



# 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 June 15, 2021 TIME: 6:00 p.m. ROOM: Conf. Room 1**

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

The Chelmsford School Committee (CSC) intends to conduct an in-person meeting on the date and time specified. In-person public participation will be ***scheduled*** to provide social distancing of community members in accordance with the CSC In-Person Public Participation Guidelines. The meeting will be live-streamed by Chelmsford Telemedia for interested community members to access and watch. Interested community members may e-mail Superintendent of Schools, Dr. Jay Lang, at [langj@chelmsford.k12.ma.us](mailto:langj@chelmsford.k12.ma.us) prior to 4:00 p.m. on Monday June 14, 2021 to be scheduled to provide in-person input under the public participation portion(s) of the agenda.

### **CALL TO ORDER**

### **PLEDGE OF ALLEGIANCE**

### **CHAIR OPENING STATEMENT**

### **CONSENT AGENDA**

1. Approval of the minutes of the regular school committee meeting of June 1, 2021

### **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. Presentation – CPS School Nutrition Program
2. Review of School Committee Policy ADF: Wellness Policy
3. K-12 Student Transitioning Planning
4. CPS Summer Learning Resources

5. 2021/22 Employee Handbook Updates
6. Acceptance of Financial Audit Reports: McCarthy and Parker Middle School Student Activity Funds
7. FY2021 Recommended One-Time Expenditures
8. FY2021 Recommended Budget Transfers
9. Discussion on Facilities Review: Short- and Long-Term Capital Planning
10. Personnel Report: May 2021

**REPORTS**

1. Liaison Reports

**ACTION/NEW ITEMS**

1. Request for Reports & Updates

**PUBLIC COMMENTS:**

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

**ADJOURNMENT**

**CHELMSFORD SCHOOL COMMITTEE  
REGULAR MEETING  
June 1, 2021  
Meeting Minutes**

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

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

**Call to Order**

6:00 p.m.

**Pledge of Allegiance**

**Chair Opening Statement**

“Tonight’s meeting is being live-streamed by Chelmsford Telemedia and posted to the CPS website for interested community members to access and watch. In-person public participation will be taking place tonight in accordance with social distancing and safety protocols established by the Chelmsford School Committee Public Participation Guidelines. Anyone interested in speaking during the public input portion of the meeting would have notified the superintendent’s office by yesterday afternoon and would have been provided with the guidelines and assigned a time to attend the meeting to speak. If anyone watching this meeting live has questions or comments to share they are encouraged to email one of us during the meeting. We will read their comments or questions during our second public input session at the end of the meeting.”

**Consent Agenda**

**Mr. Moses motioned to approve the minutes of the regular school committee meeting dated May 18, 2021. Mr. Doherty seconded. Motion carries 5-0.**

**Good News**

Dr. Hirsch shared that this Thursday 64 students will be inducted into the National English Honor Society. All summer reading options and any required work for high school students for courses are now posted on the website. Additional summer options in the content areas will also be posted. Among the “in-person” events that have returned are: kindergarten in-person screening; modified field days; author visits; and remote student fun days at the schools. Tonight, will be the first senior class event at Kimball’s. Graduation will take place this Saturday!

Mr. Doherty shared that “Storyteller Joe” performed outdoors at CHIPS last week. The children were engaged, and the teachers gave rave reviews! The CHIPS PTO sponsored this event. Last week The Theatre Guild put on two one-act plays live at the PAC. “The students were fantastic!”

Dr. Lang shared that there will be an on-site vaccination clinic this Thursday at CHS. Anyone 12 or older may attend the clinic. The second vaccine dose will be administered on June 24<sup>th</sup>.

Ms. Santos shared the annual fund-raising relay for CHS was held. Local causes will benefit from the money raised. The students had a “great time”!

## **Public Comments**

### **1. Chelmsford Action Climate Team**

Members of the Chelmsford Climate Action Team addressed The Committee. Tom Amiro, a founding member of the team, shared that they will be presenting a “citizen’s position article 28” at Town Meeting. This will be to acknowledge global warming and climate change are due to man-made greenhouse gases. The Commonwealth has mandated a reduction in emissions and to achieve net zero by 2050. Secondly, they would like a committee to be formed to do an assessment and create a plan. The Town of Natick has an excellent plan. Their website “chelmsfordclimate.org” provides additional information. A slide show articulating their mission is included in tonight’s agenda packet. Various Town groups are supporting the Team’s requests. They are hoping for the support of The School Committee as well.

### **2. ACT – Association of Chelmsford Theatre**

ACT members, Deborah Boles of 34 Old Stage Road and Cheyenne Sobian of 21 Judith Road, came to the table to speak to The Committee. This not-for-profit, parent/alumni organization supports theatre arts at CHS. Their slide show is included in tonight’s agenda packet. Cheyenne is an alumnus of CHS, who praises the theatre program and is currently employed in the entertainment industry. The CHS Theatre Guild has been a recipient of numerous awards from the Massachusetts Educational Theatre Guild, Inc. Fundraising helps to support theatre at CHS and Parker’s Drama Club. They also provide senior gifts and, starting next year, scholarships. Parent volunteer involvement is necessary and appreciated. CHS members assist the two middle schools with their productions. Mrs. Lauren Cochran, who has led the Guild for many years, is considering retirement at the end of the 2021/2022 school year. The hope is that The Committee will support hiring a trained theater person to replace her.

## **New Business**

### **1. Announcement of South Row Principal: Ms. Theresa Gilbert**

Dr. Lang introduced Ms. Gilbert and invited her to the table. She is coming from an elementary school in Salisbury where she served as the assistant principal. She is thrilled to be joining South Row and will officially begin on July 1<sup>st</sup>. The Committee welcomed her warmly.

### **2. Presentation – Spotlight on the Departments: Technology**

Bill Silver joined the meeting (in-person!) and elaborated on his slide show, which is part of tonight’s agenda packet. He began his presentation with profound appreciation for his entire staff and how hard they worked dedicating themselves to the service of the school community during this extremely challenging year in education. He spoke of the highlights of this school year which included: Clear Touch Panels in all classrooms; expanded bandwidth; outdoor wireless access points; security upgrades; Chromebooks for staff members (both teachers and paraprofessionals); and continuation of the 1:1 program for incoming 5<sup>th</sup> and 9<sup>th</sup> graders, as well as Chromebook carts for each elementary classroom by the fall. Professional development was provided throughout the year daily by the Integration Specialists. The Business Department courses at CHS are now dual-enrollment. CHS TV course and clubs worked

hard to keep the community informed and facilitated The Student council Leaderships Conference. Through Dr. Sweeney's leadership Project Lead the Way (PLTW) received awards and grants to help fund the 2021/22 training and curriculum. Through this project students begin computer science work and digital literacy in kindergarten. New courses will be offered in robotics, computer science and engineering. For the 2021/22 school year: there will be updates in security at all elementary school; new document cameras for every teacher; new labs for fine arts/video productions; and a grant to increase awareness of cyber security threats. Please view his entire presentation (including the "Fun Facts" slide) by watching tonight's meeting on Chelmsford Telemedia You/Tube. He closed by requesting The Committee authorize the realignment of certain positions. These changes would not have an effect on the FY2021/22 budget as presented previously.

**Mr. Moses moved to approve the ICTS Assistant Data Position and the ICTS Cyber Security and Network Operation Specialist Position as presented. Mr. Doherty seconded. Motion carries 5-0.**

**3. MSBA Vote: Vote to authorize the Superintendent to submit to the Massachusetts School Building Authority a Statement of Interest (SOI) for Chelmsford High School**

**Mr. Moses moved that: Having convened in an open meeting on Tuesday June 1, 2021, prior to the closing date, the School Committee of Chelmsford, in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest Form dated June 1, 2021 for Chelmsford High School located at 200 Richardson Road which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future, including the elimination of existing severe overcrowding; prevention of severe overcrowding expected to result from increased enrollments; replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility; and replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements; and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City/Town/Regional School District to filing an application for funding with the Massachusetts School Building Authority. Mr. Doherty seconded. A roll call vote was held. Motion carries 5-0.**

**4. Recognition of LGBTQIA+ Pride Month – June 2021**

Dr. Hirsch shared a memorandum in tonight's agenda packet encouraging recognition as this June as pride month for LGBTQIA+. This endorsement will be in collaboration with The Select Board. The proclamation was read by The Chair. Dr. Whittlesey has prepared background information about this including activities for teachers which are age appropriate.

**Mr. Moses moved to recommend that The School Committee vote and sign the proclamation at their regular meeting of June 1, 2021, to proclaim and recognize June 2021 as Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, and Asexual (LGBTIQIA+) Pride Month in the Chelmsford Public Schools. Mr. Doherty seconded. Motion carries 5-0.**

**5. Student Enrollment Update: Incoming Kindergarten and 1<sup>st</sup> Grade Students**

Dr. Lang shared a memorandum in tonight's packet addressing the enrollment and updated figures for The Committee in an attached spread sheet. He has met with the principals from Byam and Center Schools, which typically see increases in enrollment by the time school reopens. A decision was made for

those two schools to have five kindergarten classes for the upcoming school year. The Committee will need to approve funding for these additional positions once hiring has taken place.

#### **6. Discussion on School Committee Summer Workshops**

The chair included a listing of summer workshops being offered by MASC in tonight's packet. Dr. Hirsch shared that EDCO will also be offering workshops this summer addressing diversity. Dr. Lang will also check on workshops on "rebounding from COVID".

#### **7. Academic Summer Programs**

Dr. Hirsch surveyed teachers to determine their availability to teach during this summer. Additionally, student data has been accessed to determine which students and grade levels will benefit by the summer offerings. Right now, the focus is on ELA and mathematics for extended learning. There will also be programs for SPED students. Information will be sent to each tier of students for programs running from July 12th through August 5<sup>th</sup>. Participation will be optional. Credit recovery will be required for 7<sup>th</sup> and 8<sup>th</sup> graders and high school students.

#### **8. Vote to Approve FY2022 Non-Affiliated Staff Salary Increases**

**Mr. Moses motioned to approve the FY2022 non-affiliated staff salary increases as presented. Mr. Doherty seconded. A roll call vote was taken. Motion carries 9-0.**

#### **9. FY2021 Recommended Budget Transfers**

No action required tonight.

#### **10. 2020/21 Retirement Celebrations**

Dr. Hirsch included a memorandum in tonight's packet providing information on the retirement celebrations to be held this spring at the individual schools. In October the district along with the teachers' union will be hosting a celebration to honor all the retirees from 2020 and 2021.

#### **11. Valley Collaborative Spring 2021 Newsletter**

Dr. Lang included this newsletter in tonight's packet. Chelmsford has several students who participate in the program at Valley Collaborative as an out-of-district placement.

#### **12. Approval of Conference and Field Trip Requests**

**Mr. Moses "joyfully" motions to approve the conference and field trip request for 2022 and 2023. Mr. Doherty seconded. Motion carries 5-0.**

#### **Liaisons**

The Chair shared that The Chelmsford Council of Schools met and presented the scholarship award winners. Scholarships are awarded based on letters written by students about a staff member who had a positive impact on them. Center School PTO will meet tomorrow night.

**Action/New Items**

Ms. Newcomb would like to discuss future proclamations to support a culture of inclusiveness,

The next regular meeting will be on June 15<sup>th</sup>. Town Meeting will be held on June 17<sup>th</sup> at The Senior Center at 7:45 p.m.

Ms. Santos would like a report on SEL and the guidance Department transitioning to the new school year.

**Public Comments**

None.

**Adjournment (7:51)**

**Mr. Moses motioned to adjourn the meeting. Mr. Doherty seconded. Motion carries 5-0.**

*Respectfully submitted,  
Sharon Giglio, Recording Secretary*

# CHELMSFORD PUBLIC SCHOOLS

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## **Memorandum**

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

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

CC: Nancy Antolini, Director of School Nutrition

DATE: June 11, 2021

RE: School Nutrition Services – 2020/2021 End of Year Review

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The Director of School Nutrition, Mrs. Nancy Antolini, will address the committee at the June 15, 2021 school committee meeting. The items Mrs. Antolini will address are a year in review summary, meals served, meal prices (USDA 100% funded), and a summary of the bid awards (by product, vendor) for the 2021/2022 school year.

Also, this year I will not need to ask for the school committee to vote and approve a transfer from the general fund to the food service revolving fund to cover the meal price when a student was unable to pay for a meal. There was no cost to the students this year for breakfast and lunch as this was funded 100% by the USDA. It is our understanding that the USDA will continue this 100% funding level for breakfast and lunch for all students in the 2021/2022 school year. We will update the committee as these decisions are made at the federal level.

In closing, I would like to thank Mrs. Antolini for her leadership and directing the school nutrition program over the past year. She led her team through new grab-and-go meal programs during the COVID-19 pandemic, remained flexible with the modifications to hybrid, remote and fully in-person student schedules, and implemented many other adaptations with meal preparation and staff safety, menus, packaging, and meal delivery to the schools. She has made many positive contributions to the program and continues to do great work as she shares her ideas for the next set of enhancements to the program that are within our funding abilities. I would also like to thank the entire school nutrition team for their hard work and commitment each day to the students, families and fellow staff members of the Chelmsford Public Schools.





# Chelmsford School Nutrition

SCHOOL COMMITTEE PRESENTATION

JUNE 15, 2021

NANCY ANTOLINI

DIRECTOR OF SCHOOL NUTRITION

# Meals Served

Number of meals served during the 2020-2021 school year (September 16 through June 8)

Breakfast:	188,554
Lunches:	199,814
Total:	388,368

# Breakfast and Lunch Pricing

Similar to this school year, Breakfast and Lunch for school year 2021-2022 will be at **no cost to all students** due to USDA federal funding.

Our prices are normally:

Breakfast: \$1.50 all schools

Lunch:

High School and Middle School: \$3.10

Elementary Schools: \$2.65

# Procurement

## 2021-2022 Metro North Collaborative Bid Awards:

- \*Paper: Mansfield
- \*Dairy: State Bid
- \*Grocery: Thurston
- \*Bread: Fantini
- \*Fresh pizza: (roll over) Gill's pizza



# Covid-19

The School Nutrition Department continued a Grab-and-Go meal program for most of the year, providing meals for hybrid and remote students from September through April.

Once students returned to fully in person learning in April, May and June, Grab-and-Go meals were enjoyed outdoors, in cafeterias, gymnasiums and the classroom.

The CHS Commissary was the main kitchen for preparing the meals for the district, with delivery to each school initially for the hybrid, then expanded to all fully in person students.

Grab-and-Go meals for the remote days were available for families to pick up at the CHS Commissary on Tuesday and Friday (12pm to 5pm) for most of the school year. At the end of April through June, the remote pickup day was just Tuesday afternoon due to the reduced amount of remote only students.

# The Future

- We will be working to continue serving our students in the “new normal” as guidelines evolve.
- We will also continue:
  - serving breakfast and lunch
  - prepackaging our own prepared meals
  - using the high school as a commissary to prepare elementary school meals for delivery
  - grow professional development and teambuilding for School Nutrition Staff
  - develop scratch cooking recipes
- Achieve a smooth transition to the “Hungry Lion Cafe” at Parker Middle Schools
- Review vending machine opportunities at the High School and a new Grab-and-Go meal room.

# Staff Training

COVID-19 protocol training (distancing, etc., geared for food preparation). School Nursing Dept Leader always available to address questions and concerns.

Many staff had an overall training on new kitchen equipment at the Hungry Lion Café at the Parker Middle School. More training is scheduled for August.

All staff attended a virtual training from John Stalker Institute titled "Keeping positive attitudes throughout the pandemic".

# Professional Accomplishments

Vice Present of the School  
Nutrition Association of  
Massachusetts 2020-2021

President Elec of the  
School Nutrition Association  
of Massachusetts 2021-2022



# MAY 1st School Lunch Hero Day

- ▶ Governor Baker proclaimed that school nutrition professionals have selflessly gone above and beyond to ensure students continue to have access to school meals while schools were closed, and they quickly adapted and transformed statewide meal distribution.





Any questions and thank you.

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

# CHELMSFORD PUBLIC SCHOOLS

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Jay Lang, Ed.D., Superintendent

## **Memorandum**

To: Members of the School Committee  
From: Jay Lang, Ed.D., Superintendent of Schools  
Date: June 13, 2021  
Re: School Committee Policy ADF – Wellness Policy

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The Wellness Committee has been working this year to review and refine the Wellness Policy for the Chelmsford Public Schools. Members of the Wellness Committee will be present at the next school committee meeting to discuss recommended revisions and updates to the current policy. Attached in advance for your review are two (2) documents. The first document incorporates the recommended additions in red and a strikethrough in the language recommended for removal. The second document is a clean copy with all the recommended revisions incorporated.

## **General Wellness Policy Document 21-22**

***Please be sure to put all new/suggested language in red. Please use the strikethrough feature in google docs if any language in the policy needs to be eliminated based on the new additions.***

**File: ADF - WELLNESS POLICY** 

***A link shall be posted on each school's website to this policy and include related programming information.***

### **General Policy**

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

- be designed in response to demonstrated needs in the school community
- utilize models whose effectiveness can be demonstrated
- make efficient use of school and community resources
- respond to families' needs and preferences to the greatest degree possible
- provide students with information and skills that can be adapted across the lifespan
- include specific goals for Health Education, Physical Education, Nutrition Education, and Personal Safety and Well-being
- ***Encourage Principals, teachers, and staff to promote a school environment supportive of healthy eating and life-long health. School personnel are encouraged to model healthy eating and physical activity.***

The comprehensive wellness program will incorporate the following components:

***1. Healthy School Environment-*** A culture and climate within schools that supports the physical, cognitive, emotional, and social well-being of school members, facilitates their safety, and is consistent with federal and state guidelines.



**2. Student Programs** - Programs to address students' physical, social, emotional, and learning needs. These will include, but not be limited to, peer programs, extracurricular activities, student assistance programs, and enrichment programs.

**3. Parent and Staff Support Programs** - Programs to provide information and support to parents, school staff, and faculty members who are directly involved in the care and education of students. This will include (a) professional development for staff in the areas of physical health and development, social-emotional issues, and nutrition, (b) employee assistance and wellness programs, and (c) parent education and support programs.

***The District promotes and supports the physical and social/emotional wellness of all employees by providing professional development in the areas of physical health and development, socio-emotional issues, and nutrition. Employees can also access an array of programming and resources on topics including nutrition, exercise, emotional wellness and self-care through a partnership with MIIA (Massachusetts interlocal Insurance Association) and additional resources including free, confidential counseling and advocacy through a partnership with the All One Employee Assistance Program***

**4. Pupil Services** - School nurses, school psychologists, and school counselors will be available to provide for the health-related and social-emotional needs of individual students.

**5. Curriculum, Instruction, and Assessment**- Chelmsford staff and faculty members will plan, implement, and evaluate an appropriate pre K - 12 curriculum that addresses essential health and safety issues.

**6. Community Connections** - School personnel will strive to establish relationships among families, members of the school community, and members of the greater Chelmsford community in order to identify and facilitate access to available wellness resources.

**7. School Wellness Advisory Committee**- To monitor the progress of the policy, use data to make informed recommendations for programmatic/policy adoption, and provide an annual report to the Chelmsford School Committee and Superintendent.

### **Health Education and Nutrition Education**

A comprehensive program of health education that is designed to promote healthful living and discourage health-risk behaviors will be offered ~~pre-kindergarten~~ 5th through twelfth grade. **The CPS Health Education curriculum will enable students, through a**

**comprehensive curriculum, to acquire the knowledge and skills necessary to make healthy lifestyle choices.** Health literate graduates of the school system will be able to:

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

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

- ~~1. Utilize educational theories and methods that have credible evidence of effectiveness;~~
- ~~2. Emphasize learning and practicing the skills students need for healthful living;~~
- ~~3. Build functional knowledge and skills from year to year (i.e., be sequential in design);~~
1. Include accurate and up-to-date information;
2. Use active, participatory instructional strategies and techniques;
3. Be appropriate to students' developmental levels, personal behaviors, and cultural backgrounds;
- ~~7. Be consistent with community standards;~~
4. Focus on the behaviors that have the greatest effect on a person's health and emphasize the short term and long-term consequences of personal health behaviors;
5. Encourage students to assess their personal behaviors and habits, set goals for improvement, and resist peer and wider social pressures to make unhealthy choices;
- ~~10. Stress the appealing aspects of living a healthy lifestyle;~~

6. Address students' health-related concerns;
7. Utilize curriculum materials that are gender-neutral and non-stereotyping;
8. Assess students' achievement of health knowledge and skills with common assessment instruments aligned with the curriculum;
9. Be appropriately adapted to the special needs of students with disabling conditions;
10. Be taught by well-prepared specialists who are highly qualified and certified by the state to teach health education with adequate support;
11. Be allocated enough instructional time to achieve the program's goals;
12. Be taught in classes that are the same average size as classes in other subject areas;
13. Include means for program evaluation;
14. Involve parents and families as active partners in their children's learning;
- ~~20. Explain to students the relationship among dietary intake, eating behaviors, physical activity and emotional health.~~

**15.  Provide nutrition education knowledge and skills necessary to promote health;**

**16.  Integrate nutrition topics within the comprehensive health education curriculum.**

### **Physical Education and Physical Activity**

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

1. Emphasize knowledge, skills, and personal goal-setting for a lifetime of regular physical activity;
2. Be consistent with Massachusetts State Frameworks for physical education and with national standards that define what students should know and be able to do;
3. Provide many different physical activity choices;
4. Feature cooperative as well as competitive games;
5. Meet the needs of all students;
6. Take into account gender and cultural differences;
7. Teach self-management skills as well as movement skills;
8. Actively teach cooperation, fair play, and responsible participation in physical activity;
9. Have student/teacher ratios comparable to those in other curricular areas;
10. Promote participation in physical activity outside of school;
11. Focus, at the high school level, on helping adolescents make the transition to an active (adult) lifestyle;
12. Provide a home link with information to caregivers to help them promote and incorporate physical activity and healthy eating into the children's lives;
13. Offer comprehensive Physical Education from Pre-K through Grade 12;
14. Schools may not allow students to be exempt for required physical education class time or credit unless medically necessary;
15. There will be no substitutions allowed for physical education time requirements;
16. Schools will not withhold physical education from students as a punishment for poor behavior or incomplete class work.

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

Physical education will be taught by highly qualified specialists who are certified by the state to teach physical education. All physical education teachers will regularly participate



in professional development activities to effectively deliver the physical education program. Preparation and professional development activities will provide basic knowledge of the physical development of children and adolescents combined with skill practice in program-specific activities and other appropriate instructional techniques and strategies designed to promote lifelong habits of physical activity.

### Physical Activity

Chelmsford Public Schools recognize the importance of daily physical activity in and outside the classroom. Regular physical activity provides significant benefits for health and will be encouraged in and outside the school day.


1. Provide at least one daily recess period in ~~PreK Kindergarten~~ through grade 6 which is not used as a punishment/reward.
2. In an effort to engage families and the community, CPS will strive to offer physically active opportunities across the district.
3. CPS will encourage physical activity break opportunities during the school day.

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

### Nutrition

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


Food Service and Appropriate School Personnel will:

1.  Provide an assurance that guidelines for reimbursable school meals will not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and section 9 (t) (1) and 17 (a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758) (t) (1), 1766 (a) 0, as those regulations apply to schools. **The School Breakfast and Lunch programs will operate in accordance with the [USDA nutrition standards for school meals](#).**

2. Include fresh fruits and vegetables from local farmers when practicable in school meal offerings;

3. Serve students a reimbursable meal, regardless of whether the student has money to pay and/or an outstanding balance owed. Schools will not stigmatize students who are unable to pay for their meal.

4. Provide enough time for students to eat.

5.  Make potable water available to all students during the day and at meals free of charge, at water fountains and water-filling stations located throughout the school facilities (not bottled water).


6. Ensure profit generation will not take precedence over the nutritional needs of the students. The child nutrition program will aim to be self-supporting; however, the program is an essential educational support activity. If subsidy of the child nutrition fund is needed, it will not be from the sale of foods with minimal nutritional value or compete nutritionally with program meals;

7. Emphasize that food not be used as a reward or punishment for student behaviors, unless it is detailed in a student's Individualized Education Plan, 504 Plan, Health Care Plan or any other document utilized to meet the specific needs of a student;

8. Refrain from using candy, snacks of minimal nutritional value, and soft drinks as rewards for students or as manipulatives in curriculum activities, and seek non-food alternatives in holiday and birthday parties in the classroom;


8. Ensure that all students have affordable access to the varied and nutritious foods needed to promote life-long health;

9. Ensure applications for free or reduced-price school meals are readily available. Applications can be found on the School District Website under "Nutrition." Physical applications are also available in the School Nutrition Office and at the Administration Building.

10.  Protect student privacy by utilizing a Point Of Sale (POS) system in which students are not overtly identified for receiving free or reduced meals;

11. Be sensitive to the school environment in displaying food providers' logo and trademark on school grounds;


12. Be consistent with established nutrition environment standards with the advertising of foods and beverages in the areas accessible to students during mealtimes;

13.  Meet hiring and annual continuing education and training requirements in accordance with the [USDA Professional Standards for Child Nutrition Professionals](#);


14. Comply with all state and local food safety regulations. Hazard Analysis and Critical Control Point plans and guidelines will be implemented to prevent food illness in schools;

*Regarding Competitive Foods & Beverages:*


15. The district discourages consumption of competitive foods in place of school meals by limiting competitive food choices during meal times in the cafeteria.

16.  Per state and federal regulations, all competitive foods and beverages sold to students outside of the school meal programs during the school day (defined as midnight before to 30 minutes after school ends) must meet the [USDA Smart Snacks in School](#) nutrition standards and the MA 105 CMR 225.000: [Nutrition Standards For Competitive Foods And Beverages In Public Schools](#). This includes foods sold at school stores and other a la carte items. Items sold in vending machines must remain compliant with these nutrition standards at all times.

- a. All nutrition information will be made available to students for non-prepackaged competitive foods and beverages served in the cafeteria (this does not apply to fresh fruit and vegetables).

17.  Any foods served (not sold) to students free of charge are encouraged to adhere to the above mentioned state and federal nutrition standards for competitive foods and beverages. This includes, but is not limited to, classroom celebrations or school-wide events.



*Regarding In-School Fundraisers:*

18.  In accordance with USDA Smart Snacks in School nutrition standards, **all** foods and beverages sold during the school day (defined as midnight before to 30 minutes after school ends) as part of an in-school fundraiser must comply with [federal nutrition standards](#). Fundraisers that sell non-food items or foods or beverages that meet the nutrition standards are acceptable.

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

### **Wellness Promotion and Marketing:**

**Chelmsford Public Schools recognizes that the images and promotions of unhealthy foods and beverages is inconsistent with our general wellness policy and our efforts to promote healthy choices by our students.**

-  ***An effort will be made to remove marketing of foods and beverages that do not meet Smart Snack standards from the cafeteria and school grounds. Existing vending machines, branded serving containers, and coolers with logos will be replaced when possible.***
-  ***Prohibits all marketing of food and beverages that do not meet Smart Snack nutrition standards***
- ***It is recommended that schools avoid participating in fundraising or corporate incentive programs that promote a message inconsistent with our goals for a healthy school community.***

### **Health and Safety**

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

1. Providing school buildings and grounds, buses and equipment with devices/technology that meet required health and safety standards that include environmental air quality, sanitation, water, snow, and ice removal keeping them inviting, clean, safe and in good repair;
2. Creating an environment where students, parents/guardians and staff are respected, valued and accepted with high expectations for personal behavior and accomplishments;

3. Providing staff training in appropriate safety procedures that include, but are not limited to, Staff Crisis Manual, Policies, Crisis Teams, Mandatory Reporting Responsibilities, Harassment, Life Threatening Allergies, Nonviolent, Crisis Intervention, and Blood Borne Pathogens;
4. Working with staff, students, and the Chelmsford community in conjunction with local law enforcement, to maintain a school environment that is free of tobacco, alcohol and other drugs;
5. Effectively communicating safety issues with staff, students and the community including but not limited to E-Mail, Connect Ed calls, and news releases;
6. Using cleaning supplies that are effective and safe for use in schools with safety information provided for their proper use;
7. Complying with health, state, and federal laws to support safe food preparation, food storage and addressing cross contamination concerns in the Food Service Department;
8. Supporting school programs that teach and practice safety measures that include, but are not limited to, fire safety, bike helmet, live smart, universal precautions/hygiene, and Darkness to Light;
9. Supporting a district wide Food Allergy Program.

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

### **School Wellness Advisory Committee**

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

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

- Community Serving Agencies (Local Health Care, Hospital, Mental Health providers)
- Nutritional and Food Service Staff
- Parents

- Physical and Health Education Staff
- School Administration
- School Committee
- School Nursing Staff
- Students

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

- Establish observable and measurable goals and objectives based on review of student and public health data as well as input from the school and community at-large;
- Make recommendations regarding district programs and policies to promote student wellness;
- ~~– Identify persons responsible to ensure that school programs and practices are in alignment with the District Wellness Policy;~~

**Assess district compliance to state and federal wellness policy:**

- **Every three years, review the latest national recommendations pertaining to school health and update the wellness policy accordingly.**
- **Every three years, conduct a quantitative assessment of policy implementation using the Wellness School Assessment Tool-Implementation (WellSAT-I), the School Health Index or equivalent tool**

**Communicate with district personnel and community**

- Communicate to the Superintendent, School Committee, **each school's Multi-Tiered Systems of Support (MTSS) team**, and public, information regarding programs, policies, and community links related to the general well-being;
- Deliver an annual report to the Superintendent and the School Committee that includes the goals, action plans, progress monitoring and identification of areas that need to be addressed for the upcoming school year.
- **Deliver a triennial progress report with information about each school's wellness related activities which will be shared with the entire school community.**

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

The Chelmsford Public Schools will determine in advance any special school-wide events that will include food. Food will only be used in curriculum and special school events during the school day when protocol is followed and the protocol checklist form is filled out two or more weeks before the event.

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

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

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

## **Life Threatening Food Allergy Policy**

The Chelmsford School Committee recognizes that students may have reactions to allergens that range from mild to severe life threatening anaphylactic reaction. The Chelmsford School Committee also recognizes the importance for the Chelmsford School District to have a clearly defined plan relative to any allergy for students. The Administration and staff of the Chelmsford Public Schools (CPS) shall comply and implement protocols established to minimize the risk of exposure to allergens that pose a threat to students, plan for the individual needs of students with life-threatening food allergies, and educate all members of the school community on Life Threatening Allergies (LTA). The plans and protocols

should address: (a) measures to reduce exposure to allergens; and (b) procedures to treat allergic reactions.

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

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

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

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



athletic contests, plays, or ceremonies) or (B) programs or events on CPS property that are sponsored by various parent, community, and private groups.

LEGAL REFS.: M.G.L. [258C:13](#); [71:55A](#)

Americans with Disabilities Act

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

**File: ADF - WELLNESS POLICY** 

A link shall be posted on each school's website to this policy and include related programming information.

**General Policy**

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

- be designed in response to demonstrated needs in the school community
- utilize models whose effectiveness can be demonstrated
- make efficient use of school and community resources
- respond to families' needs and preferences to the greatest degree possible
- provide students with information and skills that can be adapted across the lifespan
- include specific goals for Health Education, Physical Education, Nutrition Education, and Personal Safety and Well-being
- Encourage Principals, teachers, and staff to promote a school environment supportive of healthy eating and life-long health. School personnel are encouraged to model healthy eating and physical activity.

The comprehensive wellness program will incorporate the following components:

**1. *Healthy School Environment***- A culture and climate within schools that supports the physical, cognitive, emotional, and social well-being of school members, facilitates their safety, and is consistent with federal and state guidelines.

**2. *Student Programs*** - Programs to address students' physical, social, emotional, and learning needs. These will include, but not be limited to, peer programs, extracurricular activities, student assistance programs, and enrichment programs.

**3. *Staff Support Programs*** - *The District promotes and supports the physical and social/emotional wellness of all employees by providing professional development in*

*the areas of physical health and development, socio-emotional issues, and nutrition. Employees can also access an array of programming and resources on topics including nutrition, exercise, emotional wellness and self-care through a partnership with MIIA (Massachusetts interlocal Insurance Association) and additional resources including free, confidential counseling and advocacy through a partnership with the All One Employee Assistance Program*

**4. Pupil Services** - School nurses, school psychologists, and school counselors will be available to provide for the health-related and social-emotional needs of individual students.

**5. Curriculum, Instruction, and Assessment-** Chelmsford staff and faculty members will plan, implement, and evaluate an appropriate pre K - 12 curriculum that addresses essential health and safety issues.

**6. Community Connections** - School personnel will strive to establish relationships among families, members of the school community, and members of the greater Chelmsford community in order to identify and facilitate access to available wellness resources.

**7. School Wellness Advisory Committee-** To monitor the progress of the policy, use data to make informed recommendations for programmatic/policy adoption, and provide an annual report to the Chelmsford School Committee and Superintendent.


### **Health Education and Nutrition Education**


A comprehensive program of health education that is designed to promote healthful living and discourage health-risk behaviors will be offered 5th through twelfth grade. The CPS Health Education curriculum will enable students, through a comprehensive curriculum, to acquire the knowledge and skills necessary to make healthy lifestyle choices. Health literate graduates of the school system will be able to:

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

- Advocate for personal, family, and community health.

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

1. Include accurate and up-to-date information;
2. Use active, participatory instructional strategies and techniques;
3. Be appropriate to students' developmental levels, personal behaviors, and cultural backgrounds;
4. Focus on the behaviors that have the greatest effect on a person's health and emphasize the short term and long-term consequences of personal health behaviors;
5. Encourage students to assess their personal behaviors and habits, set goals for improvement, and resist peer and wider social pressures to make unhealthy choices;
6. Address students' health-related concerns;
7. Utilize curriculum materials that are gender-neutral and non-stereotyping;
8. Assess students' achievement of health knowledge and skills with common assessment instruments aligned with the curriculum;
9. Be appropriately adapted to the special needs of students with disabling conditions;
10. Be taught by well-prepared specialists who are highly qualified and certified by the state to teach health education with adequate support;
11. Be allocated enough instructional time to achieve the program's goals;
12. Be taught in classes that are the same average size as classes in other subject areas;
13. Include means for program evaluation;
14. Involve parents and families as active partners in their children's learning;
15.  Provide nutrition education knowledge and skills necessary to promote health;

16.  Integrate nutrition topics within the comprehensive health education curriculum.

### **Physical Education and Physical Activity**

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

1. Emphasize knowledge, skills, and personal goal-setting for a lifetime of regular physical activity;
2. Be consistent with Massachusetts State Frameworks for physical education and with national standards that define what students should know and be able to do;
3. Provide many different physical activity choices;
4. Feature cooperative as well as competitive games;
5. Meet the needs of all students;
6. Take into account gender and cultural differences;
7. Teach self-management skills as well as movement skills;
8. Actively teach cooperation, fair play, and responsible participation in physical activity;
9. Have student/teacher ratios comparable to those in other curricular areas;
10. Promote participation in physical activity outside of school;
11. Focus, at the high school level, on helping adolescents make the transition to an active (adult) lifestyle;
12. Provide a home link with information to caregivers to help them promote and incorporate physical activity and healthy eating into the children's lives;
13. Offer comprehensive Physical Education from Pre-K through Grade 12;

14. Schools may not allow students to be exempt for required physical education class time or credit unless medically necessary;

15. There will be no substitutions allowed for physical education time requirements;

16. Schools will not withhold physical education from students as a punishment for poor behavior or incomplete class work.

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

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

### Physical Activity

Chelmsford Public Schools recognize the importance of daily physical activity in and outside the classroom. Regular physical activity provides significant benefits for health and will be encouraged in and outside the school day.

1. Provide at least one daily recess period in PreK through grade 6 which is not used as a punishment/reward.
2. In an effort to engage families and the community, CPS will strive to offer physically active opportunities across the district.
3. CPS will encourage physical activity break opportunities during the school day.



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


### **Nutrition**


Chelmsford Public Schools recognizes that an intake of healthy, nutritious food is essential for students to succeed academically. Healthy eating patterns during childhood can affect

eating patterns in later years; therefore, students need to gain the knowledge and skills that are necessary to select foods that promote lifelong health. Students of all ages need the knowledge to help them make appropriate food choices, and to understand food promotion through media messages regarding realistic body size and shape.

Food Service and Appropriate School Personnel will:


1.  Provide an assurance that guidelines for reimbursable school meals will not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and section 9 (t) (1) and 17 (a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758) (t) (1), 1766 (a) 0, as those regulations apply to schools. The School Breakfast and Lunch programs will operate in accordance with the [USDA nutrition standards for school meals](#).
2. Include fresh fruits and vegetables from local farmers when practicable in school meal offerings;
3. Serve students a reimbursable meal, regardless of whether the student has money to pay and/or an outstanding balance owed. Schools will not stigmatize students who are unable to pay for their meal.
4. Provide enough time for students to eat.
5.  Make potable water available to all students during the day and at meals free of charge, at water fountains and water-filling stations located throughout the school facilities (not bottled water).
6. Ensure profit generation will not take precedence over the nutritional needs of the students. The child nutrition program will aim to be self-supporting; however, the program is an essential educational support activity. If subsidy of the child nutrition fund is needed, it will not be from the sale of foods with minimal nutritional value or compete nutritionally with program meals;
7. Emphasize that food not be used as a reward or punishment for student behaviors, unless it is detailed in a student's Individualized Education Plan, 504 Plan, Health Care Plan or any other document utilized to meet the specific needs of a student;
8. Refrain from using candy, snacks of minimal nutritional value, and soft drinks as rewards for students or as manipulatives in curriculum activities, and seek non-food alternatives in holiday and birthday parties in the classroom;

8. Ensure that all students have affordable access to the varied and nutritious foods needed to promote life-long health;
9. Ensure applications for free or reduced-price school meals are readily available. Applications can be found on the School District Website under “Nutrition.” Physical applications are also available in the School Nutrition Office and at the Administration Building.
10.  Protect student privacy by utilizing a Point Of Sale (POS) system in which students are not overtly identified for receiving free or reduced meals;
11. Be sensitive to the school environment in displaying food providers' logo and trademark on school grounds;
12. Be consistent with established nutrition environment standards with the advertising of foods and beverages in the areas accessible to students during mealtimes;


13.  Meet hiring and annual continuing education and training requirements in accordance with the USDA Professional Standards for Child Nutrition Professionals;
14. Comply with all state and local food safety regulations. Hazard Analysis and Critical Control Point plans and guidelines will be implemented to prevent food illness in schools;

*Regarding Competitive Foods & Beverages:*


15. The district discourages consumption of competitive foods in place of school meals by limiting competitive food choices during meal times in the cafeteria.

16.  Per state and federal regulations, all competitive foods and beverages sold to students outside of the school meal programs during the school day (defined as midnight before to 30 minutes after school ends) must meet the USDA Smart Snacks in School nutrition standards and the MA 105 CMR 225.000: Nutrition Standards For Competitive Foods And Beverages In Public Schools. This includes foods sold at school stores and other a la carte items. Items sold in vending machines must remain compliant with these nutrition standards at all times.
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- It is recommended that schools avoid participating in fundraising or corporate incentive programs that promote a message inconsistent with our goals for a healthy school community.

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4. Working with staff, students, and the Chelmsford community in conjunction with local law enforcement, to maintain a school environment that is free of tobacco, alcohol and other drugs;
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6. Using cleaning supplies that are effective and safe for use in schools with safety information provided for their proper use;
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The School Wellness Advisory Committee is charged to meet 4-5 times per year in order to:

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Assess district compliance to state and federal wellness policy:

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Communicate with district personnel and community

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2. The teacher shall send a letter home to all parents/guardians of all students involved informing them that food will be used in the specific curriculum activity or special school event.
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LEGAL REFS.: M.G.L. 258C:13; 71:55A

Americans with Disabilities Act

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



# CHELMSFORD PUBLIC SCHOOLS

Dr. Linda Hirsch, Assistant Superintendent

## MEMORANDUM

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

From: Dr. Linda Hirsch, Assistant Superintendent *Linda Hirsch*

Date: June 15, 2021

RE: School Transition Plans

As schools continue preparations for the end of year with current protocols in place and start their planning for the return to school this fall, there have been many events planned to transition students to the next grade and/or school level. Below is a summary from each of the building principals about events that have happened the past few weeks and future events for school reopening in the fall.

### CHS

All eighth graders, whether currently in-person or remote, have been invited to attend a Move-Up Day! McCarthy student's scheduled to visit from 11:45-2 on Monday, June 14th, and Parker student' scheduled visit from 11:45-2 on Tuesday, June 15th. A survey gauging each remote student's comfort level in attending in person was sent out two weeks ago; the majority of remote students attended Move-Up Day in person. They were dropped off at their corresponding school and joined their peers before being walked to CHS to meet their mentor.

Remote students who have elected not to attend in person have been added to a Google Classroom on which a "Remote Move-Up Day" video was posted on Monday. This video has been produced by our awesome Mentor Board (consisting of Co-Presidents Sachi Badola and Elizabeth Silva, VP Brianna Figueroa, Secretary Lyla El-Gamel, and Board members LJ Robson, Sofia Balan, Ellen Angwin, Allie LoCoco, Sankalp Bhojar, Julia Pitts, Samantha Malone, Maddie Priestly, Chloe Molinari, and Campbell Brown). It includes a virtual tour of the school, a 9th grade teacher panel, and a student panel consisting of sophomores (simply because they had a more traditional freshman year to which our 8th graders can look forward).

We will continue with our traditional mentoring program for all incoming freshman and new to CHS students this summer, as well as provide school tours and connections for all students grades 10-12 that were fully remote for the 2020/2021 school year.





# CHELMSFORD PUBLIC SCHOOLS

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Dr. Linda Hirsch, Assistant Superintendent

## **Parker**

On Monday, June 14th, the Parker 5th grade classrooms partnered with the 4th grade classrooms from Harrington & Byam. The incoming students spoke with our current 5th grade classes and learn about life at Parker MS. The students have already submitted over 100 questions that will be addressed by our 5th grade students. Each 4th grade classroom has been paired with a Parker classroom to keep the groups small and manageable. Dr. Parks will also be making a video to introduce himself and other Parker staff. This will be similar to what the students experience when they were able to come to Parker in-person for their tour.

The 8th grade students will be traveling to CHS on Tuesday, June 15th to meet their student mentor(s) and tour the school. Current 9th grade students will host a panel discussion where 8th graders can ask questions, etc. The 8th grad students have already been contacted by their mentor and are working to establish a positive, supportive relationship. We are still working on plans to welcome our fully remote students back into the building next fall.

## **McCarthy**

Currently, Mrs. Seero, one of our school counselors, has been meeting with teachers, psychologists, counselors and/or students at Center and South Row Elementary and to gain insight on student needs for placement in grade 5. Some meetings have been in person and others have or will be virtual. A short video presentation is being produced to be sent to all grade four teachers as well as directly to incoming McCarthy students and families that will highlight the top questions fourth grades ask about McCarthy Middle School. We are planning a trip for the students in the South Row STRIVE program to visit us for about an hour. Our 8<sup>th</sup> graders have a “Walk Up Day” to CHS, which includes the remote students meeting at the high school and attending on the same day as the in-person students. In the month of August, we will have a minimum of two open houses where students new to McCarthy or for those who have not been in the building since March 2020 can come to McCarthy with their schedule in hand and walk around to familiarize themselves with the building. We will have older McCarthy students on hand to help students locate classrooms and answer questions. These dates will be established once we have the dates the cleaners will be done cleaning and the building can be accessed safely.

## **Byam**

After a year that saw various models and transitions, we are looking forward to a full return to in-person learning for all of our students. Many of our activities and events are already happening and will be ongoing through the start of school. Prior to the April 5th elementary model shift, we held parent information sessions virtually and created videos for our students who would be in the building for the first time. As a Byam staff, we reintroduced our 3R expectations (Respectful, Responsible and Ready) for in-person learning. These previews and reviews proved beneficial for this transition. In late May we held our incoming Kindergarten Parent Evening that was attended by nearly 70 families. This forum gave families an overview of our kindergarten program as well as an avenue to ask questions. The following week we conducted our kindergarten screenings under our tent in the front of the school. Byam staff screened students and were able to meet with families. These are traditionally part of our kindergarten transition and we were thrilled to have them back this spring. As students receive placements this summer, there will also be a grade level video of the teachers being interviewed included so they can put names to







# CHELMSFORD PUBLIC SCHOOLS

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Dr. Linda Hirsch, Assistant Superintendent

faces and voices. While building tours are usually a part of our summer transition, this year we will be offering more frequent targeted tours for students. These tours will be more personalized by grade levels and class so that students can have a smaller and more focused experience. We will again be offering kindergarten play dates on the Byam playground where families can have a casual setting to meet others in their class. These play dates are also going to be extended to our incoming first grade students that were fully remote this year. These students never physically joined the Byam building so a chance to have an experience that would have typically been part of their kindergarten year can happen as they enter first grade. As the year approaches we will continue to utilize videos for families to view prior to the start of school. We are also planning on offering an additional family information session prior to the first day of school. When school starts, our PBIS team and staff will be giving students full expectations tours utilizing our passport system. Each location and the expectations are instructed and practiced. Students then receive stamps in their passport to indicate they've toured and demonstrated the expectations for each location. In the fall teacher we will also be utilizing an internalizing and externalizing form to identify students who are in need of further social and emotional support. As a Byam community, we understand that this transition to the 21-22 school year will not be without challenges, but we are dedicated to supporting our students and starting off the school year successfully.

## **Center**

Center school was pleased to have our remote students join us for several in person events the last few weeks of school. All but seven of our third and fourth grade students were able to join their class for MCAS testing. All remote students were invited to participate in our Fun Run field day events this week and the majority attended and were clearly thrilled to have an opportunity to see and be with their classmates and teachers. We have a full day of events planned for our fourth-grade students today and all remote students have been invited and most plan to attend, in addition they will be joining us for our traditional clap out.

We were pleased to be able to hold our kindergarten screenings this year. Over 80 families brought their children to Center, providing an initial opportunity to see the campus and meet some staff members. We will be doing our traditional home visits to kindergarten families again this summer. We bring a book to them, which was provided by our generous CSPTO. Teachers, curriculum coordinators, Dr. Lang, Dr. Hirsch and many others have joined us on these visits, and we invite you to join us this summer as well. Please reach out and we will arrange a time. We have found it is wonderful way to build a strong, positive connection with families right from the start of their time at Center.

We plan to do some community read alouds throughout the summer, as well as some play dates and tours of the school in August. Families who have chosen to learn remotely will be encouraged to attend to reacclimate students to the campus. We will notify families of these events through connect ed and on our website. You are certainly welcome to join us for any of these.





# CHELMSFORD PUBLIC SCHOOLS

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Dr. Linda Hirsch, Assistant Superintendent

## **Harrington**

As Harrington closes out another amazing (but challenging) school year, we will be bringing back some normalcy regarding our end of the year practices. For starters, we held a Kindergarten Orientation Session for our incoming Kindergarten families, grade level teachers will be sending home (move up) presentations to all families of their incoming students so that students and their families will be familiar with the teachers on that grade level team when placement letters are sent home later this Summer. Different than previous last day events, this year we will be honoring our 4th grade students by having a whole school clap out session on June 16th. All students and staff will surround the outside of Harrington and celebrate our 4th graders as they walk around the school. All remote students will be invited to this celebration to bring the entire community back together one last time for this year. After the clap out, the 4th grade will enjoy yearbook signing and outside activities, as well as an ice cream truck that will be provided by our HPTO. Over the summer we will be offering school tours to any new students to the school, as well as current remote students who have never attending Harrington in person. We will also be holding a HPTO sponsored Kindergarten Playground Playdate in August as well, so our future littlest learners can have an opportunity to meet some classmates before the start of the year in their new school.

## **South Row**

During the spring of 2021 at South Row, we have been able to do several “transition” events to prepare for the return of all students to full in person in the fall. We held a virtual, live Kindergarten Orientation for parents. We also had an outdoor Kindergarten screening event. For our fourth graders, we were able to do an outdoor field day and virtual moving on ceremony to celebrate the end of their elementary career. Each grade level of teachers made a video about their grade level to show the rising students. All grades participated in a modified outdoor “Fit Fest.”

We had an incredible “Remote Fun Day” where almost every single remote student came to meet their classmates for an hour on our play pad / playground. While here, the classes did a greeting, Author’s Day, took a “we survived remote learning” photo, and played on the playground together as a class. They were sent off with the traditional “Bubble Send off.” It was a highlight for remote students and teachers alike.

This summer, with Mrs. Terri Gilbert’s transition to South Row as Principal, she hopes to offer a “meet the Principal” playdate per grade on the playground. In addition, since families have not been in the building this year, there will be a “New Family Tour” for those families who registered for the 2020-21 school year and a separate one for those families registering for the 2021-22 school year. Our incoming K classes will have playdates on the playground before school starts and get a sneak peek at K classrooms.





# CHELMSFORD PUBLIC SCHOOLS

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Dr. Linda Hirsch, Assistant Superintendent

## MEMORANDUM

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

From: Dr. Linda Hirsch, Assistant Superintendent *Linda J. Hirsch*

Date: June 15, 2021

RE: Summer Learning Resources

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The curriculum department has created a resource and activities document, in order to keep students connected to learning this summer using our [Smore Newsletter](#) platform. Each content area department coordinator has reviewed activities and new resources for each level and discipline for parents to use throughout the summer to keep their child(ren) engaged in learning over the next few months. These resources are a combination of digital resources we have available already as a district and other enrichment activities for parents and students to access to keep learning as fluid as possible during the summertime. Many of the digital resources available will be familiar to students as they are used in school. These resources and other academic options may continue to be accessed through the students' [CLEVER](#) portal. Resources will be updated as they become available throughout the summer. This information will be sent through our district and school newsletters, as well as through ConnectEd.



# CHELMSFORD PUBLIC SCHOOLS

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## Memorandum

To: Jay Lang, Superintendent  
Members of the School Committee

From: Cheryl Kirkpatrick, Director Personnel & Professional Learning

Date: June 10, 2021

Re: 2021/22 Employee Handbook Updates

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The purpose of this memo is to provide the School Committee with recommended updates to our 2021 Employee Handbook for their approval. Attached you will find a marked-up version of the 2020 Employee handbook indicating the changes that were made to the original, approved version, as well as a clean version of the 2021 Employee Handbook with changes incorporated.

The Employee Handbook was approved in July of 2018 as a resource for all Chelmsford Public Schools staff. It is available on the Chelmsford Public School website and enables staff access to all its resources digitally through links embedded in the document. The Office of Human Resources uses it often to provide people with easy access to resources and answers to many of their questions. Each year we review this document to ensure the links are active and the documents up to date. We also update the resources that staff request that change from year to year, for example, health and dental benefit descriptions and costs.

This year, most of our edits were link updates and slight adjustments to text, so the edits are minimal.

Attached to this document you will find the following:

- 1) A copy of the 2020 Employee Handbook in tracked changes with comments to indicate when links were updated.
- 2) A “clean” version of the recommended edits.

Once approved, the document will be uploaded on the Human Resources website as a Google Document. Please let me know if you have any questions and thank you for presenting this to the Chelmsford School Committee.

# Chelmsford Public Schools



## Employee Handbook

Published 2021~~0~~

Dear Chelmsford Public Schools Employees,

The Chelmsford Public Schools (CPS) provides top-notch instruction and services to the students of Chelmsford because of you - the amazing staff who teach them and attend to their every need. I am proud to be a part of this team of talented educators and service providers, and I am committed to ensuring that you have what you need to do your best for your students and for each other.

To this end, it is with great pleasure that I share with you a resource that I hope will assist many of you in accessing answers to common questions that CPS employees have, and resources that CPS employees may need. The content of this resource reflects the P.R.I.D.E. we collectively communicate to our students as important attributes, and which we cultivate as a professional community through our support of each other, and the important work we do. We hope this handbook supports you by connecting you to information and services that may be important to you as an employee of the Chelmsford Public Schools. In it you will find information about licensure, benefits, policies, state and federal laws and contacts, all of which are presented to support you in your work in Chelmsford.

I want to thank you for taking the time to review this resource and for continuing to provide us with feedback that will make it better. I also want to thank those staff members who worked to devise the contents and the online structure of this resource, and who continue to attend to your professional needs in countless other ways. By making these supports and resources accessible to you, we'll be supported to best focus our energy on the mission and vision that brings us together: cultivating inspired, creative, and well-rounded lifelong learners.

Sincerely,

Jay Lang, Ed.D.  
Superintendent of Schools

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## **ABOUT THIS EMPLOYEE HANDBOOK**

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This employee handbook is designed as a resource and support of all staff members for the Chelmsford Public Schools. It is created to make accessing policies, resources and laws that may impact employees easier. It provides employees with general personnel information on procedures, policies, obligations and laws for which employees are responsible and which may impact them professionally.

This handbook does not constitute a contract and makes no guarantee of employment, compensation or benefits. The Superintendent and/or School Committee reserve the right to make changes to policies and practices at any time at their sole discretion, without prior notice, and interpret and administer these policies as needed in light of changing circumstances and applicable statutory obligation. The Chelmsford Public Schools will make its best efforts to notify you of these changes.

Employees covered under collective bargaining agreements should consult those collective bargaining agreements for detailed information, including information regarding certain working conditions and benefits. Copies of the contracts are available on the Chelmsford Public Schools website and from union representatives. If there is any conflict between the policies contained herein and the collective bargaining agreement, the collective bargaining agreement would govern the particular term of employment. Nothing in this handbook is intended to infringe on employees' rights under M.G.L. c. 150E.

Chelmsford Public Schools maintains a policy of employment at-will for any employees not covered by a collective bargaining agreement or individual contract. Employment at-will means that employment can be terminated with or without notice at any time and for any lawful reason at either the option of the employee or the School. Accordingly, as noted above, neither the policies nor this Handbook create a contract, and do not make any promises or guarantees.

We hope you will find the contents and the manner with which this handbook is electronically presented to be convenient and useful in support of your work as a Chelmsford Public School employee. Please direct any suggestions or questions to the Office of Human Resources (978)251-5100 x6939 or [Berglundk@chelmsford.k12.ma.us](mailto:Berglundk@chelmsford.k12.ma.us).

## SECTION I – SCHOOL COMMITTEE AND ADMINISTRATION

[\(back to t.o.c.\)](#)

### Mission and Vision of the Chelmsford Public Schools

The mission of the Chelmsford Public Schools is to cultivate inspired, creative, and well-rounded lifelong learners who possess the integrity and self-direction necessary to be contributing community members.

The Chelmsford Public Schools provide all students with multiple pathways to optimize their own potential for academic excellence, leadership, and social and emotional wellness. Teachers work from a rigorous curriculum that is aligned with state standards incorporating the common core, and they use multiple forms of data that informs innovative approaches to teaching. Student success is anchored in the high expectations of teachers who are part of a professional, collaborative culture that demands a continuous focus on instructional improvement. Every student feels safe, cared for, and appropriately challenged and supported in schools that are fully staffed and technologically integrated. Student successes are celebrated within and across schools as well as throughout the broader community. Parents and the community are connected to the daily life of Chelmsford schools through consistent, multi-directional and multi-modal communication, which builds external support for and pride in the district, schools, teachers, and students. As a result of high quality teaching, meaningful partnerships, and well-resourced schools, students contribute to the Chelmsford community as self-directed, creative, and inspired learners who are ready to tackle contemporary issues.

[\(back to t.o.c.\)](#)

### School Governance

The Chelmsford Public Schools is led by a 5-member School Committee which includes the Superintendent of Schools. Find out more about School Committee meetings, agendas, budgets, and the central office administrative team with the following links:

[School Committee](#)

[Central Office Administration](#)

[\(back to t.o.c.\)](#)

### Principals/Schools

The Chelmsford Public Schools (CPS) is comprised of 1 preschool, 4 elementary schools, 2 middle schools and a high school, as well as a Community Education Program offering extended day and extended year programs. In total, CPS serves approximately 5,000 students and has a staff of teachers, support staff, custodians, administrators and other service providers of approximately 940. Please find information about each school by accessing the links below:

[Byam Elementary School](#)

[Center Elementary School](#)

- [Chelmsford High School](#)
- [Chelmsford Integrated Preschool](#)
- [Chelmsford Community Education](#)
- [Harrington Elementary School](#)
- [McCarthy Middle School](#)
- [Parker Middle School](#)
- [South Row Elementary School](#)

[\(back to t.o.c.\)](#)

### System Wide Departments and Leaders

Below, please find links to each of the district's administrative departments which include Business and Finance, Curriculum, Human Resources, Student Support Services, and Technology and Information Systems:

- [Finance and Business](#)
- [Curriculum, Instruction and Assessment](#)
  - [Business Education Department](#)
  - [English Language Arts Department](#)
  - [English Language Learning Department](#)
  - [Fine and Performing Arts Department](#)
  - [Health, Physical Education, and Family and Consumer Science Department](#)
  - [Mathematics Department](#)
  - [Reading Department](#)
  - [School Counseling Department](#)
  - [Science Department](#)
  - [Social Studies Department](#)
  - [Technology Engineering Department](#)
  - [World Languages Department](#)
- [Human Resources](#)
- [Student Services](#)
  - [Special Education](#)
  - [Health Services](#)
  - [School Nutrition](#)
- [Technology and Information Systems](#)

[\(back to t.o.c.\)](#)

### Navigating the Academic Year

Each year, the School Committee announces the next years' school calendar. In addition to the calendar, the district provides information regarding delays and school cancellations on its website.

We hope these resources will help you navigate the upcoming academic year:

- [Chelmsford Public Schools Home Page](#)
- [School Calendar](#)
- [School Cancellation and Delays](#)

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## **SECTION II – GENERAL PERSONNEL INFORMATION**

[\(back to t.o.c.\)](#)

The Chelmsford Public Schools aim to attract, develop and retain spirited, skilled and committed educators to serve all students. All employment opportunities for the Chelmsford Public Schools are offered without regard to race, color, sex, religion, national origin, ethnicity, sexual orientation, ancestry, gender identity or expression, pregnancy or pregnancy related medical conditions, marital status, age, veteran or military status, homelessness, age and/or disability, and any other class or characteristic protected by law.

### **Staff Hiring and On-boarding**

The Chelmsford Public Schools' Office of Human Resources on-boards all new employees. This process includes background checks, policies review, benefits selection, retirement enrollment, payroll and arranging for any payroll deductions. All of the forms employees receive during on-boarding can be accessed here, as well as a checklist to assist new employees in this process. [\(back to t.o.c.\)](#)

#### **New Hire Forms**

- [Onboarding Checklist](#)
- [New Hire Email Instructions](#)
- [Employee Information Sheet](#)

#### **Background Checks**

All offers of employment are contingent upon satisfactory results of these employment screening processes as well as any others that may be required. Chelmsford Public Schools will update CORI records every three (3) years, for individual employees, employees in specific job categories or the school department staff as a whole. An unsatisfactory CORI or SAFIS report may result in termination of employment. Employees who are involved in criminal proceedings that may affect employment should ensure notification to the Director of Personnel and Professional Learning.

- [Criminal Offender Record Information \(CORI\)](#)
- [How to Get Fingerprints Taken](#)
- [SAFIS Registration Guide](#)

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#### **Payroll Documents**

- [W-4 2020W-4 2021](#)
- [Change MA WithholdingsM-4 Massachusetts Withholdings](#)
- [Direct Deposit Form](#) (please note it takes 1-2 pay cycles before direct deposit is in effect. Live checks will be issued during this process)
- [Statement about employment in job not covered by Social Security](#)
- [Sick bank enrollment](#) (for CFT members only)

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#### **Mandatory Employee Policies**

All employees review and acknowledge these policies at time of hire:

- [Acknowledgment of Receipt of Mandatory Employee Policies](#)
- [CPS Sexual Harassment/Title IX Policy \(File ACAB\)](#)
- [CPS Nondiscrimination Policy and Grievance Procedures \(File AC\)](#)
- [CPS Staff Personal Security and Safety \(File GBGB\)](#)
- [CPS Policy on Social Media \(File IJNDD\)](#)
- [CPS Staff Empowered Digital Use Policy \(File IJNDB\)](#)
- [Staff Empowered Digital Use Form \(District Procedures\)](#)
- [State and Federal Employment Policies](#)
- [CPS Staff Ethics/Conflicts of Interest \(File GBEA\)](#)
- [Conflict of Interest Training](#)

All municipal employees are required by the State to take an online test, for which a certificate of completion will be issued. This online training must be completed every two years and a copy of the certificate sent to the Office of Human Resources. See a summary of the MA conflict of interest law here:

- [Conflict of Interest Summary](#)

All employees review and acknowledge these policies annually:

- [Link to annual staff sign-offs](#)

#### **Retirement Enrollment**

All full-time employees of Chelmsford Public Schools enroll in one of two retirement systems. Licensed educators participate in MTRS. Others participate in Middlesex Retirement System. Part-time employees enroll in OBRA. Links for each are found below:

- [Massachusetts Teachers' Retirement System](#)
- [Middlesex Retirement System](#)
  - [Middlesex County Retirement Enrollment Form](#)
  - [Middlesex County Change of Name Form](#)
  - [Middlesex County Beneficiary Selection Form for Refund of Accumulated Deductions](#)
  - [Middlesex County Retirement Beneficiary Selection Form Option D Explanation & Form](#)
- [Great West OBRA Enrollment Form](#)
- [Great West OBRA Explanation Sheet](#)

#### **AESOP**

Aesop is a web based Absence Management program utilized by the district to secure substitute coverage and record absences for staff. Once you have completed all new hire paperwork you will receive an email with your login information and a link to your Aesop profile homepage. For a general overview of how Aesop works please click the links below.

- [AESOP Overview](#)
- [Employee Quick Start Guide](#)

### **Benefits (See section below)**

[\(back to t.o.c.\)](#)

### **Employee Orientation**

All newly hired teachers, nurses and others in the CFT Teachers Bargaining Unit participate in a 2-day orientation that occurs before school begins. The following topics are discussed:

- Introduction to central office and building administrators
- Introduction to union leadership
- Technology training
- An overview of educator evaluation in Chelmsford
- Time to set up classrooms/working spaces

[\(back to t.o.c.\)](#)

### **Benefits**

Chelmsford Public Schools' benefit options are available to personnel who are permanent, full-time employees and permanent, part-time employees who work a regularly scheduled work week of at least 20 hours per week and participate in a public retirement system. Employees who are less than the hours required per week are not eligible for benefits.

Insurance benefit deductions are taken a month in advance. All benefits are based on a July 1 to June 30 calendar year. Information regarding benefits can also be found under the Human Resource's tab on the Chelmsford Public Schools website: [Information Regarding CPS Benefits](#)

Many benefit plans are governed by documents issued by the plan providers. This section is only intended to provide an overview of available benefits. If there is any conflict between the handbook and the benefit plan documents, the plan documents will control.

[\(back to t.o.c.\)](#)

### **Insurance Options**

#### **Health Insurance - Blue Cross Blue ~~Blue~~ Shield <https://www.bcbs.com/>**

Employees can choose between three health insurance policies: PPO, HMO and HMO Select

For new enrollments, BCBS now requires copies of the following:

1. Copy of marriage license (if enrolling spouse)
2. Copies of birth certificates for employee, spouse, all dependent children
  - [Blue Cross Blue Shield Enrollment Form](#)
  - [CPS Bi-Weekly Deduction Calculations for Benefits](#)
  - [Town of Chelmsford Insurance Rates](#)

- [PPO Policy Description](#)
- [PPO Summary of Benefits](#)
- [HMO Policy Description](#)
- [HMO Summary of Benefits](#)
- [HMO Select Policy Description](#)
- [HMO Select Summary of Benefits](#)
- [Fitness Benefit Program](#)
- [Joint Strong Program](#)

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#### **Dental Insurance - Blue Cross Blue Shield <https://www.bcbs.com/>**

Employees can choose between two dental insurance policies: High and Low

- [Blue Cross Blue Shield Enrollment Form](#)
- [CPS Bi-Weekly Deduction Calculations for Benefits](#)
- [Town of Chelmsford Insurance Rates](#)
- [Low Dental Policy Description](#)
- [High Dental Policy Description](#)

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#### **COBRA Continuation Coverage of Health and Dental Insurance**

- Upon termination of active employment, employees can elect to COBRA health and dental insurance for up to 18 months.
- Under federal law, you have 60 days from the date coverage would be lost to choose whether or not to elect COBRA coverage.
- The employee will be required to pay the full cost of the premium plus an administrative fee. Under COBRA continuation, the Chelmsford Public Schools will no longer contribute to the cost of health insurance premiums.

#### **Vision Insurance - Met Life [www.metlife.com](http://www.metlife.com)**

- Eye health exam
- Prescription glasses and sunglasses
- Contact lenses
- Laser Vision Correction
- Employees can choose between individual, Individual +1, Family coverage
  - [MetLife Vision Enrollment Form](#)
  - [CPS Bi-Weekly Deduction Calculations for Benefits](#)
  - [Town of Chelmsford Insurance Rates](#)
  - [Find a Provider Mobile App](#)
  - [MetLife Vision Group Benefits Overview](#)
  - [MetLife Vision Insurance Benefits](#)
  - [MetLife Vision Summary for Chelmsford](#)
  - [Print or Create a MetLife Vision Membership Card](#)

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#### **Basic Life and Voluntary Insurance - Boston Mutual <http://www.bostonmutual.com>**

- Employees can choose a basic life insurance policy that breaks down to \$5,000 toward life insurance or \$5,000 toward accidental death or dismemberment.

- Employees can also choose a voluntary life insurance policy of an amount up to \$100,000 with the stipulation that any coverage over \$40,000 requires medical evidence of insurability.
- Enrollment done directly through employer.
  - [Life Insurance Enrollment Form](#)
  - [CPS Bi-Weekly Deduction Calculations for Benefits](#)
  - [Town of Chelmsford Insurance Rates](#)
  - [Optional Life Insurance Rates](#)
  - [Basic Life & Accidental Death & Dismemberment Summary](#)
  - [Group Insurance Certificate](#)
  - [Authorization for Release of Records](#)
  - [Evidence of Insurability Form](#)
  - [Change of Beneficiary Form](#)

Commented [KC9]: Links updated as necessary

#### **Alternative Insurance - Short and Long-Term Disability through Colonial Life**

<https://www.coloniallife.com/>

- Enrollment done directly through employee and Colonial Life
- Insurance Offered: Short Term Disability, Medical Bridge, Life, Cancer, Critical Illness, Accident
  - [Colonial Life Policy Descriptions](#)

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#### **Flexible Spending - Cafeteria Plan Advisors** <http://www.CPA125.com>

- Employees can choose to enroll in a tax-free Flex Spending Dependent Care Account (up to \$5,000) and/or a Flex Spending Health Care Account (up to \$2,600)
- All funds designated in a flex spending account must be used by June 30 or they will be lost.
  - [Flex Spending Enrollment Form](#)
  - [Flex Spending Dependent Care Enrollment Form](#)
  - [CPS Bi-Weekly Deduction Calculations for Benefits](#)
  - [Flex Spending Health Account Policy Description](#)
  - [Flex Spending ~~Dependant~~Dependent Care Policy Description](#)
  - [Flex Spending List of Eligible Expenses](#)
  - [Flex Spending Benny Card Information](#)
  - [Flex Spending Online Store](#)

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#### **Tax Sheltered Annuity (403b)** [TSA Consulting 403\(b\)](#)

Employees may designate a portion of their pre-tax salary to a 403(b) retirement savings account. 403(b) accounts are managed and administered by TSA Consulting Group, Inc. Visit their website for information about enrollment in the plan, investment product providers available, distributions, exchanges or transfers, loans and rollovers. The maximum contribution for 2020 is \$19,500.

- [403b Enrollment and Change Form](#)
- [List of 403b Providers](#)
- [IRS Loan Rules for 403b and 457b Plans](#)
- [403b Plan Summary](#)

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## **Changes to Benefits**

### **Open Enrollment**

- Open enrollment is the only time for employees seeking coverage to sign up or for existing members to make any changes to their respective plans **unless** there is a qualifying event.
- Open enrollment is during the month of May and there is a benefits fair every year in late April.

### **Qualifying Event**

- Marriage
- Loss of benefits through spouse or parent
- Death
- Divorce

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## **Employee Wellness**

The Chelmsford Public Schools strive to support and promote wellness among all employees. Towards this end, we have access to and participate in Wellness Programming organized by [MIIA](#) and the Town of Chelmsford including yoga classes, trail walks, spin classes, line dancing, etc.

### **Employee Assistance Program**

Additionally, Chelmsford municipal employees can take advantage of our free Employee Assistance Program providing counseling, resources and referrals through [All One Health](#). They can be confidentially reached at 1-800-451-1834

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## **Personnel Files and Name and Address Change Requests**

Requests to see personnel files or to change name and addresses in our systems get directed to the Office of Human Resources. Send your requests for an appointment to view your personnel record via email to: ~~Ruth Webber~~ [Karen Berglund](mailto:Karen.Berglund@chelmsford.k12.ma.us), ~~webber@chelmsford.k12.ma.us~~ [berglundk@chelmsford.k12.ma.us](mailto:berglundk@chelmsford.k12.ma.us) or ~~Karen Berglund~~ [Robyn Corbett](mailto:Robyn.Corbett@chelmsford.k12.ma.us), ~~berglundk@chelmsford.k12.ma.us~~ [corbett@chelmsford.k12.ma.us](mailto:corbett@chelmsford.k12.ma.us) (978) 251-5100

### **Name Change**

If you have a name change, please submit an email requesting the change and all of the following

- Marriage License (if applicable)
- Driver's License
- Birth certificate
- Social Security Card

### **Address Change**

If you have had a change of address, please submit an email requesting the change and one of the following

- Utility Bill
- Driver's License

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### **Employment Verifications**

The Office of Human Resources provides current and former employees with employment verifications when necessary for many reasons including but not limited to licensure, lending, employment.

#### **Licensure Employment Verification Forms**

When applying for or renewing licensure one of the following forms is often necessary to be verified by the district and uploaded to DESE. Please fill it out to the best of your ability and send to the Office of Human Resources

[webberr@chelmsford.k12.ma.us](mailto:webberr@chelmsford.k12.ma.us) or [berglundk@chelmsford.k12.ma.us](mailto:berglundk@chelmsford.k12.ma.us) for a signature.

[Verification of School Based Employment/Induction & Mentoring Form](#)

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### **End-of-Service Procedures**

The following information may help employees who have decided to leave the district.

#### **Resignations**

An employee who would like to resign from the Chelmsford Public Schools should submit written request to his/her supervisor and to the Office of Human Resources ([berglundk@chelmsford.k12.ma.us](mailto:berglundk@chelmsford.k12.ma.us)). The Office of Human Resources will process the request with a letter that will explain when benefits end. Employees are expected to give a minimum of two weeks written notice. Certain administrative employees have a greater notice requirement under individual contracts.

#### **Suitability Determinations**

If an employee was fingerprinted upon employment with the Chelmsford Public Schools, and needs a suitability determination sent to another employer, please contact the Office of Human Resources with the name and email address of the HR representative of the new employer. Our office will process the suitability determination and send it directly to the new employer.

#### **Retirement**

If an employee plans to retire, they should send written advance notice to the Office of Human Resources. Employees who intend to retire need to inform the Office of Human Resources to assist in the submission of paperwork required by MTRS, Middlesex or OBRA. Prospective retirees are encouraged to contact the appropriate retirement board's website to

learn about seminars designed to inform prospective retirees, as well as procedures and forms that need to be completed. Here are the links to the board's websites:

- [Massachusetts Teachers' Retirement System](#)
- [Middlesex Retirement System](#)
- [Great West Retirement Services](#)

### **Exit interviews**

Should the time come for you to leave Chelmsford Public Schools, we value hearing about your CPS experience. All employees who are leaving the Chelmsford Public Schools are welcome to set up an exit interview with the Office of Human Resources by contacting Karen Berglund ([berglundk@chelmsford.k12.ma.us](mailto:berglundk@chelmsford.k12.ma.us)) or calling us at (978)251-5100

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## SECTION III - EMPLOYEE DEVELOPMENT & FEEDBACK

The Chelmsford Public Schools values the ongoing development of all of its employees. To this end, we offer a wide range of development experiences and supports to educators and other personnel.

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### Educator Induction and Mentoring

Newly hired teachers who have never held the position for which they were hired are considered for induction and mentoring supports. Those who qualify will participate in a district-supported induction program and be matched with a mentor who can support them in their first year. All Chelmsford Public Schools mentors are trained and receive stipends for the support and resources they provide our least experienced educators.

For questions about mentor training or eligibility for mentoring, please contact the Office of Human Resources at (978)251-5100 x6939

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### Feedback & Evaluation of Staff

CPS believes that an important part of ongoing professional learning and development for employees entails the receipt of clear, timely and well-delivered feedback. Such feedback can not only help employees improve their practice and performance, it can be motivating and engaging.

Different groups of employees follow different requirements and policies meant to guide the provision of this kind of feedback and evaluation. Please see the appropriate collective bargaining agreements to learn more:

#### \_\_\_\_\_ Teachers, nurses, administrators and other licensed educators

- [CBA Teachers & Nurses \(2019-2022\)](#)
- [Resources on teacher evaluation shared at orientation with new staff](#)
- [MA DESE educator evaluation regulations](#)
- [MA DESE educator evaluation rubrics](#)

Educational Support Personnel

- [CBA Professional Support Personnel \(2019-2022\)](#)

**Custodians**

- [CBA Building Custodians 2017-2020](#)

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### Educator Licensure

Maintaining a valid, active license is a way that educators show that they are continuing to participate in ongoing professional development. All licensed educators are responsible for keeping their licensure appropriate to their position updated and valid. Lack of appropriate licensure shall be grounds for termination. The CPS Office of Human Resources is happy to try to answer educators' questions and provide licensure guidance when able, including providing employee verifications for

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the purpose of licensure renewal or acquisition (see forms below). However, the Massachusetts Department of Elementary and Secondary Education (DESE) actually oversees licensure renewal and acquisition and, therefore, the most accurate information and guidance on licensure renewal and acquisition can be found on their website which can be accessed here ([DESE licensure website](#)). DESE licensure support can also be reached via their [Licensure Call Center: 781-338-6600](#): Below are some links to resources other educators have found helpful:

**Helpful Links:**

- [DESE Helpful Hints and Contact Information](#)
- [Obtaining your 1st Professional teacher license](#)
  - [Required employment verification form](#)
  - [Understanding the 50 hour requirement for Professional Licensure](#)
- [Obtaining an Additional Initial or Professional Teacher License](#)
- [Renewing a Professional teacher license](#)
  - [Renewal Application](#)
  - [PDPs \(see below\) Link to DESE resources](#)

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## Professional Development Plans and Points (PDFs)

All educators work with their supervisors to develop Professional Development Plans which provide goals and action steps for their ongoing professional learning. Professional Development Points (PDPs) are necessary for recertification of a professional license (See [Renewing a Professional Teacher License](#) above). Educators with preliminary or initial licenses *DO NOT* need PDPs to move their licensure forward.

### **Professional Development Plans and PDP Requirements**

(603 CMR 44.05: Provisions applicable to licenses renewed on or after July 28, 2017)

Professional development activities shall be identified by the educator and supervisor during the development of, and review of, the Individual Professional Development Plan (IPDP) in order to better support student achievement. Individual professional development plans must include at least 150 PDPs including:

- As of July 28, 2017, the required distribution of Professional Development Points (PDPs) for all academic educators renewing a Primary area license has been amended as stated in the regulations (CMR 603 44.05).
- Educators renewing a Primary area license on or after July 28, 2017, must earn a minimum of 150 Professional Development Points (PDPs). Here is the breakdown:
  - (a) At least 15 PDPs in content (subject matter knowledge)
  - (b) At least 15 PDPs in pedagogy (professional skills and knowledge)
  - (c) At least 15 PDPs related to Sheltered English Immersion (SEI)

- or English as a Second Language (ESL).
- (b) At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles.
- (c) The remaining required 90 PDPs may be earned through any combination of “elective” activities that address other educational issues and topics that improve student learning, additional content, or pedagogy.

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**Changes in Regulations**

Point Distribution as of July 1, 2016 Primary Area	New Point Distribution as of July 28, 2017 Primary Area
<ul style="list-style-type: none"> <li>● At least 90 PDPs in the content area of the license or in pedagogy, with no less than 60 PDPs in or related to the content area of the educator's Primary area license</li> </ul>	<ul style="list-style-type: none"> <li>● At least 15 PDPs in content</li> </ul>
<ul style="list-style-type: none"> <li>● At least 15 PDPs related to Sheltered English Immersion or English as a Second Language</li> </ul>	<ul style="list-style-type: none"> <li>● At least 15 PDPs related to Sheltered English Immersion or English as a Second Language</li> </ul>
<ul style="list-style-type: none"> <li>● At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles</li> </ul>	<ul style="list-style-type: none"> <li>● At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles</li> </ul>
<ul style="list-style-type: none"> <li>● The remaining required 30 PDPs may be earned through either “elective” activities that address other educational issues and topics that improve student learning, or additional content, and/or pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>● At least 15 PDPs in pedagogy</li> </ul>
	<ul style="list-style-type: none"> <li>● The remaining required 90 PDPs may be earned through any combination of “elective” activities that address other educational issues and topics that improve student learning, additional content, or pedagogy</li> </ul>

The renewal of each Additional license(s) will require 30 PDPs. Of the 30, at least 15 PDPs must be in the content area of the license. The remaining 15 PDPs may be earned through either “elective” activities that address other educational issues and topics that improve student learning, or additional content, pedagogy. Please note that renewing an invalid additional license requires 150 PDPs.

Point Distribution as of July 1, 2016 Additional Area	New Point Distribution as of July 28, 2017 Additional Area
<ul style="list-style-type: none"> <li>• A minimum of 30 PDPs in content</li> </ul>	<ul style="list-style-type: none"> <li>• A minimum of 30 PDPs. Of the 30, at least 15 PDPs in content is required. The remaining 15 PDPs may be earned through either “elective” activities that address other educational issues and topics that improve student learning, additional content, or pedagogy.</li> </ul>

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**How to earn PDPs**

The Chelmsford Public Schools offers relicensure options for teachers through system-wide or school-based professional development activities. Professional Development Points, or PDPs, are awarded to teachers who participate in these activities upon completion of 10 hours in a topic and can likewise demonstrate proficiency in the area of professional development.

The Chelmsford Public Schools will award PDPs for district-sponsored professional development activities. Such activities may include workshops, courses, curriculum development and other sustained activities related to school and district goals. Activities that lead to district-issued PDPs will be labeled in advance as opportunities to earn PDPs. Teachers are also encouraged to seek out professional development options offered through various organizations such as the Department of Elementary and Secondary Education (DESE), professional organizations, colleges and universities, and online professional development resources. Teachers are afforded the opportunity to take college level courses for reimbursement. Additionally, teachers are able to teach college level courses based on prior approval of the Professional Development Committee and alignment with district goals. All course reimbursement and instructor salaries are subject to the Unit A collective bargaining agreement. Please see the workshop form, course reimbursement form, and instructor course application in the “useful links” section below.

The school district follows DESE guidelines regarding the assignment of professional development points. The district may award 1 PDP per clock hour for most activities; however only when the educators have demonstrated *proficiency* through either a product or pre- and post-assessments and based on a minimum of 10 clock hours. A professional development activity of fewer than 10 clock hours will be documented as *hours of attendance* rather than PDPs. Such hours may be bundled with like activities by the participant to equal 10 PDPs on a topic. PDPs are used for the purpose of educator relicensure with the MA Department of Elementary and Secondary Education (DESE).

Please contact the Assistant Superintendent for Curriculum and Instruction for questions related to district-issued PDPs. Please contact the Director of Personnel and Professional Learning for questions related to licensure renewal or acquisition.  
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**PDP-eligible activities as adapted from DESE guidelines:**

<u>Activity</u>	<u>PDPs</u>	<u>Notes</u>
Undergraduate courses	15 per semester hour (credit)	
Upper-level undergraduate course (only when substantially new to the educator)	22.5 per semester hour (credit)	For example, an elementary teacher with limited content expertise in the area of mathematics may take an upper-level undergraduate course in mathematics and receive 22.5 PDPs per semester hour. A high school mathematics teacher taking the same course would receive 15 PDPs per semester hour, as this would not be substantially new content for the individual.
Graduate course	22.5 per semester hour (credit)	



An instructor of a graduate-level course or approved equivalent	45 per semester hour	Only for the first time the course is taught in a five-year renewal cycle
Audited course	7.5 per semester hour	
DESE-sponsored activities	1.5 per clock hour	Must total at least 10 hours; include a product or pre- and post-content assessment; and include a follow-up component
DESE-sponsored activities	30 in a five-year cycle	For those DESE activities that do NOT have a pre- and post-content assessment, e.g. Mentor Institute
DESE summer content institutes	Up to 67.5	Counts as "content"
DESE 1-day workshops, conferences, etc.	None	
Initiatives sponsored by Districts, Collaboratives or Registered Providers	1 per clock hour	(Minimum of 10 hours on a topic) with an observable demonstration of learning that could include a written product or other documentable product.
Mentoring	1 per clock hour	Maximum of 15 per year in content, pedagogy, or elective
Peer coaching	1 per clock hour	Maximum of 15 per year in content, pedagogy, or elective

Peer assistance and review programs	1 per clock hour	Maximum of 15 per year in content, pedagogy, or elective
Cooperating teacher	1 per clock hour	Maximum of 15 per year in content, pedagogy, or elective
National Board of Professional Teaching Standards	Successful completion	30 in content, 60 in pedagogy, 30 elective
Team for Accreditation or Inspection - visiting team member	30 PDPs in five year cycle	Once in 5 year cycle ; can be used for PDPs not subject to supervisor approval, i.e., elective
Team for Accreditation or Inspection - School personnel preparing for visiting team	30 PDPs in five year cycle	Once in 5 year cycle ; can be used for PDPs not subject to supervisor approval, i.e., elective
Presentation at professional conference	30 PDPs in five year cycle	First time only in a 5 year cycle
Developing and presenting a PD series of at least three sessions	2 per clock hour	Minimum of 10 PDPs, maximum of 24 PDPs, only the first time presented in a 5 year cycle
New curriculum unit published or formally shared	15 per unit	Up to 60 PDPs in a 5 year cycle
Developing and implementing an activity for students, parents, or teachers	1 per clock hour	Up to 30 PDPs in a 5 year cycle when activity is distributed or implemented by a local school, district, or university
Published doctoral dissertation	90	Once in 5 years

Published Master's or CAGS thesis	45	Once in 5 years
Book(s)	90 per book	
Professional journal articles or chapters in a professional book	30 per chapter or article	
Published results of action research	30	Once in 5 years
Continuing Education Units (CEUs)	1 CEU = 10 PDPs	

**Additional Information on Professional development, Individual Professional Development Plans, and educator Licensure**

Below are some useful links regarding the earning of PDPs:

- [DESE information on Professional Development and Individual Professional development plans \(IPDP\)](#)
- [Advancing, Extending, or Renewing a License](#)
- [CPS conference workshop form - High School \(requires advanced approval for reimbursement\)](#)
- [CPS Conference workshop form - other \(requires advanced approval for reimbursement\)](#)
- CPS course reimbursement form (access through Curriculum Office)
- CPS instructor course application form (access through Curriculum Office)

[Course Reimbursement](#)

Chelmsford Public Schools employees are sometimes eligible for course reimbursement when taking graduate-level courses that enhance their professional skill and licensure. Information on this can be accessed in the various bargaining agreements or policies.

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## SECTION IV – PROTOCOLS, PROCEDURES AND POLICIES

The Chelmsford Public Schools follows several policies and protocols designed to keep students and staff safe and our school environments professional and enjoyable places to work. Several of these policies are provided to new hires at the time of on-boarding (Marked with superscript <sup>1</sup>). Others are reviewed by staff annually (Marked with superscript <sup>2</sup>). Collectively we hope that these policies will guide our rights and responsibilities at work and make our schools and offices safe and enjoyable places to be each day.

### Student and Staff Safety

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The Chelmsford Public Schools makes student and staff safety a top priority. To this end several of our policies and protocols are designed to guide our practices in areas that impact student and staff safety and well-being. Any employee with questions or concerns about discrimination in the workplace based on all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training is encouraged to follow the procedures below.

#### General Staff Safety

[CPS Wellness Policy \(File ADF\)](#)

[CPS Staff Personal Security & Safety Policy \(File GBGB\)](#)

[CPS Sexual Harassment/Title IX Policy \(File ACAB\)](#)

[CPS Nondiscrimination and reasonable accommodation of pregnant workers](#)

[CPS Equal Employment Opportunity \(File GBA\)](#)

[CPS Nondiscrimination Policy & Grievance Procedures \(File AC\)](#)

[CPS Nondiscrimination on the Basis of Sex Policy \(File ACA\)](#)

[CPS Nondiscrimination on the Basis of Disability \(File ACE\)](#)

#### Emergency protocols

[First Aid \(File EBB\)](#)

[Supervisor's Report of Accident Intake Form](#)

[BleedbourneBloodborne Pathogen Training<sup>2</sup>](#)

[EpiPen Training<sup>2</sup>](#)

[Emergency Plans \(File EBC\)](#)

[Physical Restraint of Students \(File JKAA\)](#)

[Restraint Prevention & Behavior Support Module<sup>2</sup>](#)

#### Bullying Prevention and Intervention

The Chelmsford Public Schools is committed to providing a safe, positive, and productive educational environment where students can achieve the highest academic standards. No

student shall be subjected to harassment, intimidation, bullying, or cyberbullying [see [definition of bullying and cyberbullying](#) as articulated in CPS] as articulated in School Committee policy docs]. It is a violation of this policy for any student or member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional to engage in bullying or cyberbullying or for any employee of the Chelmsford Public Schools to condone or fail to report acts of bullying or cyberbullying that they witness or become aware of (i) on school grounds and property immediately adjacent to school grounds; (ii) at school sponsored or school-related activities, functions or programs whether on or off school grounds; (iii) at school bus stops; (iv) on school buses or other vehicles owned, leased or used by the school district; (v) through the use of technology or an electronic device owned, leased or used by the school district and (vi) at a location, activity, function or program that is not school related, or through the use of technology or an electronic device that is not owned, leased or used by a school district, (vii) if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school. The District's bullying and cyberbullying policies and procedures and training are referenced below.

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

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

The Chelmsford Public Schools will provide students with age-appropriate instruction on bullying/cyberbullying prevention. The Chelmsford Public Schools will provide professional development to build the skills of staff members, as required by law. The Chelmsford Public Schools developed a Bullying/CyberBullying Prevention and Intervention Plan which is below and sets forth the administrative guidelines and procedures for the implementation of this policy. Each principal shall be responsible for the implementation and oversight of the Plan at his/her program.

[Anti-Bullying Training<sup>2</sup>](#)  
[Cyberbullying](#)

[CPS Bullying Prevention and Intervention Plan \(File JICFB\)](#)  
[Bullying prevention and intervention reporting form](#)

#### [Mandatory Reporting and Student Confidentiality](#)

[Student Welfare \(File JL\)](#)

[Student Rights & Confidentiality Training<sup>2</sup>](#)

#### [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:

[Drug-Free Workplace \(File GBEC\)](#)

[Tobacco Use on School Property By Staff Members Prohibited \(File GBED\)](#)

## Internet and Technology

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With technology becoming an increasingly useful, necessary and prevalent part of the instruction and service provision at Chelmsford Public Schools, we recognize that staff and students will be accessing technology in many ways in the course of their work and instruction. In order to ensure that staff and students use this technology in ways that enhance the learning experience for

students, the Chelmsford Public Schools has assembled, and continues to revise policies and protocols designed to guide the use of technology in classrooms and the workplace:

[CPS Access to Digital Resources \(File IJND\)](#)  
[CPS Empowered Digital Use Policy \(File IJNDB\)](#)  
[Staff Empowered Digital Use Form](#)  
[Policy on Social Media \(File IJNDD\)](#)  
[CPS Bullying Prevention \(File JICFB\)](#)  
[Cyberbullying](#)

## Translations for Families

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It is our intent to provide access to information for all Chelmsford Public School families. In an effort to support communication with families whose home language is not English, we will translate documents into their native language and provide an interpreter when necessary. If you have questions or a parent requires assistance, please email Kelly Rogers, Department Coordinator of Reading and ELL ([English Language Learning Department](#)). Depending on the request, it may take up to a week to fulfill.

## Employee Rights & Responsibilities

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All Chelmsford Public School Employees have certain rights and responsibilities. Below we provide you with access to some additional policies that outline these rights and responsibilities. Questions about them can be directed to the Office of Human Resources (978)251-5100 x6939.

[Gifts to and Solicitations by Staff \(File GBEBBC\)](#)  
[State of MA Conflict of Interest/Ethics training](#)  
[Summary of Conflict of Interest Law](#)  
[CPS Summary of State and Federal Employment Law](#)<sup>1</sup>  
[Student Discipline Module](#)<sup>2</sup>  
[Idea 504 Training](#)<sup>2</sup>  
[School Ceremonies and Observances - Religious Holidays \(File IMDC\)](#)  
[Media Relations/Dissemination of News \(File KDD\)](#)  
[Animals in Schools \(File IMG\)](#)

[Non-Discrimination and Reasonable Accommodation for Pregnant Workers](#)  
[Chelmsford Public Schools Reasonable Accommodations Procedures](#)  
[Employment Rights of Individuals with Disabilities \(MA\)](#)  
[American with Disabilities Act](#)

## **SECTION V – STAFF CONDUCT**

### **Basic Employment Expectations**

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All employees are expected to demonstrate a professional, cooperative, knowledgeable and courteous demeanor in all interactions with students, parents/guardians, colleagues and members of the community. Work attire should reflect the professional responsibilities of an employee's position, exhibiting concern for safety, hygiene, neatness, cleanliness and projecting positive role models for students enrolled within the Chelmsford Public Schools. At a minimum, it is expected that all employees will follow general and specific work and employment guidelines, carry out instructions and directions appropriately issued by supervisors or administrators and perform job responsibilities in a satisfactory manner.

Employees are expected to be regular in attendance, arriving on time and adhering to designated starting and ending times for work, breaks, lunch, prep periods, etc. The use of profane language is prohibited and may be cause for disciplinary action. Employees are advised that School Department telephones, supplies, equipment and services (including internet access and fax machines) are for professional use. Excessive personal calls, or use of supplies, services or equipment for personal reasons are not allowed. Inappropriate use of equipment, supplies, or services including electronic access may result in discipline, up to and including termination.

### **Standards of Conduct**

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Some rules of conduct are needed in any workplace in order to help everyone work together efficiently, effectively, and harmoniously. Because our mission is to serve the public and because we are empowered with substantial governmental authority to achieve that mission, we must hold ourselves to high standards of quality service and ethical conduct.

By accepting employment with us, you have a responsibility to the public, to the Chelmsford Public Schools and to your fellow employees to adhere to certain rules of behavior and conduct. The purpose of these rules is not to restrict your rights, but rather to be certain that you understand what conduct is expected and necessary to fulfill our mission, responsibilities, and duty to the public. When each person is aware that he or she can fully depend on fellow workers to follow the rules of conduct, then our organization will be a better place to work and a more effective servant of the people.

### **Meeting Job Expectations**

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In addition to maintaining appropriate standards of conduct, it is the responsibility of employees to fulfill the essential functions of their positions in an acceptable manner. Depending on the position, these measures may be both qualitative and/or quantitative. Job requirements and qualifications are listed on job postings/descriptions. Your supervisor will discuss and clarify the expectations and standards of your position. Employees who are having difficulty meeting job standards should discuss the issue with their supervisor.



In turn, it is the supervisor's responsibility to monitor employee performance and provide counseling, support, and assistance to employees in helping them meet their job expectations.

Ultimately, if employees are unable to meet job requirements, corrective action may include reassignment, transfer, demotion, or other disciplinary action, up to and including termination.

## Disciplinary Actions for Unacceptable Activities

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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.

## SECTION VI – CONTRACTUAL AGREEMENTS AND UNAFFILIATED BENEFITS

[\(back to t.o.c.\)](#)

In this section of the Employee Handbook, we aim to provide you with easy access to sections of the various collective bargaining agreements which may be useful to you (Salaries, seniority, transfers, holidays, leaves of absence, attendance, etc.). Until we can provide this topic/specific access to you, below are the links to our collective bargaining agreements and to policies we have approved for unaffiliated (at-will) employees.

- [CBA - Administrators \(2019-2022\)](#)
- [CBA - Building Custodians \(2017-2020\)](#)
- [CBA - Food Service Personnel \(2019-2022\)](#)
- [CBA - Professional Support Personnel \(2019-2022\)](#)
- [CBA - Teachers & Nurses \(2019-2022\)](#)
- Exempt (Unaffiliated) employees holidays and benefits

# Chelmsford Public Schools



## Employee Handbook

Published 2021

Dear Chelmsford Public Schools Employees,

The Chelmsford Public Schools (CPS) provides top-notch instruction and services to the students of Chelmsford because of you - the amazing staff who teach them and attend to their every need. I am proud to be a part of this team of talented educators and service providers, and I am committed to ensuring that you have what you need to do your best for your students and for each other.

To this end, it is with great pleasure that I share with you a resource that I hope will assist many of you in accessing answers to common questions that CPS employees have, and resources that CPS employees may need. The content of this resource reflects the P.R.I.D.E. we collectively communicate to our students as important attributes, and which we cultivate as a professional community through our support of each other, and the important work we do. We hope this handbook supports you by connecting you to information and services that may be important to you as an employee of the Chelmsford Public Schools. In it you will find information about licensure, benefits, policies, state and federal laws and contacts, all of which are presented to support you in your work in Chelmsford.

I want to thank you for taking the time to review this resource and for continuing to provide us with feedback that will make it better. I also want to thank those staff members who worked to devise the contents and the online structure of this resource, and who continue to attend to your professional needs in countless other ways. By making these supports and resources accessible to you, we'll be supported to best focus our energy on the mission and vision that brings us together: cultivating inspired, creative, and well-rounded lifelong learners.

Sincerely,

Jay Lang, Ed.D.  
Superintendent of Schools

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## **ABOUT THIS EMPLOYEE HANDBOOK**

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This employee handbook is designed as a resource and support of all staff members for the Chelmsford Public Schools. It is created to make accessing policies, resources and laws that may impact employees easier. It provides employees with general personnel information on procedures, policies, obligations and laws for which employees are responsible and which may impact them professionally.

This handbook does not constitute a contract and makes no guarantee of employment, compensation or benefits. The Superintendent and/or School Committee reserve the right to make changes to policies and practices at any time at their sole discretion, without prior notice, and interpret and administer these policies as needed in light of changing circumstances and applicable statutory obligation. The Chelmsford Public Schools will make its best efforts to notify you of these changes.

Employees covered under collective bargaining agreements should consult those collective bargaining agreements for detailed information, including information regarding certain working conditions and benefits. Copies of the contracts are available on the Chelmsford Public Schools website and from union representatives. If there is any conflict between the policies contained herein and the collective bargaining agreement, the collective bargaining agreement would govern the particular term of employment. Nothing in this handbook is intended to infringe on employees' rights under M.G.L. c. 150E.

Chelmsford Public Schools maintains a policy of employment at-will for any employees not covered by a collective bargaining agreement or individual contract. Employment at-will means that employment can be terminated with or without notice at any time and for any lawful reason at either the option of the employee or the School. Accordingly, as noted above, neither the policies nor this Handbook create a contract, and do not make any promises or guarantees.

We hope you will find the contents and the manner with which this handbook is electronically presented to be convenient and useful in support of your work as a Chelmsford Public School employee. Please direct any suggestions or questions to the Office of Human Resources (978)251-5100 x6939 or [Berglundk@chelmsford.k12.ma.us](mailto:Berglundk@chelmsford.k12.ma.us).



## SECTION I – SCHOOL COMMITTEE AND ADMINISTRATION

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### Mission and Vision of the Chelmsford Public Schools

The mission of the Chelmsford Public Schools is to cultivate inspired, creative, and well-rounded lifelong learners who possess the integrity and self-direction necessary to be contributing community members.

The Chelmsford Public Schools provide all students with multiple pathways to optimize their own potential for academic excellence, leadership, and social and emotional wellness. Teachers work from a rigorous curriculum that is aligned with state standards incorporating the common core, and they use multiple forms of data that informs innovative approaches to teaching. Student success is anchored in the high expectations of teachers who are part of a professional, collaborative culture that demands a continuous focus on instructional improvement. Every student feels safe, cared for, and appropriately challenged and supported in schools that are fully staffed and technologically integrated. Student successes are celebrated within and across schools as well as throughout the broader community. Parents and the community are connected to the daily life of Chelmsford schools through consistent, multi-directional and multi-modal communication, which builds external support for and pride in the district, schools, teachers, and students. As a result of high quality teaching, meaningful partnerships, and well-resourced schools, students contribute to the Chelmsford community as self-directed, creative, and inspired learners who are ready to tackle contemporary issues.

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### School Governance

The Chelmsford Public Schools is led by a 5-member School Committee which includes the Superintendent of Schools. Find out more about School Committee meetings, agendas, budgets, and the central office administrative team with the following links:

[School Committee](#)

[Central Office Administration](#)

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### Principals/Schools

The Chelmsford Public Schools (CPS) is comprised of 1 preschool, 4 elementary schools, 2 middle schools and a high school, as well as a Community Education Program offering extended day and extended year programs. In total, CPS serves approximately 5,000 students and has a staff of teachers, support staff, custodians, administrators and other service providers of approximately 940. Please find information about each school by accessing the links below:

[Byam Elementary School](#)

[Center Elementary School](#)

[Chelmsford High School](#)  
[Chelmsford Integrated Preschool](#)  
[Chelmsford Community Education](#)  
[Harrington Elementary School](#)  
[McCarthy Middle School](#)  
[Parker Middle School](#)  
[South Row Elementary School](#)

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## System Wide Departments and Leaders

Below, please find links to each of the district's administrative departments which include Business and Finance, Curriculum, Instruction and Assessment, Human Resources, Student Support Services, and Technology and Information Systems:

- [Finance and Business](#)
- [Curriculum, Instruction and Assessment](#)
  - [Business Education Department](#)
  - [English Language Arts Department](#)
  - [English Language Learning Department](#)
  - [Fine and Performing Arts Department](#)
  - [Health, Physical Education, and Family and Consumer Science Department](#)
  - [Mathematics Department](#)
  - [Reading Department](#)
  - [School Counseling Department](#)
  - [Science Department](#)
  - [Social Studies Department](#)
  - [Technology Engineering Department](#)
  - [World Languages Department](#)
- [Human Resources](#)
- [Student Services](#)
  - [Special Education](#)
  - [Health Services](#)
  - [School Nutrition](#)
- [Technology and Information Systems](#)

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## Navigating the Academic Year

Each year, the School Committee announces the next years' school calendar. In addition to the calendar, the district provides information regarding delays and school cancellations on its website.

We hope these resources will help you navigate the upcoming academic year:

- [Chelmsford Public Schools Home Page](#)
- [School Calendar](#)
- [School Cancellation and Delays](#)

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## **SECTION II – GENERAL PERSONNEL INFORMATION**

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The Chelmsford Public Schools aim to attract, develop and retain spirited, skilled and committed educators to serve all students. All employment opportunities for the Chelmsford Public Schools are offered without regard to race, color, sex, religion, national origin, ethnicity, sexual orientation, ancestry, gender identity or expression, pregnancy or pregnancy related medical conditions, marital status, age, veteran or military status, homelessness, age and/or disability, and any other class or characteristic protected by law.

### **Staff Hiring and On-boarding**

The Chelmsford Public Schools' Office of Human Resources on-boards all new employees. This process includes background checks, policies review, benefits selection, retirement enrollment, payroll and arranging for any payroll deductions. All of the forms employees receive during on-boarding can be accessed here, as well as a checklist to assist new employees in this process.

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#### **New Hire Forms**

- [Onboarding Checklist](#)
- [New Hire Email Instructions](#)
- [Employee Information Sheet](#)

#### **Background Checks**

All offers of employment are contingent upon satisfactory results of these employment screening processes as well as any others that may be required. Chelmsford Public Schools will update CORI records every three (3) years, for individual employees, employees in specific job categories or the school department staff as a whole. An unsatisfactory CORI or SAFIS report may result in termination of employment. Employees who are involved in criminal proceedings that may affect employment should ensure notification to the Director of Personnel and Professional Learning.

- [Criminal Offender Record Information \(CORI\)](#)
- [How to Get Fingerprints Taken](#)
- [SAFIS Registration Guide](#)

#### **Payroll Documents**

- [W-4 2021](#)
- [M-4 Massachusetts Withholdings](#)
- [Direct Deposit Form](#) (please note it takes 1-2 pay cycles before direct deposit is in effect. Live checks will be issued during this process)
- [Statement about employment in job not covered by Social Security](#)
- [Sick bank enrollment](#) (for CFT members only)

#### **Mandatory Employee Policies**

All employees review and acknowledge these policies at time of hire:

- [Acknowledgment of Receipt of Mandatory Employee Policies](#)
- [CPS Sexual Harassment/Title IX Policy \(File ACAB\)](#)
- [CPS Nondiscrimination Policy and Grievance Procedures \(File AC\)](#)
- [CPS Staff Personal Security and Safety \(File GBGB\)](#)
- [CPS Policy on Social Media \(File IJNDD\)](#)
- [CPS Staff Empowered Digital Use Policy \(File IJNDB\)](#)
- [Staff Empowered Digital Use Form \(District Procedures\)](#)
- [State and Federal Employment Policies](#)
- [CPS Staff Ethics/Conflicts of Interest \(File GBEA\)](#)
- [Conflict of Interest Training](#)

All municipal employees are required by the State to take an online test, for which a certificate of completion will be issued. This online training must be completed every two years and a copy of the certificate sent to the Office of Human Resources. See a summary of the MA conflict of interest law here:

- [Conflict of Interest Summary](#)

All employees review and acknowledge these policies annually:

- [Link to annual staff sign-offs](#)

### **Retirement Enrollment**

All full-time employees of Chelmsford Public Schools enroll in one of two retirement systems. Licensed educators participate in MTRS. Others participate in Middlesex Retirement System. Part-time employees enroll in OBRA. Links for each are found below:

- [Massachusetts Teachers' Retirement System](#)
- [Middlesex Retirement System](#)
  - [Middlesex County Retirement Enrollment Form](#)
  - [Middlesex County Change of Name Form](#)
  - [Middlesex County Beneficiary Selection Form for Refund of Accumulated Deductions](#)
  - [Middlesex County Retirement Beneficiary Selection Form Option D Explanation & Form](#)
- [Great West OBRA Enrollment Form](#)
- [Great West OBRA Explanation Sheet](#)

### **AESOP**

Aesop is a web based Absence Management program utilized by the district to secure substitute coverage and record absences for staff. Once you have completed all new hire paperwork you will receive an email with your login information and a link to your Aesop profile homepage. For a general overview of how Aesop works please click the links below.

- [AESOP Overview](#)
- [Employee Quick Start Guide](#)

## **Benefits (See section below)**

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### **Employee Orientation**

All newly hired teachers, nurses and others in the CFT Teachers Bargaining Unit participate in a 2-day orientation that occurs before school begins. The following topics are discussed:

- Introduction to central office and building administrators
- Introduction to union leadership
- Technology training
- An overview of educator evaluation in Chelmsford
- Time to set up classrooms/working spaces

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### **Benefits**

Chelmsford Public Schools' benefit options are available to personnel who are permanent, full-time employees and permanent, part-time employees who work a regularly scheduled work week of at least 20 hours per week and participate in a public retirement system. Employees who are less than the hours required per week are not eligible for benefits.

Insurance benefit deductions are taken a month in advance. All benefits are based on a July 1 to June 30 calendar year. Information regarding benefits can also be found under the Human Resource's tab on the Chelmsford Public Schools website: [Information Regarding CPS Benefits](#)

Many benefit plans are governed by documents issued by the plan providers. This section is only intended to provide an overview of available benefits. If there is any conflict between the handbook and the benefit plan documents, the plan documents will control.

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### **Insurance Options**

#### **Health Insurance - Blue Cross Blue Shield <https://www.bcbs.com/>**

Employees can choose between three health insurance policies: PPO, HMO and HMO Select

For new enrollments, BCBS now requires copies of the following:

1. Copy of marriage license (if enrolling spouse)
2. Copies of birth certificates for employee, spouse, all dependent children

- [Blue Cross Blue Shield Enrollment Form](#)
- [CPS Bi-Weekly Deduction Calculations for Benefits](#)
- [Town of Chelmsford Insurance Rates](#)

- [PPO Policy Description](#)
- [PPO Summary of Benefits](#)
- [HMO Policy Description](#)
- [HMO Summary of Benefits](#)
- [HMO Select Policy Description](#)
- [HMO Select Summary of Benefits](#)
- [Fitness Benefit Program](#)
- [Joint Strong Program](#)

**Dental Insurance - Blue Cross Blue Shield** <https://www.bcbs.com/>

Employees can choose between two dental insurance policies: High and Low

- [Blue Cross Blue Shield Enrollment Form](#)
- [CPS Bi-Weekly Deduction Calculations for Benefits](#)
- [Town of Chelmsford Insurance Rates](#)
- [Low Dental Policy Description](#)
- [High Dental Policy Description](#)

**COBRA Continuation Coverage of Health and Dental Insurance**

- Upon termination of active employment, employees can elect to COBRA health and dental insurance for up to 18 months.
- Under federal law, you have 60 days from the date coverage would be lost to choose whether or not to elect COBRA coverage.
- The employee will be required to pay the full cost of the premium plus an administrative fee. Under COBRA continuation, the Chelmsford Public Schools will no longer contribute to the cost of health insurance premiums.

**Vision Insurance - Met Life** [www.metlife.com](http://www.metlife.com)

- Eye health exam
- Prescription glasses and sunglasses
- Contact lenses
- Laser Vision Correction
- Employees can choose between individual, Individual +1, Family coverage
  - [MetLife Vision Enrollment Form](#)
  - [CPS Bi-Weekly Deduction Calculations for Benefits](#)
  - [Town of Chelmsford Insurance Rates](#)
  - [Find a Provider Mobile App](#)
  - [MetLife Vision Group Benefits Overview](#)
  - [MetLife Vision Insurance Benefits](#)
  - [MetLife Vision Summary for Chelmsford](#)
  - [Print or Create a MetLife Vision Membership Card](#)

**Basic Life and Voluntary Insurance - Boston Mutual** <http://www.bostonmutual.com>

- Employees can choose a basic life insurance policy that breaks down to \$5,000 toward life insurance or \$5,000 toward accidental death or dismemberment.

- Employees can also choose a voluntary life insurance policy of an amount up to \$100,000 with the stipulation that any coverage over \$40,000 requires medical evidence of insurability.
- Enrollment done directly through employer.
  - [Life Insurance Enrollment Form](#)
  - [CPS Bi-Weekly Deduction Calculations for Benefits](#)
  - [Town of Chelmsford Insurance Rates](#)
  - [Optional Life Insurance Rates](#)
  - [Basic Life & Accidental Death & Dismemberment Summary](#)
  - [Group Insurance Certificate](#)
  - [Authorization for Release of Records](#)
  - [Evidence of Insurability Form](#)
  - [Change of Beneficiary Form](#)

### **Alternative Insurance - Short and Long-Term Disability through Colonial Life**

<https://www.coloniallife.com/>

- Enrollment done directly through employee and Colonial Life
- Insurance Offered: Short Term Disability, Medical Bridge, Life, Cancer, Critical Illness, Accident
  - [Colonial Life Policy Descriptions](#)

### **Flexible Spending - Cafeteria Plan Advisors** <http://www.CPA125.com>

- Employees can choose to enroll in a tax-free Flex Spending Dependent Care Account (up to \$5,000) and/or a Flex Spending Health Care Account (up to \$2,600)
- All funds designated in a flex spending account must be used by June 30 or they will be lost.
  - [Flex Spending Enrollment Form](#)
  - [Flex Spending Dependent Care Enrollment Form](#)
  - [CPS Bi-Weekly Deduction Calculations for Benefits](#)
  - [Flex Spending Health Account Policy Description](#)
  - [Flex Spending Dependent Care Policy Description](#)
  - [Flex Spending List of Eligible Expenses](#)
  - [Flex Spending Benny Card Information](#)
  - [Flex Spending Online Store](#)

### **Tax Sheltered Annuity (403b) TSA Consulting 403(b)**

Employees may designate a portion of their pre-tax salary to a 403(b) retirement savings account. 403(b) accounts are managed and administered by TSA Consulting Group, Inc. Visit their website for information about enrollment in the plan, investment product providers available, distributions, exchanges or transfers, loans and rollovers. The maximum contribution for 2020 is \$19,500.

- [403b Enrollment and Change Form](#)
- [List of 403b Providers](#)
- [IRS Loan Rules for 403b and 457b Plans](#)
- [403b Plan Summary](#)

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## **Changes to Benefits**

### **Open Enrollment**

- Open enrollment is the only time for employees seeking coverage to sign up or for existing members to make any changes to their respective plans **unless** there is a qualifying event.
- Open enrollment is during the month of May and there is a benefits fair every year in late April.

### **Qualifying Event**

- Marriage
- Loss of benefits through spouse or parent
- Death
- Divorce

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## **Employee Wellness**

The Chelmsford Public Schools strive to support and promote wellness among all employees. Towards this end, we have access to and participate in Wellness Programming organized by [MIIA](#) and the Town of Chelmsford including yoga classes, trail walks, spin classes, line dancing, etc.

### **Employee Assistance Program**

Additionally, Chelmsford municipal employees can take advantage of our free Employee Assistance Program providing counseling, resources and referrals through [All One Health](#). They can be confidentially reached at 1-800-451-1834

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## **Personnel Files and Name and Address Change Requests**

Requests to see personnel files or to change name and addresses in our systems get directed to the Office of Human Resources. Send your requests for an appointment to view your personnel record via email to: Karen Berglund, [berglundk@chelmsford.k12.ma.us](mailto:berglundk@chelmsford.k12.ma.us) or Robyn Corbett, [corbettr@chelmsford.k12.ma.us](mailto:corbettr@chelmsford.k12.ma.us) (978) 251-5100

### **Name Change**

If you have a name change, please submit an email requesting the change and all of the following

- Marriage License (if applicable)
- Driver's License
- Birth certificate
- Social Security Card

### **Address Change**



If you have had a change of address, please submit an email requesting the change and one of the following

- Utility Bill
- Driver's License

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## Employment Verifications

The Office of Human Resources provides current and former employees with employment verifications when necessary for many reasons including but not limited to licensure, lending, employment.

### **Licensure Employment Verification Forms**

When applying for or renewing licensure one of the following forms is often necessary to be verified by the district and uploaded to DESE. Please fill it out to the best of your ability and send to the Office of Human Resources ([berglundk@chelmsford.k12.ma.us](mailto:berglundk@chelmsford.k12.ma.us)) for a signature.

[Verification of School Based Employment/Induction & Mentoring Form](#)

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## End-of-Service Procedures

The following information may help employees who have decided to leave the district.

### **Resignations**

An employee who would like to resign from the Chelmsford Public Schools should submit written request to his/her supervisor and to the Office of Human Resources ([berglundk@chelmsford.k12.ma.us](mailto:berglundk@chelmsford.k12.ma.us)). The Office of Human resources will process the request with a letter that will explain when benefits end. Employees are expected to give a minimum of two weeks written notice. Certain administrative employees have a greater notice requirement under individual contracts.

### **Suitability Determinations**

If an employee was fingerprinted upon employment with the Chelmsford Public Schools, and needs a suitability determination sent to another employer, please contact the Office of Human Resources with the name and email address of the HR representative of the new employer. Our office will process the suitability determination and send it directly to the new employer.

### **Retirement**

If an employee plans to retire, they should send written advance notice to the Office of Human Resources. Employees who intend to retire need to inform the Office of Human Resources to assist in the submission of paperwork required by MTRS, Middlesex or OBRA. Prospective retirees are encouraged to contact the appropriate retirement board's website to learn about seminars designed to inform prospective retirees, as well as procedures and forms that need to be completed. Here are the links to the board's websites:

- [Massachusetts Teachers' Retirement System](#)
- [Middlesex Retirement System](#)
- [Great West Retirement Services](#)

### **Exit interviews**

Should the time come for you to leave Chelmsford Public Schools, we value hearing about your CPS experience. All employees who are leaving the Chelmsford Public Schools are welcome to set up an exit interview with the Office of Human Resources by contacting Karen Berglund ([berglundk@chelmsford.k12.ma.us](mailto:berglundk@chelmsford.k12.ma.us)) or calling us at (978)251-5100

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## SECTION III - EMPLOYEE DEVELOPMENT & FEEDBACK

The Chelmsford Public Schools values the ongoing development of all of its employees. To this end, we offer a wide range of development experiences and supports to educators and other personnel.

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### Educator Induction and Mentoring

Newly hired teachers who have never held the position for which they were hired are considered for induction and mentoring supports. Those who qualify will participate in a district-supported induction program and be matched with a mentor who can support them in their first year. All Chelmsford Public Schools mentors are trained and receive stipends for the support and resources they provide our least experienced educators.

For questions about mentor training or eligibility for mentoring, please contact the Office of Human Resources at (978)251-5100 x6939

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### Feedback & Evaluation of Staff

CPS believes that an important part of ongoing professional learning and development for employees entails the receipt of clear, timely and well-delivered feedback. Such feedback can not only help employees improve their practice and performance, it can be motivating and engaging.

Different groups of employees follow different requirements and policies meant to guide the provision of this kind of feedback and evaluation. Please see the appropriate collective bargaining agreements to learn more:

#### **Teachers, nurses, administrators and other licensed educators**

- [CBA Teachers & Nurses \(2019-2022\)](#)
- [Resources on teacher evaluation shared at orientation with new staff](#)
- [MA DESE educator evaluation regulations](#)
- [MA DESE educator evaluation rubrics](#)

#### **Educational Support Personnel**

- [CBA Professional Support Personnel \(2019-2022\)](#)

#### **Custodians**

- [CBA Building Custodians 2017-2020](#)

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### Educator Licensure

Maintaining a valid, active license is a way that educators show that they are continuing to participate in ongoing professional development. All licensed educators are responsible for keeping their licensure appropriate to their position updated and valid. Lack of appropriate licensure shall be grounds for termination. The CPS Office of Human Resources is happy to try to answer educators' questions and provide licensure guidance when able, including providing employee verifications for

the purpose of licensure renewal or acquisition (see forms below). However, the Massachusetts Department of Elementary and Secondary Education (DESE) actually oversees licensure renewal and acquisition and, therefore, the most accurate information and guidance on licensure renewal and acquisition can be found on their website which can be accessed here ([DESE licensure website](#)). DESE licensure support can also be reached via their [Licensure Call Center: 781-338-6600](#): Below are some links to resources other educators have found helpful:

### **Helpful Links:**

- [DESE Helpful Hints and Contact Information](#)
- [Obtaining your 1st Professional teacher license](#)
  - [Required employment verification form](#)
  - [Understanding the 50 hour requirement for Professional Licensure](#)
- [Obtaining an Additional Initial or Professional Teacher License](#)
- [Renewing a Professional teacher license](#)
  - [Renewal Application](#)
  - [PDPs \(see below\) Link to DESE resources](#)

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## **Professional Development Plans and Points (PDFs)**

All educators work with their supervisors to develop Professional Development Plans which provide goals and action steps for their ongoing professional learning. Professional Development Points (PDPs) are necessary for recertification of a professional license (See Renewing a Professional Teacher License above). Educators with preliminary or initial licenses *DO NOT* need PDPs to move their licensure forward.

### **Professional Development Plans and PDP Requirements**

(603 CMR 44.05: Provisions applicable to licenses renewed on or after July 28, 2017)

Professional development activities shall be identified by the educator and supervisor during the development of, and review of, the Individual Professional Development Plan (IPDP) in order to better support student achievement. Individual professional development plans must include at least 150 PDPs including:

- As of July 28, 2017, the required distribution of Professional Development Points (PDPs) for all academic educators renewing a Primary area license has been amended as stated in the regulations (CMR 603 44.05).
- Educators renewing a Primary area license on or after July 28, 2017, must earn a minimum of 150 Professional Development Points (PDPs). Here is the breakdown:
  - (a) At least 15 PDPs in content (subject matter knowledge)
  - (b) At least 15 PDPs in pedagogy (professional skills and knowledge)
  - (c) At least 15 PDPs related to Sheltered English Immersion (SEI)

- or English as a Second Language (ESL).
- (b) At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles.
- (c) The remaining required 90 PDPs may be earned through any combination of “elective” activities that address other educational issues and topics that improve student learning, additional content, or pedagogy.

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### Changes in Regulations

Point Distribution as of July 1, 2016 Primary Area	New Point Distribution as of July 28, 2017 Primary Area
<ul style="list-style-type: none"> <li>● At least 90 PDPs in the content area of the license or in pedagogy, with no less than 60 PDPs in or related to the content area of the educator’s Primary area license</li> </ul>	<ul style="list-style-type: none"> <li>● At least 15 PDPs in content</li> </ul>
<ul style="list-style-type: none"> <li>● At least 15 PDPs related to Sheltered English Immersion or English as a Second Language</li> </ul>	<ul style="list-style-type: none"> <li>● At least 15 PDPs related to Sheltered English Immersion or English as a Second Language</li> </ul>
<ul style="list-style-type: none"> <li>● At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles</li> </ul>	<ul style="list-style-type: none"> <li>● At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles</li> </ul>
<ul style="list-style-type: none"> <li>● The remaining required 30 PDPs may be earned through either “elective” activities that address other educational issues and topics that improve student learning, or additional content, and/or pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>● At least 15 PDPs in pedagogy</li> </ul>
	<ul style="list-style-type: none"> <li>● The remaining required 90 PDPs may be earned through any combination of “elective” activities that address other educational issues and topics that improve student learning, additional content, or pedagogy</li> </ul>

The renewal of each Additional license(s) will require 30 PDPs. Of the 30, at least 15 PDPs must be in the content area of the license. The remaining 15 PDPs may be earned through either “elective” activities that address other educational issues and topics that improve student learning, or additional content, pedagogy. Please note that renewing an invalid additional license requires 150 PDPs.

Point Distribution as of July 1, 2016 Additional Area	New Point Distribution as of July 28, 2017 Additional Area
<ul style="list-style-type: none"> <li>• A minimum of 30 PDPs in content</li> </ul>	<ul style="list-style-type: none"> <li>• A minimum of 30 PDPs. Of the 30, at least 15 PDPs in content is required. The remaining 15 PDPs may be earned through either “elective” activities that address other educational issues and topics that improve student learning, additional content, or pedagogy.</li> </ul>

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### **How to earn PDPs**

The Chelmsford Public Schools offers relicensure options for teachers through system-wide or school-based professional development activities. Professional Development Points, or PDPs, are awarded to teachers who participate in these activities upon completion of 10 hours in a topic and can likewise demonstrate proficiency in the area of professional development.

The Chelmsford Public Schools will award PDPs for district-sponsored professional development activities. Such activities may include workshops, courses, curriculum development and other sustained activities related to school and district goals. Activities that lead to district-issued PDPs will be labeled in advance as opportunities to earn PDPs. Teachers are also encouraged to seek out professional development options offered through various organizations such as the Department of Elementary and Secondary Education (DESE), professional organizations, colleges and universities, and online professional development resources. Teachers are afforded the opportunity to take college level courses for reimbursement. Additionally, teachers are able to teach college level courses based on prior approval of the Professional Development Committee and alignment with district goals. All course reimbursement and instructor salaries are subject to the Unit A collective bargaining agreement. Please see the workshop form, course reimbursement form, and instructor course application in the “useful links” section below.

The school district follows DESE guidelines regarding the assignment of professional development points. The district may award 1 PDP per clock hour for most activities; however only when the educators have demonstrated *proficiency* through either a product or pre- and post-assessments and based on a minimum of 10 clock hours. A professional development activity of fewer than 10 clock hours will be documented as *hours of attendance* rather than PDPs. Such hours may be bundled with like activities by the participant to equal 10 PDPs on a topic. PDPs are used for the purpose of educator relicensure with the MA Department of Elementary and Secondary Education (DESE).

Please contact the Assistant Superintendent for Curriculum and Instruction for questions related to district-issued PDPs. Please contact the Director of Personnel and Professional Learning for questions related to licensure renewal or acquisition.

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**PDP-eligible activities as adapted from DESE guidelines:**

<u>Activity</u>	<u>PDPs</u>	<u>Notes</u>
Undergraduate courses	15 per semester hour (credit)	
Upper-level undergraduate course (only when substantially new to the educator)	22.5 per semester hour (credit)	For example, an elementary teacher with limited content expertise in the area of mathematics may take an upper-level undergraduate course in mathematics and receive 22.5 PDPs per semester hour. A high school mathematics teacher taking the same course would receive 15 PDPs per semester hour, as this would not be substantially new content for the individual.
Graduate course	22.5 per semester hour (credit)	

An instructor of a graduate-level course or approved equivalent	45 per semester hour	Only for the first time the course is taught in a five-year renewal cycle
Audited course	7.5 per semester hour	
DESE-sponsored activities	1.5 per clock hour	Must total at least 10 hours; include a product or pre- and post-content assessment; and include a follow-up component
DESE-sponsored activities	30 in a five-year cycle	For those DESE activities that do NOT have a pre- and post-content assessment, e.g. Mentor Institute
DESE summer content institutes	Up to 67.5	Counts as "content"
DESE 1-day workshops, conferences, etc.	None	
Initiatives sponsored by Districts, Collaboratives or Registered Providers	1 per clock hour	(Minimum of 10 hours on a topic) with an observable demonstration of learning that could include a written product or other documentable product.
Mentoring	1 per clock hour	Maximum of 15 per year in content, pedagogy, or elective
Peer coaching	1 per clock hour	Maximum of 15 per year in content, pedagogy, or elective



Peer assistance and review programs	1 per clock hour	Maximum of 15 per year in content, pedagogy, or elective
Cooperating teacher	1 per clock hour	Maximum of 15 per year in content, pedagogy, or elective
National Board of Professional Teaching Standards	Successful completion	30 in content, 60 in pedagogy, 30 elective
Team for Accreditation or Inspection - visiting team member	30 PDPs in five year cycle	Once in 5 year cycle ; can be used for PDPs not subject to supervisor approval, i.e., elective
Team for Accreditation or Inspection - School personnel preparing for visiting team	30 PDPs in five year cycle	Once in 5 year cycle ; can be used for PDPs not subject to supervisor approval, i.e., elective
Presentation at professional conference	30 PDPs in five year cycle	First time only in a 5 year cycle
Developing and presenting a PD series of at least three sessions	2 per clock hour	Minimum of 10 PDPs, maximum of 24 PDPs, only the first time presented in a 5 year cycle
New curriculum unit published or formally shared	15 per unit	Up to 60 PDPs in a 5 year cycle
Developing and implementing an activity for students, parents, or teachers	1 per clock hour	Up to 30 PDPs in a 5 year cycle when activity is distributed or implemented by a local school, district, or university
Published doctoral dissertation	90	Once in 5 years

Published Master's or CAGS thesis	45	Once in 5 years
Book(s)	90 per book	
Professional journal articles or chapters in a professional book	30 per chapter or article	
Published results of action research	30	Once in 5 years
Continuing Education Units (CEUs)	1 CEU = 10 PDPs	

**Additional Information on Professional development, Individual Professional Development Plans, and educator Licensure**

Below are some useful links regarding the earning of PDPs:

- [DESE information on Professional Development and Individual Professional development plans \(IPDP\)](#)
- [Advancing, Extending, or Renewing a License](#)
- [CPS conference workshop form - High School \(requires advanced approval for reimbursement\)](#)
- [CPS Conference workshop form - other \(requires advanced approval for reimbursement\)](#)
- CPS course reimbursement form (access through Curriculum Office)
- CPS instructor course application form (access through Curriculum Office)

[Course Reimbursement](#)

Chelmsford Public Schools employees are sometimes eligible for course reimbursement when taking graduate-level courses that enhance their professional skill and licensure. Information on this can be accessed in the various bargaining agreements or policies.

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## SECTION IV – PROTOCOLS, PROCEDURES AND POLICIES

The Chelmsford Public Schools follows several policies and protocols designed to keep students and staff safe and our school environments professional and enjoyable places to work. Several of these policies are provided to new hires at the time of on-boarding (Marked with superscript <sup>1</sup>). Others are reviewed by staff annually (Marked with superscript <sup>2</sup>). Collectively we hope that these policies will guide our rights and responsibilities at work and make our schools and offices safe and enjoyable places to be each day.

### Student and Staff Safety

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The Chelmsford Public Schools makes student and staff safety a top priority. To this end several of our policies and protocols are designed to guide our practices in areas that impact student and staff safety and well-being. Any employee with questions or concerns about discrimination in the workplace based on all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training is encouraged to follow the procedures below.

#### General Staff Safety

[CPS Wellness Policy \(File ADF\)](#)

[CPS Staff Personal Security & Safety Policy \(File GBGB\)](#)

[CPS Sexual Harassment/Title IX Policy \(File ACAB\)](#)

[CPS Nondiscrimination and reasonable accommodation of pregnant workers](#)

[CPS Equal Employment Opportunity \(File GBA\)](#)

[CPS Nondiscrimination Policy & Grievance Procedures \(File AC\)](#)

[CPS Nondiscrimination on the Basis of Sex Policy \(File ACA\)](#)

[CPS Nondiscrimination on the Basis of Disability \(File ACE\)](#)

#### Emergency protocols

[First Aid \(File EBB\)](#)

[Supervisor's Report of Accident Intake Form](#)

[Bloodborne Pathogen Training<sup>2</sup>](#)

[EpiPen Training<sup>2</sup>](#)

[Emergency Plans \(File EBC\)](#)

[Physical Restraint of Students \(File JKAA\)](#)

[Restraint Prevention & Behavior Support Module<sup>2</sup>](#)

#### Bullying Prevention and Intervention

The Chelmsford Public Schools is committed to providing a safe, positive, and productive educational environment where students can achieve the highest academic standards. No

student shall be subjected to harassment, intimidation, bullying, or cyberbullying [see [definition of bullying and cyberbullying](#) as articulated in CPS] as articulated in School Committee policy docs]. It is a violation of this policy for any student or member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional to engage in bullying or cyberbullying or for any employee of the Chelmsford Public Schools to condone or fail to report acts of bullying or cyberbullying that they witness or become aware of (i) on school grounds and property immediately adjacent to school grounds; (ii) at school sponsored or school-related activities, functions or programs whether on or off school grounds; (iii) at school bus stops; (iv) on school buses or other vehicles owned, leased or used by the school district; (v) through the use of technology or an electronic device owned, leased or used by the school district and (vi) at a location, activity, function or program that is not school related, or through the use of technology or an electronic device that is not owned, leased or used by a school district, (vii) if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school. The District's bullying and cyberbullying policies and procedures and training are referenced below.

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

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

The Chelmsford Public Schools will provide students with age-appropriate instruction on bullying/cyberbullying prevention. The Chelmsford Public Schools will provide professional development to build the skills of staff members, as required by law. The Chelmsford Public Schools developed a Bullying/CyberBullying Prevention and Intervention Plan which is below and sets forth the administrative guidelines and procedures for the implementation of this policy. Each principal shall be responsible for the implementation and oversight of the Plan at his/her program.

[Anti-Bullying Training<sup>2</sup>](#)  
[Cyberbullying](#)

[CPS Bullying Prevention and Intervention Plan \(File JICFB\)](#)  
[Bullying prevention and intervention reporting form](#)

[Mandatory Reporting and Student Confidentiality](#)

[Student Welfare \(File JL\)](#)

[Student Rights & Confidentiality Training<sup>2</sup>](#)

[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:

[Drug-Free Workplace \(File GBEC\)](#)

[Tobacco Use on School Property By Staff Members Prohibited \(File GBED\)](#)

## Internet and Technology

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With technology becoming an increasingly useful, necessary and prevalent part of the instruction and service provision at Chelmsford Public Schools, we recognize that staff and students will be accessing technology in many ways in the course of their work and instruction. In order to ensure that staff and students use this technology in ways that enhance the learning experience for

students, the Chelmsford Public Schools has assembled, and continues to revise policies and protocols designed to guide the use of technology in classrooms and the workplace:

- [CPS Access to Digital Resources \(File IJND\)](#)
- [CPS Empowered Digital Use Policy \(File IJNDB\)](#)
- [Staff Empowered Digital Use Form](#)
- [Policy on Social Media \(File IJNDD\)](#)
- [CPS Bullying Prevention \(File JICFB\)](#)
- [Cyberbullying](#)

## Translations for Families

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It is our intent to provide access to information for all Chelmsford Public School families. In an effort to support communication with families whose home language is not English, we will translate documents into their native language and provide an interpreter when necessary. If you have questions or a parent requires assistance, please email Kelly Rogers, Department Coordinator of Reading and ELL ([English Language Learning Department](#)). Depending on the request, it may take up to a week to fulfill.

## Employee Rights & Responsibilities

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All Chelmsford Public School Employees have certain rights and responsibilities. Below we provide you with access to some additional policies that outline these rights and responsibilities. Questions about them can be directed to the Office of Human Resources (978)251-5100 x6939.

- [Gifts to and Solicitations by Staff \(File GBEB\)](#)
- [State of MA Conflict of Interest/Ethics training](#)
- [Summary of Conflict of Interest Law](#)
- [CPS Summary of State and Federal Employment Law](#)<sup>1</sup>
- [Student Discipline Module](#)<sup>2</sup>
- [Idea 504 Training](#)<sup>2</sup>
- [School Ceremonies and Observances - Religious Holidays \(File IMDC\)](#)
- [Media Relations/Dissemination of News \(File KDD\)](#)
- [Animals in Schools \(File IMG\)](#)

- [Non-Discrimination and Reasonable Accommodation for Pregnant Workers](#)
- [Chelmsford Public Schools Reasonable Accommodations Procedures](#)
- [Employment Rights of Individuals with Disabilities \(MA\)](#)
- [American with Disabilities Act](#)

## **SECTION V – STAFF CONDUCT**

### **Basic Employment Expectations**

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All employees are expected to demonstrate a professional, cooperative, knowledgeable and courteous demeanor in all interactions with students, parents/guardians, colleagues and members of the community. Work attire should reflect the professional responsibilities of an employee's position, exhibiting concern for safety, hygiene, neatness, cleanliness and projecting positive role models for students enrolled within the Chelmsford Public Schools. At a minimum, it is expected that all employees will follow general and specific work and employment guidelines, carry out instructions and directions appropriately issued by supervisors or administrators and perform job responsibilities in a satisfactory manner.

Employees are expected to be regular in attendance, arriving on time and adhering to designated starting and ending times for work, breaks, lunch, prep periods, etc. The use of profane language is prohibited and may be cause for disciplinary action. Employees are advised that School Department telephones, supplies, equipment and services (including internet access and fax machines) are for professional use. Excessive personal calls, or use of supplies, services or equipment for personal reasons are not allowed. Inappropriate use of equipment, supplies, or services including electronic access may result in discipline, up to and including termination.

### **Standards of Conduct**

[\(back to t.o.c.\)](#)

Some rules of conduct are needed in any workplace in order to help everyone work together efficiently, effectively, and harmoniously. Because our mission is to serve the public and because we are empowered with substantial governmental authority to achieve that mission, we must hold ourselves to high standards of quality service and ethical conduct.

By accepting employment with us, you have a responsibility to the public, to the Chelmsford Public Schools and to your fellow employees to adhere to certain rules of behavior and conduct. The purpose of these rules is not to restrict your rights, but rather to be certain that you understand what conduct is expected and necessary to fulfill our mission, responsibilities, and duty to the public. When each person is aware that he or she can fully depend on fellow workers to follow the rules of conduct, then our organization will be a better place to work and a more effective servant of the people.

### **Meeting Job Expectations**

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In addition to maintaining appropriate standards of conduct, it is the responsibility of employees to fulfill the essential functions of their positions in an acceptable manner. Depending on the position, these measures may be both qualitative and/or quantitative. Job requirements and qualifications are listed on job postings/descriptions. Your supervisor will discuss and clarify the expectations and standards of your position. Employees who are having difficulty meeting job standards should discuss the issue with their supervisor.

In turn, it is the supervisor's responsibility to monitor employee performance and provide counseling, support, and assistance to employees in helping them meet their job expectations.

Ultimately, if employees are unable to meet job requirements, corrective action may include reassignment, transfer, demotion, or other disciplinary action, up to and including termination.

## Disciplinary Actions for Unacceptable Activities

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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.

## SECTION VI – CONTRACTUAL AGREEMENTS AND UNAFFILIATED BENEFITS

[\(back to t.o.c.\)](#)

In this section of the Employee Handbook, we aim to provide you with easy access to sections of the various collective bargaining agreements which may be useful to you (Salaries, seniority, transfers, holidays, leaves of absence, attendance, etc.). Until we can provide this topic/specific access to you, below are the links to our collective bargaining agreements and to policies we have approved for unaffiliated (at-will) employees.

- [CBA - Administrators \(2019-2022\)](#)
- [CBA - Building Custodians \(2017-2020\)](#)
- [CBA - Food Service Personnel \(2019-2022\)](#)
- [CBA - Professional Support Personnel \(2019-2022\)](#)
- [CBA - Teachers & Nurses \(2019-2022\)](#)
- [CBA - Teachers and Nurses \(2019-2022\)](#)
- Exempt (Unaffiliated) employees holidays and benefits

# CHELMSFORD PUBLIC SCHOOLS

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## Memorandum

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

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

DATE: June 11, 2021

RE: Student Activity Accounts – Audit of McCarthy and Parker Middle School Accounts

---

I am writing to update you on the final audit reports of the McCarthy and Parker Student Activity Accounts. Attached please find the reports.

Our external auditor, Powers and Sullivan, audited both middle school student activity accounts in the spring of 2021. As presented with the audit of the high school student activity account last year, our plan is to request an audit of these accounts every other year. While the guideline is to audit the accounts once every three years, we recommend auditing the high school one year, both middle schools the following year, and then continue with this cycle. The audit will likely take place in the spring of each year, while the auditors are also on site for our annual end of year report audit.

While there were no findings, the auditors did have a couple of comments on suggestions for procedures which we will review as our goal is always to improve our processes and remain compliant with the guidelines.

I will continue to present the student activity balances for all three schools on a quarterly basis as part of the regular quarterly financial review of the local budget and grant and revolving fund summary.

I would like to thank our Business Office Financial Analyst Kathrine Dean, as well as Principal McPhee and Principal Parks and their secretaries, Mrs. Pindara and Mrs. Loiselle for all their work with the audit and the day-to-day work with the student activity accounts. The Town Treasurer's office as well as the Town Accounting department is also very supportive with their work with the bank, statements and general audit activity. I would also like to thank this same team as well as the advisors for each club for their continued compliance on following the guidelines and procedures.

I am available to address any questions. Thank you for the opportunity to provide this update.

**CHELMSFORD PUBLIC SCHOOL DISTRICT**  
**REPORT ON APPLYING AGREED-UPON PROCEDURES**  
**IN RELATION TO THE MCCARTHY MIDDLE SCHOOL**  
**STUDENT ACTIVITY FUNDS**  
**YEAR ENDED JUNE 30, 2020**

CHELMSFORD PUBLIC SCHOOL DISTRICT

REPORT ON APPLYING AGREED-UPON PROCEDURES  
IN RELATION TO THE MCCARTHY MIDDLE SCHOOL  
STUDENT ACTIVITY FUNDS

JUNE 30, 2020

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**INDEPENDENT ACCOUNTANTS' REPORT ON APPLYING  
AGREED-UPON PROCEDURES IN RELATION TO THE  
MCCARTHY MIDDLE SCHOOL STUDENT ACTIVITY FUNDS**

To the Honorable School Committee and  
Management of the Chelmsford Public School District  
Chelmsford, Massachusetts

We have performed the procedures enumerated in the Massachusetts Department of Elementary and Secondary Education's (DESE) "Agreed-Upon Procedures and Audit Guidelines: Student Activity Funds", which were agreed to by the Chelmsford Public School District (District), solely to assist the District with an evaluation of the systems of internal controls and compliance with the Massachusetts Student Activity Law (Massachusetts General Law [MGL] Chapter 71, Section 47) as related to the McCarthy Middle School student activity funds for the period July 1, 2019, through June 30, 2020. The District is responsible for the administration and system of internal controls surrounding the student activity funds. This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of those parties specified in the report. Consequently, we make no representation regarding the sufficiency of the procedures described in the Massachusetts Department of Elementary and Secondary Education's "Agreed-Upon Procedures and Audit Guidelines: Student Activity Funds" either for the purpose for which this report has been requested or for any other purpose.

We have listed our comments and the corresponding agreed-upon procedures in the accompanying Schedule of Comments.

We were not engaged to and did not conduct an audit, the objective of which would be the expression of an opinion on cash and student activity balances. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the use of the Chelmsford Public School District and should not be used by those who have not agreed to the procedures and taken responsibility for the sufficiency of the procedures for their purposes. However, this report is a matter of public record and its distribution is not limited.

A handwritten signature in black ink that reads "Powers &amp; Sullivan, LLC".

May 27, 2021

# ***Student Activity Schedules***

**SCHEDULE OF STUDENT ACTIVITY BALANCES - CASH BASIS**

June 30, 2020

**ASSETS**

Cash and cash equivalents.....	\$ <u>23,492</u>
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**STUDENT ACTIVITY BALANCES**

Band.....	\$ 3,281
Chorus.....	1,575
Cross Country.....	118
Drama.....	12,195
General Student Body Fund.....	868
Grade 5 and Field Trips.....	890
Grade 6 and Field Trips.....	327
Grade 7 and Field Trips.....	1,814
Grade 8 and Field Trips.....	57
Orchestra.....	677
Project 300.....	276
Student Council.....	963
Yearbook.....	<u>451</u>

TOTAL STUDENT ACTIVITY BALANCES.....	\$ <u>23,492</u>
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**SCHEDULE OF ACTIVITIES - CASH BASIS**

June 30, 2020

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Receipts:	
Student activities.....	\$ <u>28,581</u>
Disbursements:	
Student activities.....	<u>46,451</u>
Increase (decrease) in student activity balances.....	(17,870)
STUDENT ACTIVITY BALANCES AT BEGINNING OF YEAR.....	<u>41,362</u>
STUDENT ACTIVITY BALANCES AT END OF YEAR.....	\$ <u><u>23,492</u></u>

**SCHEDULE OF SUPPORT, RECEIPTS AND DISBURSEMENTS - CASH BASIS**

June 30, 2020

	Beginning Balances	Receipts	Disbursements	Transfers In (Out)	Receipts Over (Under) Disbursements	Ending Balances
Band.....	\$ 1,548	\$ 4,030	\$ 2,297	\$ -	\$ 1,733	\$ 3,281
Chorus.....	960	3,067	2,452	-	615	1,575
Cross Country.....	759	375	1,016	-	(641)	118
Drama.....	20,391	254	8,450	-	(8,196)	12,195
General Student Body Fund.....	3,133	445	2,845	135	(2,265)	868
Grade 5 and Field Trips.....	2,261	-	1,371	-	(1,371)	890
Grade 6 and Field Trips.....	2,342	789	2,804	-	(2,015)	327
Grade 7 and Field Trips.....	3,086	3,325	4,597	-	(1,272)	1,814
Grade 8 and Field Trips.....	4,012	200	3,942	(213)	(3,955)	57
Orchestra.....	1,113	1,588	2,024	-	(436)	677
Project 300.....	776	-	770	270	(500)	276
School Store.....	405	-	-	(405)	(405)	-
Student Council.....	(235)	6,629	5,644	213	1,198	963
Yearbook.....	811	7,879	8,239	-	(360)	451
<b>Totals.....</b>	<b>\$ 41,362</b>	<b>\$ 28,581</b>	<b>\$ 46,451</b>	<b>\$ -</b>	<b>\$ (17,870)</b>	<b>\$ 23,492</b>

**SECTION IV. – REVENUE, RECEIPTS AND DEPOSITS****School Deposits**DESE Guideline

The receipts process is most susceptible to theft and abuse since cash collections for student activities are normally decentralized, and individuals collecting cash are often young students inexperienced with cash handling.

Agreed Upon Procedures

Make a selection of receipts to test. This sample population should be a representative sample of receipts that are made from the school deposit slips. Upon determination of the samples to be tested, perform the following procedures on each sample:

1. Determine if pre-numbered receipts are used.
2. Determine if funds are remitted within twenty-four hours or within the next business day (if a weekend day) to the principal's office.

Comments

We noted that all transactions selected for testing did not have pre-numbered receipts or tickets, student listings, and/or any supporting documentation that indicated who collected the funds and when the funds were collected. Because information regarding the collection of funds was not maintained, we were unable to determine the timing between when the monies were collected and when they were turned over to the principal's office for deposit.

We recommend that the District implement procedures that provide an audit trail for the funds collected by the advisor prior to turning the funds over to the Principal's office.

This comment is substantially the same comment made in our December 31, 2018, report.

**SECTION V. – PURCHASING AND DISBURSEMENTS****School Disbursements**DESE Guideline

MGL 71, Section 47 gives the responsibility for the establishment of student activity accounts to the School Committee and the enforcement of School Committee policies to the School Principals; such is the case with purchasing and disbursements. It is important that disbursement policies are sound, controlled, and designed to benefit only the students.

Agreed Upon Procedure

Make a selection of disbursements to test. This sample population should be a representative sample of disbursements selected from the school check register.

Upon determination of the samples to be testing, perform the following procedure on each sample:

1. Was the disbursement approved by the Principal? How was the Principal's approval evidenced?

Comment

In a sample of 25 transactions, there were two transactions recorded to reimburse a teacher for a purchase made from a vendor, where the vendor could have been paid directly out of the student activity account. For one of the transactions noted, the reimbursement was over \$1,000.

We recommend that the School mitigate purchases with personal credit cards. If reimbursement cannot be avoided, we recommend that for any reimbursements that will total over \$1,000, the advisor obtain prior approval of the disbursement from the Principal.

**CHELMSFORD PUBLIC SCHOOL DISTRICT**  
**REPORT ON APPLYING AGREED-UPON PROCEDURES**  
**IN RELATION TO THE PARKER MIDDLE SCHOOL STUDENT**  
**ACTIVITY FUNDS**

**YEAR ENDED JUNE 30, 2020**

CHELMSFORD PUBLIC SCHOOL DISTRICT  
REPORT ON APPLYING AGREED-UPON PROCEDURES  
IN RELATION TO THE PARKER MIDDLE SCHOOL  
STUDENT ACTIVITY FUNDS

JUNE 30, 2020

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## **INDEPENDENT ACCOUNTANTS' REPORT ON APPLYING AGREED-UPON PROCEDURES IN RELATION TO THE PARKER MIDDLE SCHOOL STUDENT ACTIVITY FUNDS**

To the Honorable School Committee and  
Management of the Chelmsford Public School District  
Chelmsford, Massachusetts

We have performed the procedures enumerated in the Massachusetts Department of Elementary and Secondary Education's (DESE) "Agreed-Upon Procedures and Audit Guidelines: Student Activity Funds", which were agreed to by the Chelmsford Public School District (District), solely to assist the District with an evaluation of the systems of internal controls and compliance with the Massachusetts Student Activity Law (Massachusetts General Law [MGL] Chapter 71, Section 47) as related to the Parker Middle School student activity funds for the period July 1, 2019, through June 30, 2020. The District is responsible for the administration and system of internal controls surrounding the student activity funds. This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of those parties specified in the report. Consequently, we make no representation regarding the sufficiency of the procedures described in the Massachusetts Department of Elementary and Secondary Education's "Agreed-Upon Procedures and Audit Guidelines: Student Activity Funds" either for the purpose for which this report has been requested or for any other purpose.

We have listed our comments and the corresponding agreed-upon procedures in the accompanying Schedule of Comments.

We were not engaged to and did not conduct an audit, the objective of which would be the expression of an opinion on cash and student activity balances. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the use of the Chelmsford Public School District and should not be used by those who have not agreed to the procedures and taken responsibility for the sufficiency of the procedures for their purposes. However, this report is a matter of public record and its distribution is not limited.

May 27, 2021

# ***Student Activity Schedules***



**SCHEDULE OF STUDENT ACTIVITY BALANCES - CASH BASIS**

June 30, 2020

**ASSETS**

Cash and cash equivalents..... \$ 58,540

**STUDENT ACTIVITY BALANCES**

Band..... \$ 7,279  
Chorus..... 3,700  
Cross Country..... 10  
Drama..... 29,007  
General Student Body Fund..... 291  
Grade 5 and Field Trips..... 346  
Grade 6 and Field Trips..... 796  
Grade 7 and Field Trips..... 2,220  
Grade 8 and Field Trips..... 5,176  
Orchestra..... 2,904  
School Store..... 152  
Student Council..... 4,901  
Yearbook..... 1,758

TOTAL STUDENT ACTIVITY BALANCES..... \$ 58,540

**SCHEDULE OF ACTIVITIES - CASH BASIS**

June 30, 2020

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Receipts:	
Student activities.....	\$ <u>51,767</u>
Disbursements:	
Student activities.....	<u>49,362</u>
Increase (decrease) in student activity balances.....	2,405
STUDENT ACTIVITY BALANCES AT BEGINNING OF YEAR.....	<u>56,135</u>
STUDENT ACTIVITY BALANCES AT END OF YEAR.....	\$ <u><u>58,540</u></u>

**SCHEDULE OF SUPPORT, RECEIPTS AND DISBURSEMENTS - CASH BASIS**

June 30, 2020

	Beginning Balances	Receipts	Disbursements	Transfers In (Out)	Receipts Over (Under) Disbursements	Ending Balances
Band.....	\$ 561	\$ 9,231	\$ 2,513	\$ -	\$ 6,718	\$ 7,279
Chorus.....	1,907	4,694	2,901	-	1,793	3,700
Cross Country.....	-	500	1,174	684	10	10
Drama.....	30,437	9,315	10,745	-	(1,430)	29,007
General Student Body Fund.....	1,644	874	1,251	(976)	(1,353)	291
Grade 5 and Field Trips.....	1,184	4,986	5,824	-	(838)	346
Grade 6 and Field Trips.....	1,868	-	1,072	-	(1,072)	796
Grade 7 and Field Trips.....	1,852	5,575	5,207	-	368	2,220
Grade 8 and Field Trips.....	5,815	7,196	7,835	-	(639)	5,176
Orchestra.....	540	5,225	2,861	-	2,364	2,904
School Store.....	152	-	-	-	-	152
Student Council.....	7,986	3,808	6,615	(278)	(3,085)	4,901
Yearbook.....	2,189	363	1,364	570	(431)	1,758
<b>Totals.....</b>	<b>\$ 56,135</b>	<b>\$ 51,767</b>	<b>\$ 49,362</b>	<b>\$ -</b>	<b>\$ 2,405</b>	<b>\$ 58,540</b>

**SECTION IV. – REVENUE, RECEIPTS AND DEPOSITS****School Deposits**DESE Guideline

The receipts process is most susceptible to theft and abuse since cash collections for student activities are normally decentralized, and individuals collecting cash are often young students inexperienced with cash handling.

Agreed Upon Procedures

Make a selection of receipts to test. This sample population should be a representative sample of receipts that are made from the school deposit slips. Upon determination of the samples to be tested, perform the following procedures on each sample:

1. Determine if pre-numbered receipts are used.
2. Determine if funds are remitted within twenty-four hours or within the next business day (if a weekend day) to the principal's office.

Comments

We noted that 22 out of the 25 transactions selected for testing did not have pre-numbered receipts or tickets, student listings, and/or any supporting documentation that indicated who collected the funds and when the funds were collected. Of the remaining 3 transactions where this support was obtained, 1 transaction was noted where the funds were not turned over the Principal's office within 24 hours of being collected.

We recommend that the District implement procedures that provide an audit trail for the funds collected by the advisor prior to turning the funds over to the Principal's office.

This comment is substantially the same comment made in our December 31, 2018, report.

# 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: June 15, 2021  
Re: FY2021 Recommended One-Time Expenditures

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As the fiscal year ends, we are working to determine remaining available funds for one-time purchases. Our final payroll for school-year staff is Friday, June 18, 2021. Following the processing of the final payroll we will update payroll encumbrances and better determine available funds. Our business office staff is also in the process of closing out purchase/service orders and refining available expenditure account balances. As part of our funding strategy to fully expend our local operating budget, we will be building allowable reserves in our revolving funds which carry over from year-to-year. We will present final FY21 budget transfers to close the books, including the special education circuit breaker offset transfer, at our July school committee meeting. In the meantime, we anticipate approximately \$ 550,000 to be available for further one-time purchases.

I recommend the school committee authorize two (2) additional capital projects to utilize available funds prior to the fiscal year close as follows:

\$ 174,298	CHS Learning Commons Furnishings Update
<u>\$ 450,000</u>	McCarthy Middle School Kitchen Renovation
\$ 624,298	Project Total

My recommendation is to authorize and commit funding for the CHS Learning Commons upgrade in total (\$ 174,298) and then commit **up to** the budget amount for the McCarthy Kitchen Renovation (\$ 450,000) depending on available funds at fiscal yearend. If \$ 550K ends up being the total amount available, we would commit \$ 375K of the \$ 450K total project costs and then supplement the additional \$ 75K in FY2022. We would accomplish this by transferring funds previously expended (expense transfer) from the school nutrition revolving fund to the local operating budget, creating a surplus in the school nutrition revolving fund, to be used to fund the kitchen renovation in FY2022.

A recommended budget transfer for the CHS Learning Commons upgrade is included in the next agenda item.

# CHELMSFORD PUBLIC SCHOOLS

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## Memorandum

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

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

DATE: June 15, 2021

RE: FY2021 Recommended Budget Transfers

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I am writing to request three budget transfers for FY2021 totaling \$ 325,873

The first budget transfer request is shifting budget funds from a paraprofessional account to a classroom instructional technology account in the amount of \$ 14,954 to purchase computers and a teaching monitor for the CHS Early Childhood Pathways classroom (where the Lion's Pride North preschool students attend).

The second budget transfer request is shifting budget funds from the paraprofessional accounts to three classroom instructional technology accounts in the amount of \$ 136,621. This is to fund the annual lease payments for the one-to-one computer initiative for grades 5 & 9 (yr 1) and grades 6 & 10 (yr 2) from the local budget rather than the school choice revolving fund (510). This will help to increase the reserve in the revolving fund.

The third budget transfer request is shifting budget funds from the paraprofessional accounts to the capital land and buildings account in the amount of \$ 174,298. This is to fund the CHS Learning Commons furnishings.

From		To			Amount
12330476-51060	Paraprofessionals Byam	12451100	54204	Instructional Technology CHS	<b>14,954</b>
12330476-51060	Paraprofessionals Byam	12451100	54204	Instructional Tech CHS	<b>68,311</b>
12330276-51060	Paraprofessionals McCarthy	12451200	54204	Instructional Tech McCarthy	<b>34,155</b>
12330576-51060	Paraprofessionals Center	12451300	54204	Instructional Tech Parker	<b>34,155</b>
12330476-51060	Paraprofessionals Byam	17200000	57800	Capital Land & Buildings Other	<b>51,000</b>
12330676-51060	Paraprofessionals Harr	17200000	57800	Capital Land & Buildings Other	<b>4,298</b>
12330976-51060	Paraprofessionals CHIPS	17200000	57800	Capital Land & Buildings Other	<b>119,000</b>
				Total	<b>325,873</b>

*I recommend the school committee vote at the regular school committee meeting on June 15, 2021 to approve these FY2021 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: June 11, 2021

**Re: Personnel Report May 2021**

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Please see the attached Personnel Report which includes retirements, resignations, new hires and assignment changes. Thank you for sharing this report with members of the Chelmsford School Committee.

Personnel Report – May 2021

New Hires

**Alves-Pigeon, Alison**

**Special Education Chairperson**

**Chelmsford Public Schools**

Effective date: 7/1/21

**Bischoff, Shannon**

**Coordinator of Social and Emotional Learning**

**Chelmsford Public Schools**

Effective date: 7/1/21

**Boutin, Kandace**

**Grade 4 Teacher**

**Byam Elementary School**

Effective date: 8/30/21

**Brown, Erin**

**Special Education Teacher (ASD Program)**

**Byam Elementary School**

Effective date: 8/30/21

**Caracedo, Carlos Martin**

**World language Teacher (Spanish)**

**Chelmsford High School**

Effective date: 8/30/21

**Cranney, Sarah**

**Special Education Teacher**

**Parker Middle School**

Effective date: 8/30/21

**DeRosa, Amanda**

**Occupational Therapist**

**Center/Harrington Elementary Schools**

Effective date: 8/30/21

**Gilbert, Theresa**

**Principal**

**South Row Middle School**

Effective date: 7/1/21

**Ingaciola, Julie**

**Health Teacher**

**Chelmsford High School**

Effective date: 8/30/21

**LaCava, Jessica**

**Grade 4 Teacher**

**Byam Elementary School**

Effective date: 8/30/21

**Long, Sokny**

**Temporary Human Resources Assistant**

**Chelmsford Public Schools**

Effective date: 5/25/21



**Malcolm, Courtney**  
Grade 2 Teacher  
Harrington Elementary School  
Effective date: 8/30/21

**Mayer, Sarah Ivy**  
Art Teacher (0.8 FTE)  
McCarthy Middle School  
Effective date: 8/30/21

**McGrath, Daniel**  
School Counselor  
Chelmsford High School  
Effective date: 8/30/21

**McGregor, Caitlyn**  
Special Education Teacher (STRIVE)  
McCarthy Middle School  
Effective date: 8/30/21

**Miller, Lucas**  
Music Teacher  
McCarthy Middle School  
Effective date: 8/30/21

**Myllmaki, Erin**  
Special Education Teacher (STRIVE)  
McCarthy Middle School  
Effective date: 8/30/21

**Quiroz, Leire Perez**  
World Language Teacher (Spanish)  
Chelmsford High School  
Effective date: 8/30/21

**Schrems, Paige**  
Physical Education and Health Teacher  
Parker Middle School/CHIPS  
Effective date: 8/30/21

**Sheehan, Siobhan**  
Grade 7 Science Teacher  
Parker Middle School  
Effective date: 8/30/21

**Smith, Lauren**  
Grade 4 Teacher  
Byam Elementary School  
Effective date: 8/30/21

**Tassinari, Julia**  
Grade 1 Teacher  
Harrington Elementary School  
Effective date: 8/30/21

**Warnock, Jake**  
Grade 7 ELA Teacher  
McCarthy Middle School  
Effective date: 8/30/21

### Resignations:

**Agresto, Larry**

**Paraprofessional**

**Chelmsford High School**

Effective date: 5/25/21

**Burgess, Jamie**

**Paraprofessional**

**McCarthy Middle School**

Effective date: 6/4/21

**Burke, Marlisa**

**Interim Lunch/Recess Aide**

**Center Elementary School**

Effective date: 5/28/21

**Choubey, Neha**

**Paraprofessional**

**CHIPS**

Effective date: 5/25/21

**Griffin, Alyssa**

**Lunch/Recess Aide**

**Harrington Elementary School**

Effective date: 5/4/21

**Hoar, Susan**

**Paraprofessional**

**CHIPS**

Effective date: 5/28/21

**Tedesco, Catherine**

**Lunch/Recess Aide**

**Parker Middle School**

Effective Date: 6/1/21

### Retirements:

### Assignment Changes:

**Beaudoin, Melissa (formerly Special Education Teacher (STRIVE) at McCarthy Middle School)**

**Grade 5 ELA/Social Studies Teacher**

**McCarthy Middle School**

Effective date: 8/30/21

**Denson, Michele (formerly Grade 7 ELA Teacher at McCarthy Middle School)**

**Grade 8 ELA Teacher**

**McCarthy Middle School**

Effective date: 8/30/21

**Dionne, Jocelyn (formerly Special Education Teacher (STRIVE) at McCarthy Middle School)**

**Special Education Teacher**

**McCarthy Middle School**

Effective date: 8/30/21

**Kelleher, Shayla (formerly Grade 2 Teacher at Center Elementary School)**

**Grade 1 Teacher**

**Center Elementary School**

Effective date: 8/30/21

**McGuirk, Megan (formerly Special Education Chairperson)**

**Preschool Coordinator**

**CHIPS**

Effective date: 7/1/21

**McMahon, Melissa (formerly Grade 8 ELA Teacher at McCarthy Middle School)**

**Grade 7 ELA Teacher**

**McCarthy Middle School**

Effective date: 8/30/21

**Sullivan, Kellie (formerly Grade 2 Teacher at Harrington Elementary School)**

**Grade 5 Math/Science Teacher**

**McCarthy Middle School**

Effective date: 8/30/21

**Sullivan, Michael (formerly Physical Education and Health Teacher at Parker & CHIPS)**

**Physical Education Teacher**

**Parker Middle School**

Effective date: 8/30/21

**Szablak, Linda (formerly Grade 4 Teacher at Byam Elementary School)**

**Grade 5 Math/Science Teacher**

**McCarthy Middle School**

Effective date: 8/30/21

**Taha, Barbara (formerly World Languages Teacher at Chelmsford High School)**

**World Languages Teacher (Spanish)**

**McCarthy Middle School**

Effective date: 8/30/21