY	1-7(P)	13	20	7
PH2023-007	PLUS HAWTHORNE 2023		FY	1-7(P)	14	20	6
PH2023-008	PLUS HAWTHORNE 2023		FY	1-7(P)	15	20	5
PLANNING-001	PLANNING		FY	1(C) 2(E) 4(B) 5(D) 7(A)	0	0	0
PLANNING-002	PLANNING		FY	1(C) 2(E) 4(B) 5(D) 7(A)	0	0	0
PLANNING-003	PLANNING		FY	1(A) 2(C) 3(E) 5(B) 6(D)	0	0	0
PLANNING-004	PLANNING		FY	1(A) 2(C) 3(E) 5(B) 6(D)	0	0	0
PLANNING-005	PLANNING		FY	2(B) 3(D) 5(A) 6(C) 7(E)	0	0	0
PLANNING-006	PLANNING		FY	1(D) 3(A) 4(C) 5(E) 7(B)	0	0	0

Course	Description	Level	Term	Schedule	Max		
					Total Assigned	Enrollment	Open Seats
PLANNING-007	PLANNING	FY		1(B) 2(D) 4(A) 5(C) 6(E)	0	0	0
PLANNING-008	PLANNING	FY		1(D) 3(A) 4(C) 5(E) 7(B)	0	0	0
PLANNING-009	PLANNING	FY		1(B) 2(D) 4(A) 5(C) 6(E)	0	0	0
PLANNING-010	PLANNING	FY		1(D) 3(A) 4(C) 5(E) 7(B)	0	0	0
PLANNING-011	PLANNING	FY		1(B) 2(D) 4(A) 5(C) 6(E)	0	0	0
PLANNING-012	PLANNING	FY		1(D) 3(A) 4(C) 5(E) 7(B)	0	0	0
PW2020-001	PLUS WHITTIER 2020	0 FY		1-7(P)	17	20	3
PW2020-002	PLUS WHITTIER 2020	0 FY		1-7(P)	16	20	4
PW2020-003	PLUS WHITTIER 2020	0 FY		1-7(P)	16	20	4
PW2020-004	PLUS WHITTIER 2020	0 FY		1-7(P)	16	20	4
PW2020-005	PLUS WHITTIER 2020	0 FY		1-7(P)	15	20	5
PW2020-006	PLUS WHITTIER 2020	0 FY		1-7(P)	15	20	5
PW2020-007	PLUS WHITTIER 2020	0 FY		1-7(P)	14	20	6
PW2020-008	PLUS WHITTIER 2020	0 FY		1-7(P)	13	20	7
PW2021-001	PLUS WHITTIER 2021	0 FY		1-7(P)	13	20	7
PW2021-002	PLUS WHITTIER 2021	0 FY		1-7(P)	14	20	6
PW2021-003	PLUS WHITTIER 2021	0 FY		1-7(P)	15	20	5
PW2021-004	PLUS WHITTIER 2021	0 FY		1-7(P)	17	20	3
PW2021-005	PLUS WHITTIER 2021	0 FY		1-7(P)	13	20	7

Course	Description	Level	Term	Schedule	Max		
					Total Assigned	Enrollment	Open Seats
PW2021-006	PLUS WHITTIER 2021	0	FY	1-7(P)	17	20	3
PW2021-007	PLUS WHITTIER 2021	0	FY	1-7(P)	16	20	4
PW2021-008	PLUS WHITTIER 2021	0	FY	1-7(P)	18	20	2
PW2022-001	PLUS WHITTIER 2022		FY	1-7(P)	13	20	7
PW2022-002	PLUS WHITTIER 2022		FY	1-7(P)	14	20	6
PW2022-003	PLUS WHITTIER 2022		FY	1-7(P)	12	20	8
PW2022-004	PLUS WHITTIER 2022		FY	1-7(P)	14	20	6
PW2022-005	PLUS WHITTIER 2022		FY	1-7(P)	16	20	4
PW2022-006	PLUS WHITTIER 2022		FY	1-7(P)	17	20	3
PW2022-007	PLUS WHITTIER 2022		FY	1-7(P)	16	20	4
PW2022-008	PLUS WHITTIER 2022		FY	1-7(P)	17	20	3
PW2023-001	PLUS WHITTIER 2023		FY	1-7(P)	11	20	9
PW2023-002	PLUS WHITTIER 2023		FY	1-7(P)	13	20	7
PW2023-003	PLUS WHITTIER 2023		FY	1-7(P)	12	20	8
PW2023-004	PLUS WHITTIER 2023		FY	1-7(P)	13	20	7
PW2023-005	PLUS WHITTIER 2023		FY	1-7(P)	15	20	5
PW2023-006	PLUS WHITTIER 2023		FY	1-7(P)	14	20	6
PW2023-007	PLUS WHITTIER 2023		FY	1-7(P)	13	20	7
PW2023-008	PLUS WHITTIER 2023		FY	1-7(P)	14	20	6



# 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: August 18, 2019  
Re: Multi-Function School Activity Bus (MFSAB)

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I would like to thank Ms. Joanna Johnson-Collins, Director of Business and Finance, and Ms. Kerry Kearns, Assistant School Business Administrator, for compiling a procedures manual for the recently acquired Multi-Function School Activity Bus (MFSAB) for use in the Chelmsford Public Schools. A draft copy of the procedure manual is attached. We took possession of the vehicle at the end of June, it has been registered, inspected, and is insured under the Town of Chelmsford's vehicle policy.

Our staff are excited about this vehicle and the flexibility it will provide in transporting small groups (clubs, athletic teams, etc.) of student and staff to/from approved events. I will work closely with the business office to monitor and track the vehicle usage and compile regular reports to document the cost effectiveness of this purchase as we look to see if additional vehicles may serve to provide a cost effective and reliable source of transportation for many of our small clubs/teams. Your support on the purchase of this vehicle is greatly appreciated.



Multi-Function School Activity Bus  
(MFSAB)  
Procedures

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## **I. OVERVIEW**

The Chelmsford Public Schools have established procedures for all agents of the Chelmsford Public Schools that define the conditions of appropriate use and operation of the Multi-Function School Activity Bus (“MFSAB”).

## **II. SCOPE**

These procedures apply to all agents of the Chelmsford Public Schools who may operate the MFSAB for District purposes.

## **III. APPLICABILITY**

The MFSAB shall be used exclusively for the conduct of official school business. The use of such vehicle for personal purposes such as attending to personal affairs, social engagements, or unapproved commuting is prohibited.

## **IV. MFSAB USES**

The MFSAB is not a “personal vehicle” and is not for personal use. The MFSAB should be assigned solely for the purpose consistent with providing services to the students of Chelmsford. The District staff will not be paid additional monies for operating this vehicle (as a driver or chaperone). Whenever a new MFSAB is purchased, the District Business Office will work with the Town Manager’s Office to complete the appropriate paperwork necessary to register and insure the vehicle.

## **V. RULES AND RESPONSIBILITIES**

Employees who drive the MFSAB are responsible for, but not limited to, the following:

1. MFSAB may only be used for legitimate District business.
2. Employees should exercise sound judgment at all times when using the assigned MFSAB and should avoid the appearance of misuse.
3. The Massachusetts Ethics Code discusses conflict of interest. Using public equipment or resources for personal use constitutes use of an official position to obtain an unwarranted privilege not similarly available to others. Misuse of an assigned MFSAB is an ethics violation (*Appendix A*).
4. MFSAB will not be used to transport any individual who is not directly or indirectly related to District business. Passengers shall be limited to District employees and students.

5. Employees are expected to keep the MFSAB clean and to report any malfunction, damage, needed repairs or other vehicle problems to the Director of Business & Finance or his/her designee immediately.
6. Employees should never leave the MFSAB unattended with the keys in the ignition or anywhere in the vehicle.
7. Employees are to ensure that they and all passenger(s) in a MFSAB wear seat belts at all times.
8. Employees may not operate the MFSAB under the influence of alcohol, illegal drugs, or any controlled substances (*Appendix A*).
9. Employees are prohibited from possessing any alcoholic containers, illegal drugs, or controlled substances in a MFSAB (*Appendix A*).
10. Employees operating a MFSAB must maintain a valid motor vehicle license issued by the Commonwealth of Massachusetts or the state of their current residence.
11. Employees operating a MFSAB shall obey all applicable traffic and parking regulations, ordinances, and laws.
12. Employees who incur parking or other fines/citations while operating a MFSAB will be personally responsible for payment of such fines/citations, unless payment of such fine/citation is approved by the Superintendent.
13. Employees who are issued citations for any offense while operating or using a MFSAB must notify the Director of Business & Finance or his/her designee immediately, when practicable, but in no case later than 24 hours after the issuance of a citation.
14. An employee who is operating a MFSAB and who is arrested for or charged with a motor vehicle offense for which punishment includes suspension or revocation of a motor vehicle license, must notify his or her Supervisor immediately, when practicable, but in no case later than 24 hours after such arrest or charge has occurred. The Supervisor must notify the Director of Business & Finance or his/her designee.
15. Beverages containing alcohol, any tobacco product including vapor/E-cigarettes, marijuana, steroids or any controlled substance are not permitted in a MFSAB in accordance with the District Policy (*Appendix A*).

## **VI. CELLULAR PHONES AND HANDHELD ELECTRONIC DEVICES**

Drivers are expected to comply with all state and federal laws in regards to the use of cellular phones and handheld electronic devices while operating the MFSAB.

## **VII. VEHICLE ACCIDENTS**

When an employee using a MFSAB is involved in a motor vehicle accident, the operator must:

1. Stop the vehicle.
2. Immediately check to ensure that passengers are unharmed.
3. Obtain the following information:
  - a. Name(s) and address(es) of the other driver(s);
  - b. Driver's license number(s) of the other driver(s);
  - c. Name(s) and address(es) of the owner(s); if different from the driver,
  - d. Registration number(s) of the other vehicle(s) involved;
  - e. Name(s) and address(es) of other driver(s) insurance company(ies); and,
  - f. Name(s) and address(es) of any witness(es) to the accident.
4. Immediately report details to the Superintendent's Office and the Director of Business and Finance or his/her designee.
5. The local or state police must be called to the scene for any accident (minor or major) involving the MFSAB.
6. Do not move the vehicle until authorized by the police.
7. Unless an injury prevents the operator from doing so, he/she must fill out a Vehicle Crash Operator Report within 48 hours of the accident and submit it to the Business Office. Blank copies are available in the vehicle and/or the Business Office (*Appendix B*).
8. Take accident photos of all vehicles and property involved in an accident.

## **VIII. SPECIAL CIRCUMSTANCES**

These procedures are intended to provide a basic framework governing the use of the MFSAB in the District and as such cannot contain procedures governing every situation that may arise. Employees seeking clarification should contact the Director of Business & Finance or his/her designee. Exemptions from certain provisions of these procedures may be authorized by the Superintendent.

## **IX. DISCIPLINE**

Failure to comply with any and all applicable provisions of these procedures may result in disciplinary action up to and including suspension or removal of vehicle privileges, suspension and/or termination of employment (*Appendix A*).

## **X. PRE-TRIP AND POST-TRIP INSPECTION**

All operators are required to complete a daily pre-trip and post-trip inspection of the vehicle to ensure safe operation. Pre-trip and post-trip reports must be recorded, and a copy must be present with the operator during daily operation. Operators must immediately notify the Director of Business & Finance or his/her designee of any defects. Be sure to check for any pupils or personal items left on the vehicle. At the end of the trip, all windows are to be closed, back door, and driver's door must be locked, and trash is to be removed by the operator (*Appendix C*).

## **XI. FUEL**

Fuel for the MFSAB shall be supplied by the Town's fuel tank located at the Chelmsford Police station by the Director of Facilities or his/her designee. If the MFSAB needs to be re-fueled on a trip, keep a copy of the receipt and follow the Expense Reimbursement policy (*Appendix A*). The MFSAB requires unleaded gasoline.

## **XII. TRANSPORTING STUDENTS**

1. Drivers are prohibited from: smoking/tobacco products including vapor/E-cigarettes, marijuana, steroids or any controlled substance, consuming alcoholic beverages, or any other activity that may interfere with the safe operation of the vehicle (*Appendix A*).
2. The MFSAB will not start unless the back door has been unlocked. Doors should be firmly closed when transporting students or staff.
3. Drivers should assist pupils who require assistance when entering and exiting the vehicle.
4. The operator must always wear a seat belt during vehicle operation and all passengers must be properly restrained as set forth in M.G.L. c. 90, Sec. 7AA and Sec. 13A (*Appendix D*).
5. The driver must not leave the vehicle unattended while pupils are in the vehicle. This does not apply when a driver leaves the vehicle to assist pupils in entering and exiting the vehicle.
6. If the driver must leave the vehicle to assist a pupil, first secure the emergency brake, shut off the engine, and remove the ignition key.
7. Only the driver may occupy the driver's seat.
8. The driver is expected to maintain order. If a pupil presents a disciplinary problem, the pupil should be reported to the appropriate authorities according to procedures established by the District (*Appendix A*).

### **XIII. MFSAB SPECIFICATIONS**

Refer to the owner's manual (*located in the vehicle*) regarding specifications for the MFSAB including the height of the MFSAB.

### **XIV. RESERVING THE MFSAB**

1. Visit the CPS website [www.chelmsford.k12.ma.us](http://www.chelmsford.k12.ma.us).
2. Read the MFSAB Procedure Manual.
3. Watch the video entitled "Multi-Function School Activity Bus Operation."
4. Fill out the google reservation form: requests should be made 2 weeks in advance.
5. Sign the "Procedure & Training Acknowledgement" form.
6. Send the acknowledgement form and a copy of your driver's license to the Athletic Department for processing.
7. Confirmation of reservation will be emailed.
8. MFSAB to be picked up/returned to Chelmsford High School, 200 Richardson Road, North Chelmsford, MA in the Athletic Department.
9. Pre-Trip and Post-Trip Inspection logs are required to be completed and left in the vehicle binder.

### **XV. APPENDIX**

- A. School Committee Policy & Employee Handbook Policy
  1. DKC: Expense Reimbursements
  2. GBEA: Staff Ethics/Conflict of Interest
  3. GBEC: Drug-Free Workplace
  4. GBED: Tobacco Use on School Property by Staff Members Prohibited
  5. JIC: Student Discipline
  6. Handbook Section IV: Workplace drug, tobacco, alcohol and weapon prohibitions
  7. Handbook Section V: Disciplinary Actions for Unacceptable Activities
- B. Commonwealth of Massachusetts Crash Operator Report
- C. Pre-Trip and Post-Trip Inspection Log
- D. M.G.L. c. 90, Sec. 7AA & Sec. 13A
- E. Procedure and Training Acknowledgement
- F. Google Reservation Instructions



# Appendix A

## School Committee Policy & Employee Handbook Policy

1. DKC: Expense Reimbursements
2. GBEA: Staff Ethics/Conflict of Interest
3. GBEC: Drug-Free Workplace
4. GBED: Tobacco Use on School Property by Staff Members Prohibited
5. JIC: Student Discipline
6. Handbook Section IV: Workplace drug, tobacco, alcohol and weapon prohibitions
7. Handbook Section V: Disciplinary Actions for Unacceptable Activities

- Chelmsford - Online Policy Manual
- SCHOOL COMMITTEE POLICY MANUAL
- SECTION A - FOUNDATIONS AND BASIC COMMITMENTS
- SECTION B - BOARD GOVERNANCE AND OPERATIONS
- SECTION C - GENERAL SCHOOL ADMINISTRATION
- SECTION D - FISCAL MANAGEMENT
  - File: DA - FISCAL MANAGEMENT GOALS
  - File: DB - ANNUAL BUDGET
  - File: DBC - BUDGET PLANNING
  - File: DBF - PUBLIC HEARING ON THE BUDGET
  - File: DBG - BUDGET ADOPTION PROCEDURES
  - File: DBJ - BUDGET TRANSFER AUTHORITY
  - File: DD - FUNDING PROPOSALS AND APPLICATIONS
  - File: DGA - AUTHORIZED SIGNATURES
  - File: DH - BONDED EMPLOYEES AND OFFICERS
  - File: DI - FISCAL ACCOUNTING AND REPORTING
  - File: DIE - AUDITS
  - File: DJ - PURCHASING
  - File: DJA - PURCHASING AUTHORITY
  - File: DJE - PROCUREMENT REQUIREMENTS

**File: DKC - 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.

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

CONTRACT

- File: CBI - EVALUATION OF THE SUPERINTENDENT
- File: CCB - LINE AND STAFF RELATIONS
- File: CE - ADMINISTRATIVE COUNCILS, CABINETS, AND COMMITTEES
- File: CH - POLICY IMPLEMENTATION
- File: CHA - DEVELOPMENT OF PROCEDURES
- File: CHB - REVIEW OF PROCEDURES
- File: CHCA - APPROVAL OF HANDBOOKS AND DIRECTIVES
- File: CHCA-E - APPROVAL OF HANDBOOKS AND DIRECTIVES
- File: CHD - ADMINISTRATION IN POLICY ABSENCE
- File: CL - ADMINISTRATIVE REPORTS
- File: CM - SCHOOL DISTRICT ANNUAL REPORT
- File: CN - SCHOOL DISTRICT LONG RANGE PLANNING
- SECTION D - FISCAL MANAGEMENT
- SECTION E - SUPPORT SERVICES
- SECTION F - FACILITIES DEVELOPMENT
- SECTION G - PERSONNEL
  - File: GA - PERSONNEL
  - File: GBA - EQUAL EMPLOYMENT OPPORTUNITY
  - File: GBEA -

**File: GBEA - 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.

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

- Chelmsford - Online Policy Manual
- SCHOOL COMMITTEE POLICY MANUAL
- SECTION A - FOUNDATIONS AND BASIC COMMITMENTS
- SECTION B - BOARD GOVERNANCE AND OPERATIONS
- SECTION C - GENERAL SCHOOL ADMINISTRATION
- SECTION D - FISCAL MANAGEMENT
- SECTION E - SUPPORT SERVICES
- SECTION F - FACILITIES DEVELOPMENT
- SECTION G - PERSONNEL
- SECTION H - NEGOTIATIONS
- SECTION I - INSTRUCTION
- SECTION J - STUDENTS
  - File: JB - EQUAL EDUCATIONAL OPPORTUNITIES
  - File: JC - ATTENDANCE AREAS
  - File: JCA - ASSIGNMENT OF STUDENTS TO SCHOOLS
  - File: JEB - ENTRANCE AGE / MANDATORY ADMISSIONS
  - File: JF - SCHOOL ADMISSIONS
  - File: JFAA/JFABD - STUDENT RESIDENCY
  - File: JFABC - ADMISSION OF TRANSFER STUDENTS
  - File: JFABD - HOMELESS STUDENTS: ENROLLMENT RIGHTS AND

**File: GBEC - 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.

LEGAL REFS.: The Drug-Free Workplace Act of 1988

CROSS REFS.: IHAMB, Teaching about Drugs, Alcohol, and Tobacco

IICH, Drug and Alcohol Use by Students

- Chelmsford - Online Policy Manual
- SCHOOL COMMITTEE POLICY MANUAL
- SECTION A - FOUNDATIONS AND BASIC COMMITMENTS
- SECTION B - BOARD GOVERNANCE AND OPERATIONS
- SECTION C - GENERAL SCHOOL ADMINISTRATION
- SECTION D - FISCAL MANAGEMENT
- SECTION E - SUPPORT SERVICES
- SECTION F - FACILITIES DEVELOPMENT
- SECTION G - PERSONNEL
- SECTION H - NEGOTIATIONS
- SECTION I - INSTRUCTION
- SECTION J - STUDENTS
- File: JB - EQUAL EDUCATIONAL OPPORTUNITIES
- File: JC - ATTENDANCE AREAS
- File: JCA - ASSIGNMENT OF STUDENTS TO SCHOOLS
- File: JEB - ENTRANCE AGE / MANDATORY ADMISSIONS
- File: JF - SCHOOL ADMISSIONS
- File: JFAA/JFABD - STUDENT RESIDENCY
- File: JFABC - ADMISSION OF TRANSFER STUDENTS
- File: JFABD - HOMELESS STUDENTS: ENROLLMENT RIGHTS AND

**File: GBED - 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.

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

EDUCATIONAL OPPORTUNITIES

- File: JC - ATTENDANCE AREAS
- File: JCA - ASSIGNMENT OF STUDENTS TO SCHOOLS
- File: JEB - ENTRANCE AGE / MANDATORY ADMISSIONS
- File: JF - SCHOOL ADMISSIONS
- File: JFAA/JFABD - STUDENT RESIDENCY
- File: JFABC - ADMISSION OF TRANSFER STUDENTS
- File: JFABD - HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES
- File: JFABE - EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN
- File: JFABF - EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE
- File: JFBB - SCHOOL CHOICE
- File: JH - STUDENT ABSENCES AND EXCUSES
- File: JHCBA - RELIGIOUS HOLIDAYS
- File: JHD - EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE
- File: JI - STUDENT RIGHTS AND RESPONSIBILITIES
- File: JIB - STUDENT INVOLVEMENT IN DECISION-

**File: JIC - 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

## Chelmsford Public Schools Employee Handbook Section IV

### Workplace drug, tobacco, alcohol and weapon prohibitions

The use or possession of any controlled substance, including alcohol (except for medications prescribed by a physician) in any quantity, the sale of any controlled substance in any quantity, or the unauthorized possession of dangerous weapons, firearms, or explosives while at work or on School Department property, or being intoxicated or under the influence of alcohol or drugs while on duty is strictly prohibited and is grounds for disciplinary action up to and including termination. Any employee convicted or found guilty of a criminal offense involving a controlled substance or alcohol is subject to disciplinary action, up to and including termination, regardless of whether the offense was on school property or during working hours.

Additionally, as the Chelmsford Public Schools is a drug free workplace the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the workplace and the educational environment and is grounds for disciplinary action up to and including termination.

Smoking or the 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, on school buses or within twenty (20) feet of any School Department building by any individual, including school personnel, is prohibited by law (M.G.L., Chapter 71, Section 37H) and is strictly enforced. Failure to adhere to this policy will result in disciplinary action, up to and including termination.

For additional School Committee policies on these topics see the following links:

[Substance Free Workplace](#)

[Smoking](#)

[Tobacco-Free Environment](#)

# Chelmsford Public Schools Employee Handbook Section V

## Disciplinary Actions for Unacceptable Activities

Generally speaking, we expect each person to act in a mature and responsible way at all times. However, to avoid any possible confusion, some of the more obvious unacceptable activities are noted below. Your avoidance of these activities will be to your benefit as well as the benefit of the School Department. If you have any questions concerning any work or safety rule, or any of the unacceptable activities listed, please see your supervisor or Human Resources for an explanation.

We list these standards for the guidance of all employees and supervisors. It is not an exhaustive list. We do not expect anyone to engage in these activities, but we believe everyone is served by our being clear as to what is not acceptable.

### Violations Which May Result in Serious Discipline up to and Including Dismissal. Any Discipline is Subject to Applicable Collective Bargaining Agreements and/or Statutes.

Occurrences of any of the following violations, because of their seriousness, may result in dismissal without prior disciplinary action. This list is not exhaustive:

1. Willful violation of any Chelmsford Public Schools rules; deliberate action that is extreme in nature and is obviously detrimental to the School Department's efforts to provide services effectively and efficiently.
2. Negligence or any careless action which endangers the life or safety of another person or student.
3. Willful violation of security or safety rules or failure to observe safety rules or School Department safety practices; failure to wear required safety equipment; tampering with School Department equipment or safety equipment.
4. Being intoxicated or under the influence of controlled substance drugs while at work; use, possession or sale of any controlled substance or alcohol, in any quantity while on School Department property except for medications prescribed by a physician which do not impair work performance.
5. Unauthorized possession of dangerous weapons, firearms, or explosives on School Department property or while on duty.
6. Engaging in criminal conduct or acts of violence, making threats of violence toward anyone on School Department premises or when representing the School Department; fighting, provoking a fight on School Department property; or damage of property. The School Department regards fighting as a very serious offense. If confronted by another employee or member of the public, we expect you to retreat, and not escalate the situation or retaliate.
7. Insubordination or refusing to obey instructions properly issued by the District/your supervisor pertaining to your work.
8. Engaging in an act of sabotage; willfully or with gross negligence causing the destruction or damage of School Department property, or the property of fellow employees, members of the public, vendors, or visitors in any manner.
9. Theft of School Department property or the property of fellow employees; unauthorized possession or removal of any School Department property (e.g., documents, curriculum, school materials, etc.), from the premises without prior permission from management; unauthorized use of School Department



equipment or property for personal reasons; using School Department equipment for profit.

10. Willful falsification or misrepresentation on your application for employment; other work records; sick or personal leave; falsifying the reason for a leave of absence or other information about the School Department; intentionally and willfully misrepresenting information about the School Department or its employees; failing to tell the truth during the course of a School Department investigation or inquiry; alteration of School Department records or other School Department documents.
11. Violating the privacy of others by releasing confidential or protected information to outside individuals, organizations, or to unauthorized School Department employees; breach of confidentiality of personnel or personal information of another employee on the job.
12. Engaging in behavior designed to create discord and lack of harmony; interfering with another employee on the job; willfully restricting work output or encouraging others to do the same.
13. Inappropriate conduct or indecency while on duty or while on School Department property.
14. Violations of the conflict of interest statute, including but not limited to seeking unwarranted gain or exemptions for yourself or others.
15. Threatening, intimidating, harassing or coercing fellow employees, students, or members of the public; interfering with another employee on the job; using obscene or abusive language towards another employee, student or member of the public; threatening or employing physical violence towards another employee, student, or member of the public.
16. Egregious off duty conduct and/or conduct that undermines the confidence of the public in the School Department's capacity to fulfill its functions to the public in a fair, safe, and effective manner.

# Appendix B

Commonwealth of Massachusetts  
Motor Vehicle Crash Operator Report

# Commonwealth of Massachusetts

## Motor Vehicle Crash Operator Report

### When Must a Crash Report be filed with the Registrar?

M.G.L. Chapter 90, Section 26 requires a person who was operating a motor vehicle involved in a crash in which (i) any person was killed or (ii) injured or (iii) in which there was damage in excess of \$1,000 to any one vehicle or other property, to complete and file a **Crash Operator Report** with the Registrar **within five (5) days after such crash** (unless the person is physically incapable of doing so due to incapacity). The person completing the report **must** also send a copy of the report to the police department having jurisdiction on the way where the crash occurred. If the operator is incapacitated but is not the vehicle's owner, the owner is required to file the crash report within the five (5) days based on his/her knowledge and information obtained about the crash. The Registrar may require the owner or operator to supplement the report and he/she can revoke or suspend the license of any person violating any provision of this legal requirement. A police department is required to accept a report filed by an owner or operator whose vehicle has been damaged in a crash in which another person unlawfully left the scene even if damage to the vehicle does not exceed \$1,000.

## How To Complete This Form

Please carefully complete all sections of this form that apply to your crash, **circling the answer** where appropriate. Illegible reports will be returned to you.

### Section A: Crash Location

- Provide the city/town where the crash occurred, the date and time of the crash, and the number of vehicles involved.
- Complete section A1 or A2.
- Use official names of all locations, streets and landmarks.
- Use street name and route #, if applicable.
- Be as precise as possible when describing the location.
- Provide enough information to locate the crash to a specific point, not just a street or roadway.

### Section B: Vehicle You Were Driving

- Provide information on your license and the vehicle you were driving.
- Use the codes provided to indicate the cause of the crash.

### Section C: You and Your Passengers

- Provide information on you and your passengers at the time of the crash.
- Use the codes provided to indicate occupant information.

### Section D: Other Vehicles Involved in the Crash

- Provide information on the other vehicle(s) and operator(s) involved in the crash.
- If more than one vehicle involved, please use additional form completing Section D only.

### Section E: Non-Motorist(s) Involved

- Provide information on the non-motorist(s) involved in the crash.
- If more than one non-motorist involved, please use additional form completing Section E only.

### Section F: Crash Conditions

- Use the codes provided to indicate the conditions at the time of the crash.

### Section G: Crash Diagram

- Draw a diagram of how the crash occurred.
- On the diagram, Vehicle 1 represents your vehicle.

### Section H: Witness Information

- List all the people who saw the crash but were not involved.

### Section I: Property Damage Information

- Indicate all non-vehicular property that was damaged in the crash.

### Section J: Description of What Happened

- Describe the crash including events prior to the crash for your vehicles and all other vehicles.

### Section K: Signature

- Please sign and print your name and indicate the date you completed the form.

### Where to send completed reports:

- Mail or deliver one copy to the local police department or state police in the city or town where the crash occurred.
- Mail one copy to your Insurance Company.
- Mail one copy to the RMV at the following address:

Crash Records  
Registry of Motor Vehicles  
P.O. Box 55889  
Boston, MA 02205-5889

## Section A: Crash Location

City/Town Where Crash Occurred	Date of Crash	Time of Crash ____ : ____ AM ____ PM	# Vehicles Involved:
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Please complete Section A1 or A2 below to indicate the location of the crash.  
If you need additional space to describe the crash location, please use Section J on the last page of this form.

<p><b>SECTION A1: Complete this Section if the crash occurred at an intersection of two or more streets:</b></p> <p><b>Step 1:</b> Please indicate the route or roadway where you were travelling when the crash occurred:</p> <p>Route# _____ Name of Roadway/Street _____</p> <p><b>Step 2:</b> What was the name (or names) of the intersecting streets?</p> <p>Route# _____ Name of Roadway/Street _____</p> <p>Route# _____ Name of Roadway/Street _____</p>	<b>OR</b>	<p><b>SECTION A2: Complete this Section if the crash did NOT occur at an intersection:</b></p> <p><b>Step 1:</b> Please indicate the route, roadway and address where the crash occurred:</p> <p>The crash occurred on Route #: _____ at Street or Address Number: _____</p> <p>on the Street/Roadway known as: _____</p> <p><b>Step 2:</b> Please provide as much of the following specific location information as possible:</p> <p>The crash occurred (estimate number of feet) _____ feet (indicate direction as N/S/E/W) _____ of</p> <p>a) Mile Marker number _____</p> <p>OR: b) Exit Number _____</p> <p>OR: c) Intersecting Street/Roadway _____ Route# _____ Name of Roadway/Street _____</p> <p>OR: d) Landmark _____</p>
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## Section B: Vehicle You Were Driving

Number of occupants in vehicle (including yourself): _____		Was vehicle damage above \$1000? <u>Yes</u> <u>No</u>																																																	
Driver's License Number	License State	Date of Birth	Age	Sex _M_ _F_	License Class _D_ _A_ _B_ _C_ _M_ _Unknown	Commercial Driver's License Endorsements H Hazardous N Tank vehicles P Passenger transport T Doubles/Triples X Tank and Hazardous																																													
Your Full Name (Last, First, Middle)			Street Address		City/Town		State	Zip																																											
Insurance Company			Vehicle Registration #	Reg. Type	Reg. State	Vehicle Year	Vehicle Make																																												
<p><b>Indicate your type of vehicle</b></p> <table style="width: 100%; border: none;"> <tr> <td>1 Passenger car</td> <td>4 Bus (15 or more passengers)</td> <td>8 Truck/trailer</td> <td>12 Tractor/triples</td> <td>97 Other</td> </tr> <tr> <td>2 Light truck (van, mini-van, pick-up, sport utility)</td> <td>5 Bus (7-15 passengers)</td> <td>9 Truck tractor (bobtail)</td> <td>13 Unknown heavy truck</td> <td>99 Unknown</td> </tr> <tr> <td>3 Motorcycle</td> <td>6 Single-unit truck (2 axles)</td> <td>10 Tractor/semi-trailer</td> <td>14 Motor home/recreational vehicle</td> <td></td> </tr> <tr> <td></td> <td>7 Single-unit truck (3 or more axles)</td> <td>11 Tractor/doubles</td> <td></td> <td></td> </tr> </table>									1 Passenger car	4 Bus (15 or more passengers)	8 Truck/trailer	12 Tractor/triples	97 Other	2 Light truck (van, mini-van, pick-up, sport utility)	5 Bus (7-15 passengers)	9 Truck tractor (bobtail)	13 Unknown heavy truck	99 Unknown	3 Motorcycle	6 Single-unit truck (2 axles)	10 Tractor/semi-trailer	14 Motor home/recreational vehicle			7 Single-unit truck (3 or more axles)	11 Tractor/doubles																									
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	7 Single-unit truck (3 or more axles)	11 Tractor/doubles																																																	
Full Name of Vehicle Owner (Last, First, Middle)			Street Address		City/Town		State	Zip																																											
Vehicle Travel Direction _N_ _S_ _E_ _W	<p><b>What Was Your Vehicle Doing Prior to the Crash?</b></p> <table style="width: 100%; border: none;"> <tr> <td>1 Travelling straight ahead</td> <td>4 Turning left</td> <td>7 Leaving traffic lane</td> <td>10 Backing</td> <td>97 Other</td> </tr> <tr> <td>2 Slowing or stopped</td> <td>5 Changing lanes</td> <td>8 Making U-turn</td> <td>11 Parked</td> <td>99 Unknown</td> </tr> <tr> <td>3 Turning right</td> <td>6 Entering traffic lane</td> <td>9 Overtaking/passing</td> <td></td> <td></td> </tr> </table>								1 Travelling straight ahead	4 Turning left	7 Leaving traffic lane	10 Backing	97 Other	2 Slowing or stopped	5 Changing lanes	8 Making U-turn	11 Parked	99 Unknown	3 Turning right	6 Entering traffic lane	9 Overtaking/passing																														
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<p>Please Indicate the Sequence of Events as they occurred to YOUR Vehicle by writing the corresponding number (1-52, or 97, 99) in up to 4 boxes below.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">What happened first?</td> <td style="width: 25%;">What happened 2<sup>nd</sup> (if applicable)?</td> <td style="width: 25%;">What happened 3<sup>rd</sup> (if applicable)?</td> <td style="width: 25%;">What happened 4<sup>th</sup> (if applicable)?</td> </tr> <tr> <td style="text-align: center;">□</td> <td style="text-align: center;">□</td> <td style="text-align: center;">□</td> <td style="text-align: center;">□</td> </tr> </table>									What happened first?	What happened 2 <sup>nd</sup> (if applicable)?	What happened 3 <sup>rd</sup> (if applicable)?	What happened 4 <sup>th</sup> (if applicable)?	□	□	□	□																																			
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99 Unknown																																																			
<p>Was your Vehicle Towed From the Scene Due to Damage? <u>Yes</u> <u>No</u></p>		<p>Vehicle Damaged Area (circle up to three)</p>				<table style="width: 100%; border: none;"> <tr> <td>0 None</td> </tr> <tr> <td>10 Undercarriage</td> </tr> <tr> <td>11 Totaled</td> </tr> <tr> <td>97 Other</td> </tr> <tr> <td>99 Unknown</td> </tr> </table>		0 None	10 Undercarriage	11 Totaled	97 Other	99 Unknown																																							
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## Section C: You and Your Passengers

Please provide the full name, address, and DOB or Age for all passengers in your vehicle. Then write the corresponding code in each of the boxes for each occupant of the vehicle (yourself and all passengers). A list of the possible codes is provided at the bottom of this section.

	Date of Birth/Age	Sex M/F	A	B	C	D	E	F	G	H	Name of Medical Facility
<b>Driver (See previous page)</b>											
<b>Name of Passenger 1 (Last, First, Middle)</b>											
Address											
City/Town State Zip											
<b>Name of Passenger 2 (Last, First, Middle)</b>											
Address											
City/Town State Zip											
<b>Name of Passenger 3 (Last, First, Middle)</b>											
Address											
City/Town State Zip											

<b>A. Seating Position</b> 1 Front seat - left side (or motorcycle driver) 2 Front seat - middle 3 Front seat - right side 4 Second seat - left side (or motorcycle passenger) 5 Second seat - middle 6 Second seat - right side 7 Third row - left side (or motorcycle passenger) 8 Third row - middle		9 Third row - right side 10 Sleeper section of cab 11 Enclosed passenger area 12 Unenclosed passenger area 13 Trailing unit 14 Riding on vehicle exterior 97 Other 99 Unknown		<b>B. Safety System Used</b> 0 None used 1 Shoulder and lap belt 2 Lap belt only 3 Shoulder belt only 4 Child safety seat 5 Helmet 99 Unknown		<b>C. Air Bag Status</b> 1 Deployed-front 2 Deployed-side 3 Deployed both front and side 4 Not deployed 5 Not applicable 99 Unknown		<b>D. Air Bag Switch</b> 1 Switch in ON position 2 Switch in OFF position 3 ON-OFF switch not present 4 Unknown if switch is present 99 Unknown	
<b>E. Ejected From Vehicle?</b> 0 Not ejected 1 Totally ejected 2 Partially ejected 3 Not applicable 99 Unknown		<b>F. Trapped?</b> 0 Not trapped 1 Freed by mechanical means 2 Freed by non-mechanical means 99 Unknown		<b>G. Injured?</b> 1 Fatal injury <u>Non-fatal injury:</u> 2 Incapacitating 3 Non-incapacitating 4 Possible 5 No injury 99 Unknown		<b>H. Transported for Medical Care?</b> 1 Not transported 2 EMS (emergency service) 3 Police 97 Other 99 Unknown			

## Section D: Other Vehicle(s) Involved in the Crash

Number of occupants in the Vehicle: ____		Number of injured occupants: ____		Was Vehicle Damage above \$1000? Yes ___ No ___		Moped? Yes ___ No ___		Hit and Run? Yes ___ No ___	
Driver's License Number	License State	Date of Birth	Age	Sex __M__F	License Class __D__A__B__C __M__Unknown	Commercial Driver's License Endorsements H Hazardous N Tank vehicles P Passenger transport T Doubles/Triples X Tank and Hazardous			
Full Name of Vehicle Driver (Last, First, Middle)		Street Address		City/Town		State Zip			
Insurance Company		Vehicle Registration #		Reg. Type	Reg. State	Vehicle Year	Vehicle Make		
<b>Indicate type of vehicle</b> 1 Passenger car 2 Light truck (van, mini-van, pick-up, sport utility) 3 Motorcycle 4 Bus (15 or more passengers) 5 Bus (7-15 passengers) 6 Single-unit truck (2 axles) 7 Single-unit truck (3 or more axles) 8 Truck/trailer 9 Truck tractor (bobtail) 10 Tractor/semi-trailer 11 Tractor/doubles 12 Tractor/triples 13 Unknown heavy truck 14 Motor home/recreational vehicle 97 Other 99 Unknown									
Full Name of Vehicle Owner (Last, First, Middle)		Street Address		City/Town		State Zip			
Vehicle Travel Direction __N__S __E__W	<b>What Was the Vehicle Doing Prior to the Crash?</b> 1 Travelling straight ahead 2 Slowing or stopped 3 Turning right 4 Turning left 5 Changing lanes 6 Entering traffic lane 7 Leaving traffic lane 8 Making U-turn 9 Overtaking/passing 10 Backing 11 Parked					<b>Vehicle Damaged Area (circle up to three)</b> 2 3 4 1 5 8 7 6 0 None 10 Undercarriage 11 Totaled 97 Other 99 Unknown			

## Section E: Non-Motorist(s) Involved in the Crash

Indicate the type of non-motorist involved		1 Pedestrian		2 Cyclist		3 Skater		97 Other		99 Unknown	
<b>What was the non-motorist doing prior to the crash?</b> 1 Entering or crossing location 2 Walking, running, or cycling 3 Working 4 Pushing vehicle 5 Approaching or leaving vehicle 6 Working on vehicle 7 Standing 97 Other 99 Unknown				<b>Where was the non-motorist prior to the crash?</b> 1 Marked crosswalk at intersection 2 At intersection but no crosswalk 3 Non-intersection crosswalk 4 In roadway 5 Not in roadway 6 Median (but not on shoulder) 7 Island 8 Shoulder 9 Sidewalk 10 Shared-use path or trails 99 Unknown							
Date of Birth/Age	Sex __M__F	Full Name of Non-Motorist (Last, First, Middle)		Street Address		City/Town		State Zip			
<b>Safety Equipment?</b> 0 None used 6 Helmet 7 Protective pads (elbows, knees, etc.) 8 Reflective clothing		9 Lighting 10 Other 99 Unknown		<b>Injured?</b> 1 Fatal injury <u>Non-fatal injury:</u> 2 Incapacitating 3 Non-incapacitating 4 Possible 5 No injury 99 Unknown		<b>Transported for Medical Care?</b> 1 Not transported 2 EMS (emergency service) 3 Police 97 Other 99 Unknown					
<b>If transported, please indicate Hospital/Medical Facility:</b>											

### Section F: Crash Conditions

<b>Light Conditions</b> 1 Daylight 2 Dawn 3 Dusk 4 Dark - lighted roadway 5 Dark - roadway not lighted 6 Dark - unknown roadway lighting 97 Other 99 Unknown	<b>Weather Conditions (up to two)</b> 1 Clear 2 Cloudy 3 Rain 4 Snow 5 Sleet, hail, freezing rain 6 Fog, smog, smoke 7 Severe crosswinds 8 Blowing sand, snow 97 Other 99 Unknown	<b>Traffic Control Device</b> 1 No controls 2 Stop signs 3 Traffic control signal 4 Flashing traffic control signal 5 Yield signs 6 School zone signs 7 Warning signs 8 Railroad crossing device 99 Unknown	<b>Was the traffic control device functioning at the time of the crash?</b>  1 ___ Yes  2 ___ No	<b>Road Surface</b> 1 Dry 2 Wet 3 Snow 4 Ice 5 Sand, mud, dirt, oil, gravel 6 Water (standing, moving) 7 Slush 97 Other 99 Unknown	<b>Roadway Intersection Type</b>  1 Not at intersection 2 Four-way intersection 3 T-intersection 4 Y-intersection 5 On ramp 6 Off ramp 7 Traffic circle 8 Five-point or more 9 Driveway 10 Railway grade crossing 99 Unknown
<b>Trafficway Description</b> 1 Two-way, not divided 2 Two-way, divided, unprotected median 3 Two-way, divided, protected median 4 One-way, not divided 99 Unknown	<b>School Bus Related?</b>  1 ___ Yes  2 ___ No	<b>Work Zone Related?</b>  1 ___ Yes  2 ___ No	<b>Manner of Collision</b> 1 Single vehicle crash 2 Rear-end 3 Angle 4 Sideswipe, same direction 5 Sideswipe, opposite direction	6 Head on 7 Rear to rear 99 Unknown	

### Section G: Crash Diagram

 Indicate North by Arrow		Please draw a diagram of the roadway or streets where the crash occurred, indicating the vehicles involved and direction of travel using the following symbols: → = Direction 1 = Vehicle 1 (Your Vehicle) 2 = Vehicle 2 O = Pedestrian/Non-motorist = North
		Select one of the following if the crash did not occur on a public way: <input type="checkbox"/> Off-street parking lot <input type="checkbox"/> Garage <input type="checkbox"/> Mall/shopping center <input type="checkbox"/> Other private way

### Section H: Witness Information

Witness Name (Last, First, Middle)	Address	Phone

### Section I: Property Damage Information (Other than Vehicles)

Owner Name (Last, First, Middle)	Address	Phone	Property and Damage Description

### Section J: Description of What Happened


### Section K: Signature

"Signed under Pains and Penalties of Perjury"	Print _____	Date _____
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# Appendix C

## Pre-Trip and Post-Trip Inspection Log



# Chelmsford Public Schools

Multi-Function School Activity Bus ( MFSAB)

## Daily Pre-Trip/ Post-Trip Inspection Log



**Check that the following required equipment and vehicle components are present and in proper working order to ensure safe operation of the vehicle.**

*(Operators should immediately notify the school district of any defects)*

	Pre-Trip	Post-Trip
1		
2		
a.		
b.		
c.		
d.		
e.		
f.		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
a.		
b.		
c.		
d.		
13		
14		
15		
16		
17		
a.		
b.		
c.		
d.		
e.		
18		
19		
20		

**Comments/Concerns:**

Signature of Operator:

Print Name:

Date :

**Please leave completed form in the binder located in the glovebox.**



## Appendix D

M.G.L. c. 90, Sec. 7AA & Sec. 13A  
Passenger Restraints & Seatbelts

**Part I** ADMINISTRATION OF THE GOVERNMENT

**Title XIV** PUBLIC WAYS AND WORKS

**Chapter 90** MOTOR VEHICLES AND AIRCRAFT

**Section 7AA** CHILD PASSENGER RESTRAINTS; FINE; VIOLATION AS EVIDENCE IN CIVIL ACTION

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Section 7AA. A passenger in a motor vehicle on any way who is under the age of 8 shall be fastened and secured by a child passenger restraint, unless such passenger measures more than 57 inches in height. The child passenger restraint shall be properly fastened and secured according to the manufacturer's instructions.

Unless required to be properly fastened and secured by a child passenger restraint under the preceding paragraph, a passenger in a motor vehicle on any way that is under the age of 13 shall wear a safety belt which is properly adjusted and fastened according to the manufacturer's instructions.

The provisions of this section shall not apply to any such child who is: (1) riding as a passenger in a school bus; (2) riding as a passenger in a motor vehicle made before July first, nineteen hundred and sixty-six, that is not equipped with safety belts; (3) physically unable to use either a conventional child passenger restraint or a child restraint specifically designed for children with special needs; provided, however, that such

condition is duly certified in writing by a physician who shall state the nature of the disability as well as the reasons such restraints are inappropriate; provided, further, that no such certifying physician shall be subject to liability in a civil action for the issuance of or for the failure to issue such certificate. An operator of a motor vehicle who violates the provisions of this section shall be subject to a fine of not more than twenty-five dollars; provided, however, that said twenty-five dollar fine shall not apply to an operator of a motor vehicle licensed as a taxi cab not equipped with a child passenger restraint device.

A violation of this section shall not be used as evidence of contributory negligence in any civil action.

A person who receives a citation for a violation of any of the provisions of this section may contest such citation pursuant to section three of chapter ninety C. A violation of this section shall not be deemed to be a conviction of a moving violation of the motor vehicle laws for the purpose of determining surcharges on motor vehicle premiums pursuant to section one hundred and thirteen B of chapter one hundred and seventy-five.

**Part I** ADMINISTRATION OF THE GOVERNMENT

**Title XIV** PUBLIC WAYS AND WORKS

**Chapter 90** MOTOR VEHICLES AND AIRCRAFT

**Section** SEAT BELT USE REQUIRED; EXEMPTIONS; PENALTY

**13A**

Section 13A. No person shall operate a private passenger motor vehicle or ride in a private passenger motor vehicle, a vanpool vehicle or truck under eighteen thousand pounds on any way unless such person is wearing a safety belt which is properly adjusted and fastened; provided, however, that this provision shall not apply to:

- (a) any child less than twelve years of age who is subject to the provisions of section seven AA;
- (b) any person riding in a motor vehicle manufactured before July first, nineteen hundred and sixty-six;
- (c) any person who is physically unable to use safety belts; provided, however, that such condition is duly certified by a physician who shall state the nature of the handicap, as well as the reasons such restraint is inappropriate; provided, further, that no such physician shall be subject to liability in any civil action for the issuance or for the failure to issue such certificate;

(d) any rural carrier of the United States Postal Service operating a motor vehicle while in the performance of his duties; provided, however, that such rural mail carrier shall be subject to department regulations regarding the use of safety belts or occupant crash protection devices;

(e) anyone involved in the operation of taxis, liveries, tractors, trucks with gross weight of eighteen thousand pounds or over, buses, and passengers of authorized emergency vehicles.

(f) the side facing seat on which the factory did not install a seat belt in any car owned for the purpose of antique collection.

Any person who operates a motor vehicle without a safety belt, and any person sixteen years of age or over who rides as a passenger in a motor vehicle without wearing a safety belt in violation of this section, shall be subject to a fine of twenty-five dollars. Any operator of a motor vehicle shall be subject to an additional fine of twenty-five dollars for each person under the age of sixteen and no younger than twelve who is a passenger in said motor vehicle and not wearing a safety belt. The provisions of this section shall be enforced by law enforcement agencies only when an operator of a motor vehicle has been stopped for a violation of the motor vehicle laws or some other offense.

Any person who receives a citation for violating this section may contest such citation pursuant to section three of chapter ninety C. A violation of this section shall not be considered as a conviction of a moving violation of the motor vehicle laws for the purpose of determining surcharges on motor vehicle premiums pursuant to section one hundred and thirteen B of chapter one hundred and seventy-five.

# Appendix E

## Procedure and Training Acknowledgement

# CHELMSFORD PUBLIC SCHOOLS

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## Procedure and Training Acknowledgement

I acknowledge that I have received, read and understand the "Multi-Function School Activity Bus (MFSAB) Procedures" and successfully completed the training video.

By signing below, I confirm that I will abide by the expectations, rules and regulations stated within the aforementioned procedures.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Job Position

\_\_\_\_\_  
Print Name in Full

\_\_\_\_\_  
Drivers License Number  
(Attach copy of your driver's license)

\_\_\_\_\_  
State

*Please submit completed form **AND** copy of driver's license to the Athletic Department.  
Reservation will **NOT** be confirmed until both have been received.*

# Appendix F

## Google Reservation Instructions



# CPS Website

Listed below are the procedures on the use of the Multi-Function School Activity Bus (MFSAB). All requests must be made at least **two weeks in advance**.

Chelmsford Public High School staff and other limited staff may use our new Multi-Function School Activity Bus (MFSAB) for field trips and events that require no more than fourteen (14) passengers plus one (1) driver. Listed below is some information you need to know before you can use the MFSAB. This includes the MFSAB procedure manual, inspection log, training video and how to reserve the MFSAB. The MFSAB may be reserved online. Reservations will not be confirmed until the signed Procedure & Training acknowledgement and a copy of the driver's license has been submitted to the Athletic Department. Keys may be picked up in the Athletic Department at 200 Richardson Road Chelmsford, MA 01824. Keys **will not** be released without a valid driver's license.

[MFSAB Procedure Manual](#)

[MFSAB Pre-Trip and Post-Trip Inspection Log](#)

[MFSAB Google Reservation Form Screenshots & Instructions](#)

[MFSAB Google Reservation Form](#)

The driver required training video is located on the internal Chelmsford Public Schools Staff internet page. The video is entitled "Multi-Function School Activity Bus Operation". Listed below is the link to the video.

[MFSAB Multi-Function School Activity Bus Operation](#)

If you have any questions, please contact Daniel Hart, Athletic Director at 978-251-5111 x 5627 or [hartd@chelmsford.k12.ma.us](mailto:hartd@chelmsford.k12.ma.us)

## MFSAB Google Reservation Form (Screenshots)

### Multi-Function School Activity Bus Request Form

Please fill out the attached form to secure the MFSAB for all proposed trips at least two weeks in advance:

\* Required

**School Requesting: \***

Choose

**Department Requesting: \***

Your answer

**Team/Club Requesting: \***

Your answer

**Date of Proposed MFSAB use: \***

MM DD YYYY

/ / 2019

**Purpose: \***

Your answer

- Fill out the following fields on the first page:

School: Choose from the drop-down box: Only CHS, Central Office and other are options

Department: Type in the name (e.g. Athletics)

Team/Club Requesting: Type in the Team/Club (e.g. Swimming)

Date of Proposed MFSAB: Type in the Date you need (e.g. 10/22/2019)

Purpose: Why do you need the bus? (e.g. Meet against Westford)

## MFSAB Google Reservation Form (Screenshots)

**Contact Name: \***

Your answer

**Contact Phone: \***

Your answer

**Email Address (for reservation confirmation):**

Your answer

**Driver's Name: \***

Your answer

**Driver Training Completed (1 videos): \***

Yes

No

**Secondary Staff Name, if applicable:**

Your answer

**NEXT**

- Fill out the following fields on the first page:
  - Contact Name: Who should be contacted regarding reservation?
  - Contact Phone: Best phone number if there are any questions
  - Email Address: To receive the reservation confirmation
  - Driver's Name: Who is driving?
  - Driving Training Completed: Did they watch the video?
  - Secondary Staff Name: Second name of coach/advisor (if applicable)
- Click on the "Next" button

## MFSAB Google Reservation Form (Screenshots)

# Multi-Function School Activity Bus Request Form

\* Required

### Trip Details

CAPACITY: 1 Driver, 14 passenger seats with Seat-belts

**Number of Student Riders: \***

Your answer:

**Number of Teacher Riders: \***

Your answer:

**Day of the Week Trip: \***

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday

- Fill out the following fields on the second page:

Number of Student Riders: How many students will be on the bus?

Number of Teacher Riders: How many other teachers/coaches?

*(Do not include the Driver)*

Day of the Week Trip: What day are you planning to use the bus?

## MFSAB Google Reservation Form (Screenshots)

**Bus Pick up time: \***

Time

: AM ▾

**Bus Return time: \***

Time

: AM ▾

**Destination: \***

Your answer

**Address of Destination (include street and city/town): \***

Your answer

**BACK**

**NEXT**

- Fill out the following fields on the second page:
  - Bus Pick up Time: What time are you picking up the MFSAB?
  - Bus Return Time: What time are you returning the MFSAB? (approximate)
  - Destination: Where are you going? (e.g. UMass Lowell)
  - Address of Destination: (e.g. 220 Pawtucket Street Lowell, MA)
- Click on the "Next" button


# MFSAB Google Reservation Form (Screenshots)

## Multi-Function School Activity Bus Request Form

### Multi-Function School Activity Bus Request Form

Thank you for filling out the MFSAB request form someone will respond to your request as soon as possible. Please make certain you have a copy of the document below for use before, during and after your trip. If you do not have a copy one can be found and printed by visiting the following link: <https://chelmsford.k12.ma.us>. Signed sheets must be completed and left in the folder on the bus at the end of the trip.

Please be sure to hit submit at the bottom of this screen to submit your request.



**Chelmsford Public Schools**  
Multi-Function School Activity Bus (MFSAB)  
**Daily Pre-Trip/ Post-Trip Inspection Log**

Check that the following required equipment and vehicle components are present and in proper working order to ensure safe operation of the vehicle.  
*(Operators should immediately notify the school district of any defects)*

	Pre-Trip	Post-Trip
1. Wheels and Tires		
2. Lighting Devices		
a. Headlights (upper and lower beams)		
b. Directionals (front and rear)		
c. Brake Lights		
d. Reverse lights		
e. Four-way Flashers		
f. License Plate Light		
3. Brakes		
4. Mirrors		
5. Steering Wheel		
6. Exhaust		
7. Check Gauges: Fluid Levels		
8. Doors - Front and Rear Door Buzzer		
9. Windows		
10. Windshield Wipers and Washer Fluid		
11. Horn		
12. Interior of Vehicle		
a. Seatbelts		
b. Child Seats/Booster Seats (perjury)		
c. Door warning device		
d. Clean Interior		
13. Heater and Defroster/Air Conditioner		
14. Current Registration		
15. Front and Rear Plates		
16. Current Inspection sticker		
17. Safety Equipment (located behind driver)		
a. 2 Check blocks		
b. First Aid Kit		
c. Body Fluid Kit		
d. 3 Flares or safety triangles (red box)		
e. Fire Extinguisher (behind or above bus)		
18. Odometer Reading		
19. Fuel-Fill tank if necessary. What is the fuel level?		
20. Windows closed, doors locked, trash removed		
Comments/Concerns:		
Signature of Operator	Print Name	Date
<i>Please leave completed form in the binder located in the glovebox.</i>		

BACK

SUBMIT

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# CHELMSFORD PUBLIC SCHOOLS

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## Memorandum

TO: Members of the School Committee

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

DATE: August 19, 2019

RE: FY20 Budget Adjustments/Transfers

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I am writing to request two budget transfers for FY20. The first is for two (2) Kindergarten teachers positions and the second is for elementary classroom furniture.

You may note from the report provided earlier this evening related to the 2019/20 student enrollment update, the Byam Kindergarten student enrollment has increased from 92 to 99 and the Harrington Kindergarten student enrollment has increased from 86 to 98 as of this writing. I am recommending an additional section, or bubble class, be added in the Kindergarten grades at the Byam and Harrington Elementary Schools for the start of the 2019/20 school year. Funds to provide for these additional Kindergarten teacher positions may be provided from budgeted, yet unfilled teacher positions at the high school. Please see below:

From		Amount	To		Amount
12305156-51050	CHS Math	\$ 56,967	12305491-51050	Byam Kindergarten	\$ 56,967
12305106-51050	CHS Business	\$ 56,967	12305691-51050	Harrington Kindergarten	\$ 56,967
Total		\$113,934	Total		\$113,934

Elementary classroom furniture was needed for two (2) other additional "bubble" classrooms at the Center and Harrington Elementary Schools. This may be funded through three areas that will be underbudget, 1) savings in curriculum stipends since the World Language coordinator position was filled 2) savings due to the August start date of a Special Education Administrative Chairperson and 3) savings due to employees hired at a salary slightly less than budgeted. Please see below:

From		Amount	To		Amount
12110000-51310	Curr Stipends	\$ 4,000	12430500-54000	Center Supplies	\$ 8,610
12110176-51310	SPED Admin Chair	\$ 5,635	12430600-54000	Harrington Supplies	\$ 8,610
12305128-51050	CHS World Lang	\$ 5,370			
12710327-51050	Parker Social Wkr	\$ 2,215			
Total		\$ 17,220	Total		\$ 17,220

*I recommend the school committee vote to approve these two (2) FY20 local operating budget transfers for the Chelmsford Public Schools as presented.*

# CHELMSFORD PUBLIC SCHOOLS

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*Office of Human Resources  
230 North Road, Chelmsford, MA 01824  
Telephone: (978) 251-5100 Fax: (978) 251-5110*

TO: Dr. Jay Lang, Superintendent

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

DATE: August 15, 2019

RE: **Personnel Report - July 2019**

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



Personnel Report - July 2019

New Hires

**Abrams, Jonathan**

**Music Teacher**

**Parker Middle School**

Effective date: 8/26/19

**Annunziata, Dawnmari**

**.6 Art Teacher**

**Parker Middle School**

Effective date: 8/26/19

**Egan, Ashley**

**Special Education Teacher**

**Parker Middle School**

Effective date: 8/26/19

**Grenham, Chelsea**

**Paraprofessional**

**Chelmsford High School**

Effective date: 7/25/19

**Morse, Jessica**

**Grade 4 Teacher**

**Harrington Elementary School**

Effective date: 8/26/19

**Woodman, Allen**

**Custodian**

**Center Elementary School**

Effective date: 7/18/19

Resignations:

**Dellaia, Shauna**

**ABA Paraprofessional**

**South Row Elementary School**

Notice date: 7/15/19

**Dufresne, Tara**

**Lunch/Recess Aide**

**Byam Elementary School**

Notice date: 7/18/19

**Fannon, Lisa**

**Lunch/Recess Aide**

**Center Elementary School**

Notice date: 7/26/19

**Fipphen, Elizabeth**

**Paraprofessional**

**McCarthy Middle School**

Notice date: 7/2/19

**Horan, Kristin**

**Special Education Teacher**

**Parker Middle School**

Notice date: 7/1/19

**Kaizer, David**

**Supervisor of Students**

**Chelmsford High School**

Notice date: 7/22/19

**Lisciotta, Kathleen**

**Paraprofessional**

**Harrington Elementary School**

Notice date: 7/15/19

**McElhinney, Donna**

**Lunch/Recess Aide**

**Center Elementary School**

Notice date: 7/5/19

**Misherfi, Kathleen**

**Lunch/Recess Aide**

**Harrington Elementary School**

Notice date: 7/31/19

**Morgan, Renee**

**Special Education Chairperson**

**Chelmsford High School**

Notice date: 7/25/19

**Morrisette, Amy**

**Nurse Substitute Coordinator**

**Chelmsford Public Schools**

Notice date: 7/16/19

**Nourie, Amanda**

**Paraprofessional**

**Byam Elementary School**

Notice date: 7/22/19

**Snow, Lindsey**

**ABA Paraprofessional**

**South Row Elementary School**

Notice date: 7/3/19

Retirements:

None

Assignment Changes:

**McDermott, Ryan (formerly ABA Paraprofessional at Byam Elementary School)**

**Paraprofessional**

**Chelmsford High School**

Effective date: 8/26/19

**Regan, Susan (formerly Interim ELA Teacher at Chelmsford High School)**

**ELA Teacher**

**Chelmsford High School**

Effective date: 8/26/19

**Simon, Steven (formerly Special Education Teacher at Parker Middle School)**

**Special Education Teacher/STRIVE Program**

**Parker Middle School**

Effective date: 8/26/19

# 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: August 20, 2019  
Re: Updates: Ongoing Projects

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### **1.) Center and Harrington School Parking Lot Expansions**

The parking lot expansions at both schools are progressing well. The top coat of pavement went down last week and is currently settling. DPW Director Gary Persichetti reports the striping (lines) of the parking spaces will be completed prior to the start of school. Under the contract there is landscaping work to plant grass and trees at each site around the new parking lots. That work will be completed by the contractor in early fall, a better time of year for planting. This will not interfere with the opening and use of the new parking lots for the start of school.

### **2.) Chelmsford High School Parking Lot Line Striping**

The Chelmsford High School parking lot striping (lines) has been completed. Students will park in the white lines, staff in the yellow lines.

### **3.) School Bus Transportation Registration**

Director of Business and Finance Joanna Johnson-Collins reports families are currently registering their children on-line to ride the bus for the 2019/20 school year using MCC e-school. The student transportation registration process began in May 2019 and continues through the start of school (and beyond as needed for new students, etc.). All student riders and required to register (and pay) on-line each year, even if there is no fee. A total of 3,028 students have registered to ride the bus to date. The bus passes were mailed to families on August 16, 2019 and the bus number, bus stop location, and pick-up/drop-off times are in the X2 portal for families to view. The bus company was provided the bus route and bus stop information. There are 29 busses making multiple runs (high school, middle school, then elementary school) each day to bring our students to and from school.

The “Early Bird” bus registration (May and June) was very successful this year with 2,237 students registering to ride the bus. This compares with 1,888 registered students during the “Early Bird” period last year. Since July 1, 2019, 791 more students have registered to ride the bus. Several Connect-Ed messages were sent to families reminding them to register to ride the bus as this data assists with more efficient bus route and bus stop creation. We anticipate approximately 3,400 student riders each year, therefore 375 more students will likely register to ride the bus before the start of school August 27, 2019.