



Chelmsford School Department School Committee

Notice of Public Meeting

Email Posting to townclerk@townofchelmsford.us Thank you.

As required by G.L. c. 30 A, §18-25

DATE: Tuesday August 2, 2022 **TIME:** 6:00 p.m. **ROOM:** Conf. Room 1

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

Filed with Town Clerk:

The Chelmsford School Committee (CSC) intends to conduct an in-person meeting on the date and time specified. The meeting will be live-streamed by Chelmsford Telemedia for interested community members to access and watch. Interested community members may e-mail Superintendent of Schools, Dr. Jay Lang, at langj@chelmsford.k12.ma.us prior to 12:00 p.m. on Tuesday August 2, 2022 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 July 19, 2022

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. Speakers are asked to limit comments to 3 - 5 minutes to allow others an opportunity to speak. The School Committee will not respond directly to public comments, however will try to address comments when the item is reached on the agenda.

NEW BUSINESS

1. Ratification of MOA: Chelmsford Schools' Food Service Association
2. FY2022 End of Year Budget Report – Final

3. FY2022 Recommended Budget Transfers
4. 2021/22 End-of-Year Academic Update
5. 2021/22 Superintendent's Performance Evaluation
6. Vote on Middle School Grade Level Reconfiguration
7. Care Solace Mental Health and Substance Abuse Support Service Update
8. Approval of 2022/23 Student Handbook & Addendum Updates
9. Approval of 2022/23 Employee Handbook Updates
10. Bullying Prevention and Intervention Plan Updates
11. Approval of Field Trip and Travel Requests

REPORTS

1. Liaison Reports

ACTION/NEW ITEMS

1. Request for Reports & Updates

PUBLIC COMMENTS:

The School Committee will hear from members of the public on general matters of education interest. Speakers are asked to limit comments to 3 - 5 minutes to allow others an opportunity to speak. The School Committee will not respond directly to public comments, however will try to address comments at future meetings.

ADJOURNMENT

**CHELMSFORD SCHOOL COMMITTEE
REGULAR MEETING
July 19, 2022
Meeting Minutes**

Members Present: Ms. Donna Newcomb (Chair), Mr. Jeff Doherty (Vice Chair), Mr. John Moses, and Ms. Maria Santos. Mr. Dennis King is not present this evening.

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

"This 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 the Chelmsford School Committee Public Participation Guidelines. Anyone speaking tonight during the public input portion of the meeting has notified the superintendent's office of their desire to speak and has been provided with these guidelines. Upon request written comments received no later than 12:00 p.m. on the day of this meeting will be read and made part of the record of the meeting during the second public comment session."

Consent Agenda

1. Approval of the minutes of the regular school committee meeting of June 21, 2022

Mr. Doherty motioned to approve the minutes of the regular school committee meeting of June 21, 2022. Mr. Moses seconded. Motion carries 4-0.

2. Approval of the minutes of the regular school committee meeting of June 29, 2022

Mr. Doherty moved to approve the minutes for the regular school committee meeting held on June 29, 2022. Mr. Moses seconded. Motion carries 3-0 with Ms. Newcomb abstaining.

Good News

Dr. Hirsch shared that things are going very well and schools are getting prepared for the next school year!

Ms. Santos added congratulations to the team responsible for the CHS 2022 yearbook! They did a great job putting the year in perspective!

Public Comments

None

New Business

1. Introduction of Director of Human Resources: Ms. Diane M. Carey

Dr. Lang introduced Diane Carey, the new Director of Human Resources. She transitioned on July 1st. Ms. Carey addressed The Committee and said after three weeks she is excited to be here and looks forward to meeting the staff at the schools.

2. FY2022 End of Year Budget Report – Preliminary

Ms. Johnson-Collins included a memorandum detailing this budget report with recommendations for budget transfers.

Mr. Doherty motioned that the school committee vote to approve FY2022 local operating budget transfers totaling \$287,377 from twenty- six favorable DESE Categories to the four DESE Categories noted above for the Chelmsford Public Schools. Mr. Moses seconded. A roll call vote was taken. Motion carries 4-0.

3. FY2022 Recommended Budget Transfers

Mr. Doherty motioned for the school committee vote to approve FY2022 local operating budget transfers totaling \$125,339 from the DESE Categories noted above for the Chelmsford Public Schools. Mr. Moses seconded. A roll call vote was taken. Motion carries 4-0.

4. FY2022 Allocation of Funds to Special Education Reserve Fund – MGL Chapter 40, Section 13E

Ms. Johnson-Collins included a memorandum in tonight's agenda packet recommending that \$750,000 from favorable categories of the local operating budget be transferred to open the new account "Special Education-Other Tuitions" as approved in April by the Town and The Committee.

Mr. Doherty motioned for the school committee to vote to approve an FY2022 budget transfer of \$750,000 from seven favorable areas of the local operating budget to a new account number, Special Education – Other Tuitions noted below for the Chelmsford Public Schools. These funds will then be transferred to the new Special Education Reserve fund in accordance with MGL Chapter 40 Section 13E. Mr. Moses seconded. A roll call vote was taken. Motion carries 4-0.

5. Middle School Grade Level Reconfiguration Recommendation

Dr. Lang included a memorandum in tonight's packet as a follow up to a discussion from the last meeting concerning possibly reconfiguring the middle schools so one would serve grades 5 and 6, while the other would serve students in grades 7 and 8. His presentation tonight includes highlights of the process thus far as well as a detailed slide show. Both Dorr and Whittier and the District Management Group during their assessments felt that this was a good process to explore, especially to relieve many of the scheduling issues at the middle schools. Various meetings were held with all stakeholders (middle school staff, families, as well as the community. The overall response was positive. Dr. Lang spoke of many of these during tonight's meeting. If approved this plan would not become effective until the school year of 2023/2024. Dr. Lang would like to see this put on the agenda for August 2nd for a vote, which allows time for The Committee to review the proposal and to ask questions beforehand. This would allow more than a year for the plan to be thoughtfully put in place.

6. 2021-2022 CPS Year-in-Review

Dr. Lang's memorandum and presentation tonight detailed highlights of what has been achieved during

this past challenging school year. He spoke of: FY2021 Massachusetts DESE Financial Audit; FY2022 Budget Administration; FY2023 Budget Presentation and Review; COVID Health and Safety Practices and Protocols; Diversity and Equity Professional Development; Districtwide Facilities Master Plan & Short/Long Term Facilities Visioning; Districtwide Strategic Planning; 1:1 Technology Initiative; Ratification of the Chelmsford School Administrators' Association Contract and Ratification of the Chelmsford Teachers and Nurses Contract. He concluded by stating that he does "look forward to a successful 2022/23 school year".

Ms. Newcomb added that there were many more accomplishments this past school year and would like Dr. Lang to add those items to his memorandum. Ms. Santos suggested more positives to be acknowledged. The Committee expressed great thanks to the entire staff of the Chelmsford Public Schools and the supportive community!

7. 2022-2023 Kindergarten Enrollment Update

Dr. Lang included a memorandum and spread sheet providing up-to-date numbers for kindergarten enrollment. At this time numbers indicate the need for five kindergarten classes at Byam and four at the other three schools. This will be monitored, and additional changes will be made if warranted. He will update The Committee in August.

8. CPS Strategic Plan: 2022 – 2027

Dr. Lang revealed the Chelmsford Public Schools Five Year Strategic Plan for September 2022 through June 2027. The work was done with the assistance of District management Group from December through June. The district's Steering Committee of twelve met every other week to provide guidance. DMG pulled together focus groups which included staff, families and community members. A survey was conducted, and the data analyzed which led to the creation of priority areas to be the focus for the next five years. The priority areas are: Academic Achievement; Equity; Social-emotional Learning; Human Capital and Staff; as well as Operations and Facilities. Tonight's agenda packet contains the entire strategic plan which will be posted on the district's website. This work will help the Chelmsford Public Schools improve their programs moving forward. The Chair suggests that The Committee meet soon to look at the strategic plan and develop goals to support it.

9. Personnel Report: June 2022

No action required.

Liaison Reports

Mr. Doherty shared the Booster Club will be hosting the "Lions Open Golf Tournament" on August 15th. All the information may be found on the Booster Club website.

Public Comments

None

Adjournment (7:19 p.m.)

Mr. Doherty motioned to adjourn. Mr. Moses seconded. Motion carries 4-0.

*Respectfully submitted,
Sharon Giglio, Recording Secretary*

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee

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

Date: August 1, 2022

Re: Ratification of MOU: Chelmsford Schools' Food Service Association

The negotiation subcommittee of the Chelmsford School Committee has reached a tentative agreement with the Chelmsford Schools' Food Service Association (FSA) pertaining to a new 3-year contract for the period from July 1, 2022 through June 30, 2025. The details of the tentative agreement will be discussed and a vote to ratify the tentative agreement will be presented at the regular school committee meeting of August 2, 2022.

CHELMSFORD PUBLIC SCHOOLS

Memorandum

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

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

Date: July 27, 2022

Re: FY2022 Financial Report – Final 4th Quarter (July 2021 through June 2022) and Budget Transfers

Attached please find a Year-to-Date Budget Report from MUNIS detailing the school department's financial activity through June 30, 2022 for the \$ 65,000,000 annual operating budget. Further, attached please find a summary of the school department's grant and revolving fund balances for the same reporting period. Also included is a summary of the balances, by club or team (as of May 2022), for the student activity accounts at Chelmsford High School, McCarthy and Parker Middle Schools.

BUDGET UPDATE

The results are as follows:

FY22 BUDGET	FY22 YTD EXPENDED	FY22 ENCUMBRANCES	FY22 AVAILABLE BUDGET
\$ 65,000,000	\$ 64,280,383.38	\$ 719,616.62	\$ 0

At the July 19, 2022 school committee meeting, I presented the preliminary 4th quarter financial update. At that time, the committee approved budget transfers which reallocated funds available due to the favorable budget variances in 26 areas (by DESE function such as day to day substitutes, tutoring, and various labor accounts), with the intent to utilize these favorable balances to build additional allowable reserves in a few of the revolving funds (i.e. CHIPs/Community Ed and School Nutrition) for future use. The budget transfers have been reflected and final journal entries made. The Town Accountant also completed the journal entry to transfer \$ 750,000 of the FY2022 budget allocation to the new special education reserve fund. This is reflected on page 20 of the YTD budget report, account 19300076 – 57800.

FINAL BUDGET TRANSFER

One DESE function code did have an unfavorable balance (related to a final special ed transportation invoice), and one additional budget transfer is recommended.

From DESE Code		To		Amount
3400	Food Services	3330	Transportation	\$ 2,002

Suggested Motion:

I recommend the school committee vote to approve the FY2022 local operating budget transfer totaling \$ 2,002 from the DESE Category noted above for the Chelmsford Public Schools.

Thank you for the opportunity to provide this update.

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TOWN OF CHELMSFORD
YEAR-TO-DATE BUDGET REPORT

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FOR 2022 12

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
0001 GENERAL FUND							
000 UNDEFINED							
1110 SCHOOL COMMITTEE							
11110000 51070 SC SEC SAL	5,200	-1,000	4,200	4,400.00	.00	-200.00	104.8%*
11110000 54000 SC SUPPLIES	200	0	200	.00	.00	200.00	.0%
11110000 57130 SC CONFERENCE	3,000	-2,452	548	547.55	.00	.00	100.0%
11110000 57800 SC OTHER EXPENSE	25,000	-4,132	20,868	20,868.24	.00	.00	100.0%
TOTAL SCHOOL COMMITTEE	33,400	-7,584	25,816	25,815.79	.00	.00	100.0%
1210 SUPERINTENDENT							
11210000 51003 ADMINISTRATOR	21,440	0	21,440	21,439.67	.00	.33	100.0%
11210000 51050 SUPT SALARY	204,283	0	204,283	204,283.04	.00	-.04	100.0%*
11210000 51060 COMMUNICATIONS-M	61,200	0	61,200	61,200.10	.00	-.10	100.0%*
11210000 51070 SUPT SECRETARY S	56,698	0	56,698	73,920.08	.00	-17,222.08	130.4%*
11210000 53990 CONTRACTED SERVI	50,000	-20,691	29,309	12,350.00	.00	16,959.14	42.1%
11210000 54000 SUPPLIES	10,000	-4,500	5,500	4,149.60	1,525.20	-174.80	103.2%*
11210000 57800 OTHER CHARGES/EX	38,049	23,500	61,549	61,111.45	.00	437.55	99.3%
TOTAL SUPERINTENDENT	441,670	-1,691	439,979	438,453.94	1,525.20	.00	100.0%
1220 ASST. SUPERINTENDENT							
11220000 51003 ADMINISTRATOR	11,845	0	11,845	11,844.74	.00	.26	100.0%
11220000 51050 ASST. SUPT. SALA	160,060	0	160,060	160,060.06	.00	-.06	100.0%*
11220000 51070 ASST. SUPT. SEC.	56,394	0	56,394	56,394.52	.00	-.52	100.0%*
11220000 54000 ASST SUPT SUPPLI	5,000	-2,586	2,414	2,414.16	.00	.00	100.0%
11220000 57800 ASST SUPT OTH EX	19,000	-6,382	12,618	12,617.40	.00	.32	100.0%
TOTAL ASST. SUPERINTENDENT	252,299	-8,968	243,331	243,330.88	.00	.00	100.0%
1230 DISTRICT WIDE							
11230000 53140 COPIER - ADMINIS	180,000	-37,104	142,896	141,476.60	1,427.80	-8.48	100.0%*

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TOWN OF CHELMSFORD
YEAR-TO-DATE BUDGET REPORT

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FOR 2022 12

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
11230000 53420 POSTAGE	36,200	-1,010	35,190	26,688.99	8,500.00	1.01	100.0%
11230000 53990 ADVERTISING	1,500	-450	1,050	1,050.48	.00	-.48	100.0%*
11230000 54206 SOFTWARE	225,000	-4,250	220,750	220,743.92	.00	6.08	100.0%
11230000 57100 COOR. TRAVEL & C	6,500	-1,050	5,450	5,448.13	.00	1.87	100.0%
11230000 57800 COOR. DUES	6,500	-6,340	160	160.00	.00	.00	100.0%
TOTAL DISTRICT WIDE	455,700	-50,204	405,496	395,568.12	9,927.80	.00	100.0%
1410 BUSINESS AND FINANCE							
11410000 51003 ADMINISTRATOR	5,857	0	5,857	5,856.93	.00	.07	100.0%
11410000 51050 SAL/BUSINESS MAN	133,538	0	133,538	133,538.08	.00	-.08	100.0%*
11410000 51070 BUS OFFICE- SECR	261,269	-1,978	259,291	259,290.81	.00	.00	100.0%
11410000 53990 BUS OFFICE-CONTR	15,000	-4,000	11,000	11,000.00	.00	.00	100.0%
11410000 54000 BUSINESS OFFICE-	3,100	370	3,470	3,470.05	.00	.01	100.0%
11410000 57800 BUSINESS OFFICE-	6,900	-2,936	3,964	3,964.26	.00	.00	100.0%
TOTAL BUSINESS AND FINANCE	425,664	-8,544	417,120	417,120.13	.00	.00	100.0%
1420 HUMAN RESOURCES							
11420000 51003 ADMINISTRATOR	6,032	-6,000	32	.00	.00	32.00	.0%
11420000 51050 SAL/HR/DIRECTOR	137,538	-33,000	104,538	105,682.70	.00	-1,144.70	101.1%*
11420000 51060 H/R SUBSTITUTES	12,750	-2,228	10,522	10,521.83	.00	.00	100.0%
11420000 51070 HR SEC SALARY	108,834	-2,803	106,031	106,030.94	.00	.00	100.0%
11420000 53990 CONTRACTED SERVI	45,000	-45,000	0	.00	.00	.00	.0%
11420000 54000 HR SUPPLIES	2,000	-694	1,306	1,306.07	.00	.00	100.0%
11420000 57800 HR OTHER EXPENSE	30,375	-19,537	10,838	2,125.00	7,600.00	1,112.70	89.7%
TOTAL HUMAN RESOURCES	342,529	-109,262	233,267	225,666.54	7,600.00	.00	100.0%
1430 LEGAL SERVICES							
11430000 53040 LEGAL FEES	100,000	-55,827	44,173	44,172.97	.00	.00	100.0%
11430076 53040 LEGAL FEES - SPE	45,000	-3,110	41,890	41,889.55	.00	.00	100.0%
TOTAL LEGAL SERVICES	145,000	-58,937	86,063	86,062.52	.00	.00	100.0%
1435 LEGAL SETTLEMENTS							
11435076 53990 SPED - LEGAL SET	20,000	-20,000	0	.00	.00	.00	.0%

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TOWN OF CHELMSFORD
YEAR-TO-DATE BUDGET REPORT

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FOR 2022 12

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
TOTAL LEGAL SETTLEMENTS	20,000	-20,000	0	.00	.00	.00	.0%
1450 DISTRICTWIDE MIS							
11450000 51003 ADMINISTRATOR	5,857	0	5,857	5,856.93	.00	.07	100.0%
11450000 51050 MIS DIR SALARY	133,538	0	133,538	139,538.08	.00	-6,000.08	104.5%*
11450000 51060 SALARIES	195,647	0	195,647	208,199.92	.00	-12,552.92	106.4%*
11450000 52470 TECHNOLOGY SERVI	80,000	-21,400	58,600	58,525.75	.00	74.25	99.9%
11450000 54000 SUPPLIES & MATER	12,000	0	12,000	12,000.00	.00	.00	100.0%
11450000 54204 SCHOOL SECURITY	100,000	23,743	123,743	133,767.60	.00	-10,024.93	108.1%*
11450000 57100 TRAVEL IN STATE	9,000	0	9,000	10,279.88	.00	-1,279.88	114.2%*
11450000 57800 OTHER CHARGES/EX	12,000	0	12,000	.00	.00	12,000.00	.0%
11450000 58510 EQUIPMENT- TECHN	50,000	0	50,000	50,000.00	.00	.00	100.0%
14400000 51056 SAL/NETWORK	363,020	-14,100	348,920	331,344.10	.00	17,575.90	95.0%
14400000 52472 COMPUTER SERVICE	399,000	142,570	541,570	539,122.56	2,240.00	207.59	100.0%
TOTAL DISTRICTWIDE MIS	1,360,062	130,813	1,490,875	1,488,634.82	2,240.00	.00	100.0%
2110 CURRICULUM DIRECTORS							
12110000 51050 SAL/SYS/CURR	1,200,825	0	1,200,825	1,208,558.94	.00	-7,733.94	100.6%*
12110000 51070 SAL/SYS/SEC	38,861	0	38,861	38,860.90	.00	.10	100.0%
12110000 51310 CURRICULUM STIPE	5,000	0	5,000	5,000.00	.00	.00	100.0%
12110000 53170 STAFF DEVELOPMEN	10,000	-2,950	7,050	7,042.44	.00	7.56	99.9%
12110000 53990 CONTRACTED SERVI	35,000	-16,000	19,000	18,972.20	.00	27.80	99.9%
12110000 54000 SUPPLIES - CURR	2,000	0	2,000	958.00	.00	1,042.00	47.9%
12110000 57140 COURSE REIMBURSE	10,000	-7,000	3,000	2,655.00	.00	345.00	88.5%
12110000 58510 EQUIPMENT	5,000	0	5,000	5,000.00	.00	.00	100.0%
12110023 53990 ELL CONTRACTED S	7,000	0	7,000	1,413.60	.00	5,586.40	20.2%
12110076 51003 SALARIES ASSISTA	108,784	0	108,784	116,706.98	.00	-7,922.98	107.3%*
12110076 51050 SALARIES SUPERVI	136,538	0	136,538	136,538.08	.00	-.08	100.0%*
12110076 51310 SALARIES-OVERTIM	5,989	0	5,989	5,856.93	.00	132.07	97.8%
12110076 54000 PARENT ADVISORY	1,000	0	1,000	524.48	.00	475.52	52.4%
12110076 54200 SUPPLIES SUPERVI	9,000	0	9,000	5,203.99	.00	3,796.01	57.8%
12110076 54204 COMPUTER EQUIPME	3,500	0	3,500	2,945.95	.00	554.05	84.2%
12110076 57100 TRAVEL IN STATE	8,900	-4,700	4,200	4,219.09	.00	-19.09	100.5%*
12110076 57310 DUES/OTHER	12,584	0	12,584	12,527.95	.00	56.05	99.6%
12110176 51050 SALARIES PROFESS	435,542	0	435,542	436,903.54	.00	-1,361.54	100.3%*
12110176 51070 SALARIES SECRETA	85,118	0	85,118	85,117.76	.00	.24	100.0%

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TOWN OF CHELMSFORD
YEAR-TO-DATE BUDGET REPORT

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FOR 2022 12

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
12110976 51050 SAL/CHIPS/SUPERV	112,219	-309	111,910	106,895.62	.00	5,014.83	95.5%
TOTAL CURRICULUM DIRECTORS	2,232,860	-30,959	2,201,901	2,201,901.45	.00	.00	100.0%
2210 SCHOOL LEADERSHIP-BUILDING							
12210100 51003 DEANS	347,276	-20,000	327,276	326,235.73	.00	1,040.27	99.7%
12210100 51050 SAL/CHS/PRINCIPA	144,813	0	144,813	144,812.98	.00	.02	100.0%
12210100 51060 SALARIES - CLERK	100,886	0	100,886	100,101.48	.00	784.52	99.2%
12210100 51070 SAL/CHS/CLER/SEC	141,038	0	141,038	142,319.56	.00	-1,281.56	100.9%*
12210100 53920 HS GRADUATION	28,000	-3,938	24,062	23,972.23	.00	89.52	99.6%
12210100 53930 HS ACCREDITATION	0	250	250	1,440.95	.00	-1,190.95	576.4%*
12210100 53990 PRINTING HIGH SC	13,153	-10,000	3,153	2,891.00	.00	262.00	91.7%
12210100 54000 SUPPLIES HIGH SC	9,025	-740	8,285	5,494.22	2,788.78	2.00	100.0%
12210100 54205 COMPUTER SUPP CH	12,000	-1,300	10,700	10,260.84	.00	439.16	95.9%
12210100 54206 SOFTWARE HIGH SC	30,000	-2,600	27,400	27,300.80	.00	99.20	99.6%
12210100 57310 PRINCIPAL DUES C	16,940	-9,250	7,690	7,414.00	.00	276.00	96.4%
12210100 57810 PRINCIPAL CONFER	9,300	-9,000	300	.00	.00	300.00	.0%
12210200 51003 ASSISTANT PRINCI	108,216	0	108,216	108,215.64	.00	.36	100.0%
12210200 51050 SAL/McCARTHY/PRI	127,957	0	127,957	127,956.94	.00	.06	100.0%
12210200 51051 SALARIES - COPY	18,942	-2,000	16,942	16,838.01	.00	103.99	99.4%
12210200 51060 SALARIES - CLERK	23,819	0	23,819	25,144.08	.00	-1,325.08	105.6%*
12210200 51070 SAL/McCARTHY/SEC	78,694	-6,000	72,694	72,369.85	.00	324.15	99.6%
12210200 53990 PRINTING MCCARTH	1,000	-800	200	160.00	.00	40.00	80.0%
12210200 54000 SUPPLIES MCCARTH	7,500	-2,600	4,900	4,828.66	.00	71.34	98.5%
12210200 54205 COMPUTER SUPPLIE	4,000	0	4,000	4,000.00	.00	.00	100.0%
12210200 57310 DUES/CONFERENCES	4,250	-3,300	950	925.00	.00	25.00	97.4%
12210300 51003 ASSISTANT PRINCI	115,838	0	115,838	115,838.18	.00	-.18	100.0%*
12210300 51050 SAL/PARKER/PRINC	131,957	0	131,957	131,956.92	.00	.08	100.0%
12210300 51051 SALARIES - COPY	17,227	0	17,227	17,227.08	.00	-.08	100.0%*
12210300 51060 SALARIES - CLERK	23,538	0	23,538	23,538.06	.00	-.06	100.0%*
12210300 51070 SAL/PARKER/SEC	78,694	0	78,694	78,693.97	.00	.03	100.0%
12210300 53990 PRINTING PARKER	4,750	-4,000	750	670.00	32.00	48.00	93.6%
12210300 54000 SUPPLIES PARKER	5,000	-1,300	3,700	3,679.41	.00	20.59	99.4%
12210300 54205 COMPUTER SUPPLIE	4,000	0	4,000	4,000.00	.00	.00	100.0%
12210300 57310 DUES/CONFERENCES	4,500	-2,400	2,100	2,052.00	.00	48.00	97.7%
12210400 51003 ASSISTANT PRINCI	108,216	0	108,216	108,215.64	.00	.36	100.0%
12210400 51050 SAL/BYAM/PRINCIP	124,952	0	124,952	124,951.96	.00	.04	100.0%
12210400 51060 SALARIES - CLERK	19,841	0	19,841	20,564.48	.00	-723.48	103.6%*
12210400 51070 SAL/BYAM/CLER/SE	39,483	0	39,483	39,482.94	.00	.06	100.0%
12210400 53990 PRINTING BYAM	550	0	550	356.44	.00	193.56	64.8%
12210400 54000 SUPPLIES BYAM	2,000	-1,300	700	628.26	.00	71.74	89.8%

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12210400 54205 COMPUTER SUPPLIE	4,000	0	4,000	4,000.00	.00	.00	100.0%
12210400 57310 DUES/CONFERENCES	2,000	-2,000	0	.00	.00	.00	.0%
12210500 51003 ASSISTANT PRINCI	106,897	0	106,897	106,896.66	.00	-.16	100.0%*
12210500 51050 SAL/CENTER/PRINC	124,952	0	124,952	124,951.96	.00	.04	100.0%
12210500 51060 SALARIES - CLERK	17,901	0	17,901	18,361.60	.00	-460.60	102.6%*
12210500 51070 SAL/CENTER/CLER/	32,899	0	32,899	32,899.10	.00	-.10	100.0%*
12210500 53990 PRINTING	765	-344	421	420.96	.00	.00	100.0%
12210500 54000 SUPPLIES	2,500	8,199	10,699	10,692.88	.00	5.68	99.9%
12210500 54205 COMPUTER SUPPLIE	4,000	0	4,000	4,000.00	.00	.00	100.0%
12210500 57310 DUES/CONFERENCE	2,500	-1,300	1,200	900.00	.00	300.00	75.0%
12210600 51003 ASSISTANT PRINCI	106,897	0	106,897	106,896.66	.00	-.16	100.0%*
12210600 51050 SAL/HARR./PRINCI	124,952	0	124,952	124,951.96	.00	.04	100.0%
12210600 51060 SALARIES - CLERK	19,481	0	19,481	20,305.16	.00	-824.16	104.2%*
12210600 51070 SAL/HARR./CLER/S	44,746	0	44,746	44,849.28	.00	-103.28	100.2%*
12210600 53990 PRINTING HARRING	800	-800	0	.00	.00	.00	.0%
12210600 54000 SUPPLIES HARRING	3,000	-2,500	500	.00	.00	500.00	.0%
12210600 54205 COMPUTER SUPPLIE	4,000	0	4,000	4,000.00	.00	.00	100.0%
12210600 57310 DUES/CONFERENCES	1,500	-1,500	0	.00	.00	.00	.0%
12210700 51003 ASSISTANT PRINCI	108,216	0	108,216	108,215.64	.00	.36	100.0%
12210700 51050 SAL/SO.ROW/PRINC	125,952	-5,500	120,452	120,149.90	.00	302.10	99.7%
12210700 51060 SALARIES - CLERK	18,515	0	18,515	18,982.55	.00	-467.55	102.5%*
12210700 51070 SAL/SO.ROW/CLER/	39,483	-600	38,883	38,633.91	.00	249.09	99.4%
12210700 53990 PRINTING SOUTH R	525	0	525	170.00	.00	355.00	32.4%
12210700 54000 SUPPLIES SOUTH R	2,000	-1,400	600	502.39	.00	97.61	83.7%
12210700 54205 COMPUTER SUPPLIE	4,000	0	4,000	4,000.00	.00	.00	100.0%
12210700 57310 DUES/CONFERENCES	1,000	-73	927	600.00	.00	327.48	64.7%
12210976 51060 SALARIES - CLERK	25,348	0	25,348	25,348.05	.00	-.05	100.0%*
TOTAL SCHOOL LEADERSHIP-BUILDING	2,836,183	-88,096	2,748,087	2,745,265.97	2,820.78	.00	100.0%
2300 INSTRUCTION-TEACHING SERVICES							
12300000 51310 SALARIES-OVERTIM	7,218	0	7,218	7,218.00	.00	.00	100.0%
12300000 51311 SALARIES - STIPE	33,684	0	33,684	33,684.00	.00	.00	100.0%
12300000 51312 SALARIES - STIPE	26,466	-1,684	24,782	24,781.80	.00	.00	100.0%
TOTAL INSTRUCTION-TEACHING SERVICES	67,368	-1,684	65,684	65,683.80	.00	.00	100.0%
2305 CLASSROOM TEACHERS							
12305000 51450 LONGEVITY	16,595	0	16,595	22,280.00	.00	-5,685.00	134.3%*

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12305000 51460 SALARY RESERVE -	73,300	-70,105	3,195	.00	.00	3,195.00	.0%
12305039 51050 SAL/DIST.WIDE/TE	86,495	0	86,495	86,494.98	.00	.02	100.0%
12305102 51050 SAL/CHS/ART	263,077	0	263,077	263,077.10	.00	-1.10	100.0%*
12305106 51050 SAL/CHS/BUS.	176,438	0	176,438	175,954.54	.00	483.46	99.7%
12305124 51050 SAL/CHS/ ENGLISH	1,295,803	-53,888	1,241,915	1,240,397.60	.00	1,517.40	99.9%
12305128 51050 SAL/CHS/F.LANG.	739,905	-26,000	713,905	709,678.64	.00	4,226.36	99.4%
12305134 51050 SAL/CHS/HLTH. ED	257,519	-5,000	252,519	239,137.72	.00	13,381.28	94.7%
12305136 51050 SAL/CHS/FAM.SCI.	88,219	0	88,219	88,219.04	.00	-.04	100.0%*
12305139 51050 SAL/CHS/TECH. ED	248,484	0	248,484	281,329.32	.00	-32,845.32	113.2%*
12305156 51050 SAL/CHS/MATH	1,491,173	-26,121	1,465,052	1,463,022.06	.00	2,029.94	99.9%
12305158 51050 SAL/CHS/MUSIC	320,516	0	320,516	320,516.04	.00	-.04	100.0%*
12305174 51050 SAL/CHS/PHYS. ED	331,385	11,468	342,853	342,852.90	.00	.10	100.0%
12305178 51050 SAL/CHS/SCIENCE	1,359,687	0	1,359,687	1,339,469.26	.00	20,217.74	98.5%
12305184 51050 SAL/CHS/SOC.ST.	1,259,728	0	1,259,728	1,264,014.48	.00	-4,286.48	100.3%*
12305202 51050 SAL/McCARTHY/ART	155,559	-28,938	126,621	126,486.57	.00	134.50	99.9%
12305224 51050 SAL/McCARTHY/ENG	331,539	-18,073	313,466	299,017.23	.00	14,448.77	95.4%
12305228 51050 SAL/McCARTHY/F.L	240,256	0	240,256	252,272.80	.00	-12,016.80	105.0%*
12305234 51050 SAL/McCARTHY/HLT	181,317	855	182,172	182,172.12	.00	-.12	100.0%*
12305239 51050 SAL/McCARTHY/TEC	228,606	-60,964	167,642	166,454.08	.00	1,187.92	99.3%
12305256 51050 SAL/McCARTHY/MAT	356,351	-56,571	299,780	294,190.12	.00	5,589.88	98.1%
12305258 51050 SAL/McCARTHY/MUS	299,248	0	299,248	275,136.93	.00	24,111.07	91.9%
12305274 51050 SAL/McCARTHY/PHY	269,536	0	269,536	269,536.12	.00	-.12	100.0%*
12305278 51050 SAL/McCARTHY/SCI	344,639	0	344,639	344,638.96	.00	.04	100.0%
12305284 51050 SAL/McCARTHY/SOC	341,245	0	341,245	341,245.06	.00	-.06	100.0%*
12305296 51050 SAL/McCARTHY/GRA	640,324	0	640,324	691,017.98	.00	-50,693.98	107.9%*
12305297 51050 SAL/McCARTHY/GRA	731,002	0	731,002	731,001.96	.00	.04	100.0%
12305302 51050 SAL/PARKER/ART	132,656	0	132,656	132,656.00	.00	.00	100.0%
12305324 51050 SAL/PARKER/ENGLI	338,680	0	338,680	338,679.90	.00	.10	100.0%
12305328 51050 SAL/PARKER/F.LAN	195,976	0	195,976	195,975.78	.00	.22	100.0%
12305334 51050 SAL/PARKER/HLTH.	169,124	-25,000	144,124	142,260.04	.00	1,863.96	98.7%
12305339 51050 SAL/PARKER/TECH.	157,935	-30,534	127,401	123,341.92	.00	4,059.08	96.8%
12305356 51050 SAL/PARKER/MATH	363,181	0	363,181	360,619.74	.00	2,561.26	99.3%
12305358 51050 SAL/PARKER/MUSIC	229,114	0	229,114	229,114.08	.00	-.08	100.0%*
12305374 51050 SAL/PARKER/PHYS.	151,091	0	151,091	169,124.02	.00	-18,033.02	111.9%*
12305378 51050 SAL/PARKER/SCIEN	296,741	0	296,741	284,852.14	.00	11,888.86	96.0%
12305384 51050 SAL/PARKER/SOC.S	341,582	0	341,582	341,581.94	.00	.06	100.0%
12305396 51050 SAL/PARKER/GRADE	710,631	-35,000	675,631	671,060.96	.00	4,570.04	99.3%
12305397 51050 SAL/PARKER/GRADE	661,490	0	661,490	639,200.90	.00	22,289.10	96.6%
12305400 51050 SAL/BYAM/CLASSRO	1,472,448	0	1,472,448	1,494,685.18	.00	-22,237.18	101.5%*
12305402 51050 SAL/BYAM/ART	67,008	0	67,008	67,007.98	.00	.02	100.0%
12305458 51050 SAL/BYAM/MUSIC	82,778	0	82,778	82,778.02	.00	-.02	100.0%*
12305474 51050 SAL/BYAM/PHYS. E	133,764	0	133,764	120,751.03	.00	13,012.97	90.3%
12305491 51050 SAL/BYAM/KINDERG	407,971	6,082	414,053	392,656.25	.00	21,396.75	94.8%
12305500 51050 SAL/CENTER/CLASS	1,438,634	0	1,438,634	1,437,653.07	.00	980.93	99.9%

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12305502 51050 SAL/CENTER/ART	62,872	0	62,872	62,871.90	.00	.10	100.0%
12305558 51050 SAL/CENTER/MUSIC	51,136	0	51,136	51,136.05	.00	-.05	100.0%*
12305574 51050 SAL/CENTER/PHYS.	93,953	0	93,953	93,953.08	.00	-.08	100.0%*
12305591 51050 SAL/CENTER/KINDE	330,137	0	330,137	321,610.59	.00	8,526.41	97.4%
12305600 51050 SAL/HARR./CLASSR	1,517,311	-100,351	1,416,960	1,414,299.34	.00	2,660.93	99.8%
12305602 51050 SAL/HARR./ART	62,751	0	62,751	62,751.00	.00	.00	100.0%
12305658 51050 SAL/HARR./MUSIC	70,163	0	70,163	62,871.90	.00	7,291.10	89.6%
12305674 51050 SAL/HARR./PHYS.	88,219	0	88,219	88,219.04	.00	-.04	100.0%*
12305691 51050 SAL/HARR./KINDER	371,203	0	371,203	371,203.30	.00	-.30	100.0%*
12305700 51050 SAL/SO. ROW/CLAS	1,329,811	4,879	1,334,690	1,382,671.62	.00	-47,981.62	103.6%*
12305702 51050 SAL/SO. ROW/ART	88,219	0	88,219	88,219.04	.00	-.04	100.0%*
12305758 51050 SAL/SO. ROW/MUSI	80,905	0	80,905	80,904.98	.00	.02	100.0%
12305774 51050 SAL/SO. ROW/PHYS	78,312	0	78,312	78,312.00	.00	.00	100.0%
12305791 51050 SAL/SO. ROW/KIND	345,089	-87,000	258,089	255,933.94	.00	2,155.06	99.2%
TOTAL CLASSROOM TEACHERS	24,048,831	-600,261	23,448,570	23,448,570.34	.00	.00	100.0%

2310 SPECIALIST TEACHERS

12310000 51050 TUTORING	306,600	-206,520	100,080	61,005.82	.00	39,074.53	61.0%
12310076 51054 SALARIES SPECIAL	1,141,055	-52,000	1,089,055	1,088,056.08	.00	998.92	99.9%
12310076 51110 BOARD CERTIFIED	418,011	0	418,011	404,252.94	.00	13,758.06	96.7%
12310076 51120 OTHER SALARIES -	96,500	0	96,500	117,076.85	.00	-20,576.85	121.3%*
12310123 51050 SAL/CHS/ELL	68,987	0	68,987	68,987.10	.00	-.10	100.0%*
12310176 51054 SALARIES SPECIAL	890,937	8,660	899,597	899,396.06	.00	200.94	100.0%
12310177 51050 SAL/CHS/READING	93,098	0	93,098	93,097.94	.00	.06	100.0%
12310223 51050 SAL/McCARTHY/ELL	68,987	0	68,987	68,987.10	.00	-.10	100.0%*
12310276 51054 SALARIES SPECIAL	908,843	0	908,843	900,817.84	.00	8,025.16	99.1%
12310277 51050 SAL/McCARTHY/REA	187,051	0	187,051	182,204.78	.00	4,846.22	97.4%
12310323 51050 SAL/PARKER/ELL	72,046	-8,755	63,291	51,912.60	.00	11,378.88	82.0%
12310376 51054 SALARIES SPECIAL	727,443	-32,126	695,317	692,413.28	.00	2,904.04	99.6%
12310377 51050 SAL/PARKER/READI	182,172	0	182,172	182,172.12	.00	-.12	100.0%*
12310423 51050 SAL/BYAM/ELL	83,466	0	83,466	83,465.98	.00	.02	100.0%
12310476 51054 SALARIES SPECIAL	632,110	4,879	636,989	632,400.62	.00	4,588.38	99.3%
12310477 51050 SAL/BYAM/READING	182,172	0	182,172	182,171.98	.00	.02	100.0%
12310523 51050 SAL/CENTER/ELL	88,219	0	88,219	88,219.04	.00	-.04	100.0%*
12310576 51054 SALARIES SPECIAL	459,492	0	459,492	449,390.83	.00	10,101.17	97.8%
12310577 51050 SAL/CENTER/READI	181,317	0	181,317	181,316.98	.00	.02	100.0%
12310623 51050 SAL/HARR./ELL	88,219	0	88,219	88,219.04	.00	-.04	100.0%*
12310676 51054 SALARIES SPECIAL	348,412	4,041	352,453	333,220.94	.00	19,232.06	94.5%
12310677 51050 SAL/HARR./READIN	172,721	0	172,721	172,720.86	.00	.14	100.0%
12310723 51050 SAL/SO.ROW/ELL	65,930	0	65,930	57,061.47	.00	8,868.53	86.5%

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12310776 51054 SALARIES SPECIAL	437,133	5,928	443,061	440,157.17	.00	2,903.83	99.3%
12310777 51050 SAL/SO.ROW/READI	176,438	0	176,438	176,438.08	.00	-.08	100.0%*
12310976 51054 SALARIES- SPECIA	524,719	0	524,719	631,022.65	.00	-106,303.65	120.3%*
TOTAL SPECIALIST TEACHERS	8,602,078	-275,892	8,326,186	8,326,186.15	.00	.00	100.0%
2320 MEDICAL/THERAPEUTIC SERVICES							
12320076 51053 SAL MEDICAL/THER	282,079	0	282,079	282,078.94	.00	.06	100.0%
12320076 51054 SALARIES- PHYSIC	117,921	0	117,921	117,921.13	.00	-.13	100.0%*
TOTAL MEDICAL/THERAPEUTIC SERVICES	400,000	0	400,000	400,000.07	.00	-.07	100.0%
2325 SUBSTITUTES							
12325000 51004 DTD SUBSTITUTE P	140,000	-57,000	83,000	103,042.44	.00	-20,042.44	124.1%*
12325000 51005 DTD SUBSTITUTE T	325,000	-62,378	262,622	257,344.16	.00	5,277.44	98.0%
12325000 51006 LTS SUBSTITUTE T	145,000	-30,000	115,000	100,235.00	.00	14,765.00	87.2%
12325000 53990 CONTRACTUAL SER/	0	57,000	57,000	57,000.00	.00	.00	100.0%
TOTAL SUBSTITUTES	610,000	-92,378	517,622	517,621.60	.00	.00	100.0%
2330 PARAPROFESSIONALS/ INST ASST							
12330076 51060 SPED - PSP'S - S	14,000	0	14,000	15,633.00	.00	-1,633.00	111.7%*
12330100 51060 SAL/CHS/PSP	15,018	0	15,018	14,325.64	.00	692.36	95.4%
12330176 51060 SPED PSP SALARY	600,662	-64,896	535,766	543,240.55	.00	-7,474.55	101.4%*
12330200 51060 SAL/McCARTHY/PSP	72,023	0	72,023	64,665.94	.00	7,357.06	89.8%
12330276 51060 SPED PSP SALARY	479,225	-70,000	409,225	423,710.97	.00	-14,485.97	103.5%*
12330300 51060 SAL/PARKER/PSP	79,188	-17,500	61,688	61,552.09	.00	135.91	99.8%
12330376 51060 SPED PSP SALARY	582,964	-148,612	434,352	428,186.05	.00	6,166.20	98.6%
12330400 51060 SAL/BYAM/PSP	69,129	0	69,129	65,951.49	.00	3,177.51	95.4%
12330476 51060 SPED PSP SALARY	673,064	-199,188	473,876	469,864.09	.00	4,012.24	99.2%
12330500 51060 SAL/CENTER/PSP	69,129	0	69,129	68,665.64	.00	463.36	99.3%
12330576 51060 SPED - PSP SALAR	348,457	-37,945	310,512	333,257.05	.00	-22,745.05	107.3%*
12330600 51060 SAL/HARR./PSP	68,752	-3,330	65,422	58,414.13	.00	7,007.87	89.3%
12330676 51060 SPED PSP SALARY	345,875	-38,321	307,554	302,868.55	.00	4,685.45	98.5%
12330700 51060 SAL/SO.ROW/PSP	68,752	0	68,752	65,922.37	.00	2,829.63	95.9%

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12330776 51060 SPED - PSP SALAR	348,609	-52,861	295,748	289,605.38	.00	6,142.62	97.9%
12330976 51060 PSP/CHIPS	418,499	-91,632	326,867	323,198.74	.00	3,668.36	98.9%
TOTAL PARAPROFESSIONALS/ INST ASST	4,253,346	-724,284	3,529,062	3,529,061.68	.00	.00	100.0%
2340 LIBRARIANS MEDIA CENTER DIRECT							
12340100 51050 SAL/CHS/LIBRARY	93,098	0	93,098	93,097.94	.00	.06	100.0%
12340100 51060 SAL/CHS/PSP/LIBR	54,063	0	54,063	54,062.95	.00	.05	100.0%
12340200 51050 SAL/McCARTHY/LIB	78,312	0	78,312	78,312.00	.00	.00	100.0%
12340200 51051 TECHNOLOGY ASSIS	40,909	0	40,909	40,908.92	.00	.08	100.0%
12340300 51050 SAL/PARKER/LIBRA	88,219	0	88,219	88,219.04	.00	-.04	100.0%*
12340300 51051 TECHNOLOGY ASSIS	40,909	-14,010	26,899	26,899.20	.00	-.40	100.0%*
12340400 51051 TECHNOLOGY ASSIS	53,655	-12,746	40,909	40,909.05	.00	.00	100.0%
12340400 51060 SAL/BYAM/PSP/LIB	40,909	0	40,909	40,909.05	.00	-.05	100.0%*
12340500 51051 TECHNOLOGY ASSIS	43,231	0	43,231	43,230.98	.00	.02	100.0%
12340500 51060 SAL/CENTER/PSP/L	53,655	0	53,655	53,655.00	.00	.00	100.0%
12340600 51051 TECHNOLOGY ASSIS	53,655	0	53,655	53,654.90	.00	.10	100.0%
12340600 51060 SAL/HARR./PSP/LI	53,655	0	53,655	53,654.90	.00	.10	100.0%
12340700 51050 SAL/SO.ROW/LIBRA	40,909	0	40,909	40,908.92	.00	.08	100.0%
12340700 51051 TECHNOLOGY ASSIS	53,655	0	53,655	53,655.00	.00	.00	100.0%
TOTAL LIBRARIANS MEDIA CENTER DIRECT	788,834	-26,756	762,078	762,077.85	.00	.00	100.0%
2357 PROFESSIONAL DEVELOPMENT STIPE							
12357000 51310 MENTOR STIPENDS	35,000	-5,137	29,863	30,046.00	.00	-182.89	100.6%*
12357000 53170 CONSULTANT SERVI	50,000	-50,000	0	.00	.00	.00	.0%
12357000 57130 TEACHERS CONFERE	10,000	0	10,000	10,000.00	.00	.00	100.0%
12357000 57140 TEACHERS COURSE	75,000	-17,900	57,100	38,434.27	18,579.32	86.41	99.8%
12357000 57800 SEC/PARA COURSE	5,000	-5,199	-199	.00	.00	-199.47	.0%*
12357100 57130 CHS - TEACHER CO	16,175	0	16,175	15,975.53	.00	199.47	98.8%
12357200 57130 MCCARTHY TEACHER	5,000	-1,105	3,895	4,126.40	.00	-231.51	105.9%*
12357300 57130 PARKER TEACHER C	4,000	-2,278	1,722	1,830.20	.00	-108.50	106.3%*
12357400 57130 BYAM TEACHER CON	4,000	-2,300	1,700	1,591.50	.00	108.50	93.6%
12357500 57130 CENTER TEACHER C	5,000	-4,000	1,000	949.52	.00	50.48	95.0%
12357600 57130 HARRINGTON TEACH	4,100	-3,300	800	568.49	.00	231.51	71.1%
12357700 57130 SOUTH ROW TEACHE	4,000	-3,000	1,000	954.00	.00	46.00	95.4%
TOTAL PROFESSIONAL DEVELOPMENT STIPE	217,275	-94,220	123,055	104,475.91	18,579.32	.00	100.0%

2410 TEXTBOOKS & MEDIA MATERIALS

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12410000 53990 REBINDING	4,000	-2,920	1,080	1,010.50	.00	69.50	93.6%
12410000 54000 TEXTBOOK ADOPTIO	141,235	-7,300	133,935	133,926.96	.00	8.04	100.0%
12410023 54000 TEXTS/ELL/GENERA	3,000	0	3,000	2,928.23	.00	71.77	97.6%
12410076 54000 SUPPLIES/CURRICU	35,000	-2,100	32,900	32,873.77	.00	26.23	99.9%
12410100 54000 TEXTS/CHS/GENERA	3,186	-3,000	186	.00	.00	186.00	.0%
12410106 54000 TEXTS/CHS/BUS.	9,500	0	9,500	9,500.00	.00	.00	100.0%
12410124 54000 TEXTS/CHS/ENGLIS	14,000	-700	13,300	13,243.29	.00	56.71	99.6%
12410128 54000 TEXTS/CHS/F. LAN	6,000	0	6,000	5,697.75	.00	302.25	95.0%
12410156 54000 TEXTS/CHS/MATH	2,000	500	2,500	2,500.00	.00	.00	100.0%
12410177 54000 TEXTS/CHS/READIN	1,500	0	1,500	1,090.18	.00	409.82	72.7%
12410178 54000 TEXTS/CHS/SCIENC	1,500	-100	1,400	902.69	.00	497.31	64.5%
12410184 54000 TEXTS/CHS/SOC. S	8,500	-1,900	6,600	6,593.24	.00	6.76	99.9%
12410224 54000 TEXTS/McCARTHY/E	6,000	0	6,000	5,816.18	.00	183.82	96.9%
12410228 54000 TEXTS/McCARTHY/F	1,900	0	1,900	1,900.00	.00	.00	100.0%
12410256 54000 TEXTS/McCARTHY/M	8,390	0	8,390	8,007.76	.00	382.24	95.4%
12410277 54000 TEXTS/McCARTHY/R	2,000	-536	1,464	1,387.57	.00	76.56	94.8%
12410278 54000 TEXTS/McCARTHY/S	16,000	-313	15,687	15,687.33	.00	.00	100.0%
12410284 54000 TEXTS/McCARTHY/S	10,900	0	10,900	10,871.73	.00	28.27	99.7%
12410324 54000 TEXTS/PARKER/ENG	6,000	0	6,000	5,934.30	.00	65.70	98.9%
12410328 54000 TEXTS/PARKER/F.	1,900	0	1,900	1,900.00	.00	.00	100.0%
12410356 54000 TEXTS/PARKER/MAT	7,885	0	7,885	7,710.09	.00	174.91	97.8%
12410377 54000 TEXTS/PARKER/REA	2,000	-1,300	700	656.16	.00	43.84	93.7%
12410378 54000 TEXTS/PARKER/SCI	16,000	-313	15,687	15,687.33	.00	.00	100.0%
12410384 54000 TEXTS/PARKER/SOC	10,900	-1,200	9,700	9,657.56	.00	42.44	99.6%
12410451 54000 TEXTS/BYAM/LANG.	14,750	-2,500	12,250	11,923.62	.00	326.38	97.3%
12410456 54000 TEXTS/BYAM/MATH	20,968	0	20,968	20,968.00	.00	.00	100.0%
12410484 54000 TEXTS/BYAM/SOC.	3,400	0	3,400	3,400.00	.00	.00	100.0%
12410551 54000 TEXTS/CENTER/LAN	14,750	0	14,750	14,732.81	.00	17.19	99.9%
12410556 54000 TEXTS/CENTER/MAT	21,075	0	21,075	21,075.00	.00	.00	100.0%
12410578 54000 TEXTS/CENTER/SCI	5,200	-1,811	3,389	3,389.24	.00	.00	100.0%
12410584 54000 TEXTS/CENTER/SOC	3,400	0	3,400	3,399.65	.00	.35	100.0%
12410651 54000 TEXTS/HARR./LANG	14,750	-2,460	12,290	12,206.04	.00	83.96	99.3%
12410656 54000 TEXTS/HARR./MATH	21,475	-500	20,975	20,975.00	.00	.00	100.0%
12410684 54000 TEXTS/HARR./SOC.	3,400	0	3,400	3,399.64	.00	.36	100.0%
12410751 54000 TEXTS/SO. ROW/LA	12,750	0	12,750	11,859.61	4,015.00	-3,124.61	124.5%*
12410756 54000 TEXTS/SO. ROW/MA	20,468	0	20,468	20,468.00	.00	.00	100.0%
12410778 54000 TEXTS/SO. ROW/SC	5,200	2,536	7,736	7,672.26	.00	63.84	99.2%
12410784 54000 TEXTS/SO. ROW/SO	3,400	0	3,400	3,399.64	.00	.36	100.0%
TOTAL TEXTBOOKS & MEDIA MATERIALS	484,282	-25,916	458,366	454,351.13	4,015.00	.00	100.0%
2415 OTHER INSTRUCTIONAL MATERIALS							
12415000 53990 CURRICULUM DEVEL	50,000	-41,300	8,700	8,615.00	.00	85.00	99.0%

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	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
12415058 54000 SUPPLIES/MUSIC	9,200	-1,300	7,900	7,874.29	.00	25.71	99.7%
12415100 53990 CONTRACTUAL SERV	11,000	-4,700	6,300	6,282.05	.00	17.95	99.7%
12415100 54000 LIBRARY SUPPLIES	10,000	-2,000	8,000	7,993.81	.00	6.19	99.9%
12415200 54000 LIBRARY SUP/MCCA	4,500	-105	4,395	4,395.47	.00	.00	100.0%
12415300 54000 LIBRARY SUPPLIES	4,500	-624	3,876	4,026.98	.00	-150.51	103.9%*
12415400 54000 LIBRARY GENERAL	4,500	0	4,500	4,493.04	.00	6.96	99.8%
12415500 54000 LIBRARY GEN SUPP	4,500	0	4,500	4,497.48	.00	2.52	99.9%
12415600 54000 LIBRARY GENERAL	4,500	0	4,500	4,496.74	.00	3.26	99.9%
12415700 54000 LIBRARY GENERAL	4,500	0	4,500	4,497.08	.00	2.92	99.9%
TOTAL OTHER INSTRUCTIONAL MATERIALS	107,200	-50,028	57,172	57,171.94	.00	.00	100.0%
2420 INSTRUCTIONAL EQUIPMENT							
12420000 58510 EQUIP/CENT/GENER	50,000	-8,200	41,800	41,765.81	.00	34.19	99.9%
12420002 53990 CONTRACTED SERVI	1,500	-500	1,000	954.13	.00	45.87	95.4%
12420074 58510 EQUIPMENT MAINT/	7,500	-382	7,118	7,131.07	216.43	-229.06	103.2%*
12420100 58510 EQUIP/CHS/GENERA	6,000	0	6,000	6,000.01	.00	-.01	100.0%*
12420138 52460 MACHINE MAINT/IN	1,900	-291	1,609	1,608.82	.00	.00	100.0%
12420138 58510 EQUIP/CHS/INDUST	5,000	0	5,000	4,964.48	.00	35.52	99.3%
12420139 52460 MACHINE MAINT/TE	3,000	0	3,000	2,997.78	.00	2.22	99.9%
12420139 58510 EQUIP/CHS/TECH.E	17,500	0	17,500	17,500.00	.00	.00	100.0%
12420174 58510 EQUIP/CHS/PHYS.E	3,500	-750	2,750	1,897.50	861.14	-8.64	100.3%*
12420178 52460 MACHINE MAINT/SC	1,300	-600	700	698.80	.00	1.20	99.8%
12420178 58510 EQUIP/CHS/SCIENC	6,000	-550	5,450	5,448.47	.00	1.53	100.0%
12420200 58510 EQUIP/McCARTHY/G	5,000	0	5,000	5,000.00	.00	.00	100.0%
12420274 58510 EQUIP/McCARTHY/P	2,500	-500	2,000	1,998.63	.00	1.37	99.9%
12420278 52460 MACHINE MAINT/SC	1,250	-500	750	680.00	.00	70.00	90.7%
12420278 58510 EQUIP/McCARTHY/S	3,500	-300	3,200	3,198.99	.00	1.01	100.0%
12420300 58510 EQUIP/PARKER/GEN	5,000	0	5,000	4,883.15	.00	116.85	97.7%
12420374 58510 EQUIP/PARKER/PHY	2,500	3,350	5,850	5,460.92	679.08	-290.00	105.0%*
12420378 52460 MACH MAINT/SCIEN	1,250	-550	700	698.80	.00	1.20	99.8%
12420378 58510 EQUIP/PARKER/SCI	3,500	0	3,500	3,360.61	.00	139.39	96.0%
12420400 58510 EQUIP/BYAM/GENER	5,000	0	5,000	4,988.00	.00	12.00	99.8%
12420474 58510 EQUIP/BYAM/PHYS.	700	0	700	700.00	.00	.00	100.0%
12420500 58510 EQUIP/CENTER/GEN	5,000	0	5,000	4,988.00	.00	12.00	99.8%
12420574 58510 EQUIP/CENTER/PHY	700	150	850	823.90	.00	26.10	96.9%
12420600 58510 EQUIP/HARR./GENE	5,000	0	5,000	4,988.00	.00	12.00	99.8%
12420674 58510 EQUIP/HARR./PHYS	1,200	500	1,700	1,427.64	269.10	3.26	99.8%
12420700 58510 EQUIP/SO. ROW/GE	5,000	0	5,000	4,988.00	.00	12.00	99.8%
12420774 58510 EQUIP/SO. ROW/PH	1,200	750	1,950	1,950.00	.00	.00	100.0%
TOTAL INSTRUCTIONAL EQUIPMENT	151,500	-8,373	143,127	141,101.51	2,025.75	.00	100.0%

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	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
2430 GENERAL SUPPLIES							
12430000 54200 COPIER PAPER	52,400	-7,855	44,545	52,488.44	.00	-7,943.44	117.8%*
12430023 54000 SUPP./SYSTEMWIDE	2,500	0	2,500	2,319.27	.00	180.73	92.8%
12430058 57800 OTHER EXPENSE/MU	15,117	0	15,117	12,256.46	.00	2,860.54	81.1%
12430076 54000 SUPPLIES SPECIAL	42,500	-12,110	30,390	29,779.64	.00	610.36	98.0%
12430100 54000 SUPP./CHS/GENERA	48,225	-2,898	45,327	40,683.29	4,353.92	290.21	99.4%
12430102 54000 SUPP./CHS/ART	23,750	-246	23,504	23,297.30	.00	206.70	99.1%
12430106 54000 SUPP./CHS/BUS.	7,500	-3,500	4,000	762.81	.00	3,237.19	19.1%
12430124 54000 SUPP./CHS/ENGLIS	800	0	800	800.00	.00	.00	100.0%
12430128 54000 SUPP./CHS/F. LAN	5,000	0	5,000	4,917.19	.00	82.81	98.3%
12430134 54000 SUPP./CHS/HLTH.	2,400	0	2,400	2,380.70	.00	19.30	99.2%
12430138 54000 SUPP./CHS/INDUST	7,500	0	7,500	6,869.09	.00	630.91	91.6%
12430139 54000 SUPP./CHS/TECH.	9,000	0	9,000	9,030.21	.00	-30.21	100.3%*
12430156 54000 SUPP./CHS/MATH	2,350	0	2,350	2,154.18	.00	195.82	91.7%
12430158 54000 SUPP./CHS/MUSIC	8,933	-1,459	7,474	6,508.61	54.72	910.67	87.8%
12430177 54000 SUPP./CHS/READIN	1,250	0	1,250	.00	.00	1,250.00	.0%
12430178 54000 SUPP./CHS/SCIENC	20,500	0	20,500	20,009.55	.00	490.45	97.6%
12430184 54000 SUPP./CHS/SOC. S	2,700	0	2,700	2,275.54	.00	424.46	84.3%
12430200 54000 SUPP./McCARTHY/G	18,000	20,645	38,645	10,408.26	35,688.09	-7,451.35	119.3%*
12430202 54000 SUPP./McCARTHY/A	7,300	0	7,300	7,205.60	.00	94.40	98.7%
12430224 54000 SUPP./McCARTHY/E	1,200	0	1,200	1,197.32	.00	2.68	99.8%
12430228 54000 SUPP./McCARTHY/F	1,000	0	1,000	1,000.39	.00	-.39	100.0%*
12430234 54000 SUPP./McCARTHY/H	800	0	800	795.35	.00	4.65	99.4%
12430239 54000 SUPP./McCARTHY/T	9,000	-1,916	7,084	7,084.00	.00	.00	100.0%
12430256 54000 SUPP./McCARTHY/M	3,000	0	3,000	2,646.83	.00	353.17	88.2%
12430258 54000 SUPP./McCARTHY/M	6,150	5,532	11,682	7,202.36	4,073.00	406.64	96.5%
12430274 54000 SUPP./McCARTHY/P	100	0	100	96.50	.00	3.50	96.5%
12430277 54000 SUPP./McCARTHY/R	2,000	0	2,000	344.64	.00	1,655.36	17.2%
12430278 54000 SUPP./McCARTHY/S	9,000	0	9,000	7,984.19	.00	1,015.81	88.7%
12430284 54000 SUPP./McCARTHY/S	2,600	0	2,600	2,557.55	.00	42.45	98.4%
12430300 54000 SUPP./PARKER/GEN	16,000	12,500	28,500	7,411.38	44,800.58	-23,711.96	183.2%*
12430302 54000 SUPP./PARKER/ART	6,500	0	6,500	6,440.93	.00	59.07	99.1%
12430324 54000 SUPP./PARKER/ENG	1,200	0	1,200	1,163.41	.00	36.59	97.0%
12430328 54000 SUPP./PARKER/F.	1,000	0	1,000	1,000.00	.00	.00	100.0%
12430334 54000 SUPP./PARKER/HLT	800	0	800	789.85	.00	10.15	98.7%
12430339 54000 SUPP./PARKER/TEC	9,000	1,916	10,916	10,916.00	.00	.00	100.0%
12430356 54000 SUPP./PARKER/MAT	3,000	0	3,000	2,767.49	.00	232.51	92.2%
12430358 54000 SUPP./PARKER/MUS	6,150	0	6,150	6,138.69	.00	11.31	99.8%
12430374 54000 SUPP./PARKER/PHY	100	0	100	100.00	.00	.00	100.0%
12430377 54000 SUPP./PARKER/REA	2,000	0	2,000	153.25	.00	1,846.75	7.7%
12430378 54000 SUPP./PARKER/SCI	9,000	0	9,000	8,107.96	.00	892.04	90.1%

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12430384 54000 SUPP./PARKER/SOC	2,600	0	2,600	2,557.50	.00	42.50	98.4%
12430400 54000 GENERAL SUPPLIES	25,750	34,255	60,005	33,868.55	16,262.53	9,873.92	83.5%
12430402 54000 SUPP./BYAM/ART	3,300	0	3,300	3,275.67	.00	24.33	99.3%
12430439 54000 SUPP./BYAM/TECH.E	3,500	0	3,500	3,500.00	.00	.00	100.0%
12430451 54000 SUPP./BYAM/LANG.	2,500	0	2,500	989.97	.00	1,510.03	39.6%
12430456 54000 SUPP./BYAM/MATH	2,500	0	2,500	1,736.28	.00	763.72	69.5%
12430458 54000 SUPP./BYAM/MUSIC	1,100	0	1,100	8,529.95	.00	-7,429.95	775.5%*
12430478 54000 SUPP./BYAM/SCIEN	8,500	0	8,500	7,727.94	.00	772.06	90.9%
12430484 54000 SUPP./BYAM/SOC.	2,000	0	2,000	1,999.09	.00	.91	100.0%
12430500 54000 SUPP./CENTER/GEN	24,800	25,000	49,800	23,672.76	15,861.39	10,265.85	79.4%
12430502 54000 SUPP./CENTER/ART	3,248	1,964	5,212	4,779.24	.00	433.11	91.7%
12430539 54000 SUPP./CENTER/TECH	3,500	0	3,500	3,494.91	.00	5.09	99.9%
12430551 54000 SUPP./CENTER/LAN	2,500	0	2,500	1,123.09	.00	1,376.91	44.9%
12430556 54000 SUPP./CENTER/MAT	2,500	0	2,500	1,694.71	.00	805.29	67.8%
12430558 54000 SUPP./CENTER/MUS	1,100	4,205	5,305	9,417.83	3,678.66	-7,791.43	246.9%*
12430578 54000 SUPP./CENTER/SCI	8,500	0	8,500	7,595.14	.00	904.86	89.4%
12430584 54000 SUPP./CENTER/SOC	2,000	0	2,000	1,999.88	.00	.12	100.0%
12430600 54000 SUPP./HARR./GENE	24,000	25,000	49,000	22,486.11	15,021.25	11,492.64	76.5%
12430602 54000 SUPP./HARR./ART	3,400	0	3,400	3,317.71	.00	82.29	97.6%
12430639 54000 SUPP/HARR./TECH.	3,500	0	3,500	3,500.00	.00	.00	100.0%
12430651 54000 SUPP./HARR./LANG	2,500	0	2,500	1,119.03	.00	1,380.97	44.8%
12430656 54000 SUPP./HARR./MATH	2,500	0	2,500	1,802.31	.00	697.69	72.1%
12430658 54000 SUPP./HARR./MUSI	1,100	0	1,100	8,529.95	.00	-7,429.95	775.5%*
12430678 54000 SUPP./HARR./SCIE	8,500	0	8,500	6,648.29	.00	1,851.71	78.2%
12430684 54000 SUPP./HARR./SOC.	2,000	0	2,000	1,915.86	.00	84.14	95.8%
12430700 54000 SUPP./SO. ROW/GE	21,100	25,000	46,100	18,940.10	20,897.52	6,262.38	86.4%
12430702 54000 SUPP./SO. ROW/AR	3,052	1,948	5,000	4,964.26	.00	35.27	99.3%
12430739 54000 SUPP/SO.ROW./TEC	3,500	0	3,500	3,500.00	.00	.00	100.0%
12430751 54000 SUPP./SO. ROW/LA	2,500	0	2,500	1,376.00	.00	1,124.00	55.0%
12430756 54000 SUPP./SO. ROW/MA	2,500	0	2,500	2,161.74	.00	338.26	86.5%
12430758 54000 SUPP./SO. ROW/MU	900	517	1,417	9,260.63	.00	-7,843.23	653.4%*
12430778 54000 SUPP./SO. ROW/SC	8,500	0	8,500	7,053.37	.00	1,446.63	83.0%
12430784 54000 SUPP./SO. ROW/SO	2,000	0	2,000	2,000.00	.00	.00	100.0%
TOTAL GENERAL SUPPLIES	558,775	128,499	687,274	526,582.10	160,691.66	.00	100.0%
2440 OTHER INSTRUCTIONAL SERVICES							
12440076 53981 TUTORING/INSTRUC	20,000	0	20,000	21,619.11	.00	-1,619.11	108.1%*
12440076 53990 CONTRACTUAL SERV	127,000	-12,000	115,000	114,073.93	64.00	862.07	99.3%
12440076 54000 CONTINGENCY EXPE	45,000	-29,066	15,934	15,177.00	.00	757.04	95.2%
TOTAL OTHER INSTRUCTIONAL SERVICES	192,000	-41,066	150,934	150,870.04	64.00	.00	100.0%

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	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
2451 CLASSROOM INST TECHNOLOGY							
12451100 54204 INSTR TECH/CHS	100,000	198,366	298,366	288,486.30	9,890.30	-10.57	100.0%*
12451128 54205 INSTR TECH/CHS/F	10,000	-1,103	8,897	8,822.70	.00	73.87	99.2%
12451200 54204 INSTR TECH/McC	60,000	64,102	124,102	124,112.68	.00	-10.57	100.0%*
12451300 54204 INSTR TECH PARKE	60,000	67,504	127,504	127,514.44	.00	-10.44	100.0%*
12451414 54204 COMPUTER/EQUIP/B	25,000	34,286	59,286	59,296.42	.00	-10.57	100.0%*
12451514 54204 COMPUTER EQUIPME	25,000	34,286	59,286	59,296.42	.00	-10.57	100.0%*
12451614 54204 INSTR TECH/HARR/	25,000	34,286	59,286	59,296.42	.00	-10.57	100.0%*
12451714 54204 INSTR TECH/SROW/	25,000	34,286	59,286	59,296.51	.00	-10.58	100.0%*
TOTAL CLASSROOM INST TECHNOLOGY	330,000	466,012	796,012	786,121.89	9,890.30	.00	100.0%
2455 INSTRUCTIONAL SOFTWARE							
12455000 54000 INSTRUCTIONAL SO	350,000	-28,296	321,704	321,703.78	.00	.00	100.0%
TOTAL INSTRUCTIONAL SOFTWARE	350,000	-28,296	321,704	321,703.78	.00	.00	100.0%
2710 GUIDANCE COUNSELORS							
12710000 51310 MTSS/SEL STIPEND	42,500	-2,700	39,800	39,750.00	.00	50.00	99.9%
12710100 51050 GUID SALARIES /C	570,354	-23,500	546,854	546,702.26	.00	151.74	100.0%
12710100 51060 CAREER ED/CHS	0	18,391	18,391	17,976.78	.00	414.22	97.7%
12710100 51070 SAL/SEC/GUID	77,629	-49,491	28,138	28,062.86	.00	75.14	99.7%
12710100 51310 STIPEND - GUIDAN	10,800	-4,100	6,700	8,806.95	.00	-2,106.95	131.4%*
12710100 54000 SUPP./CHS/GUID	21,024	-5,800	15,224	14,869.89	.00	354.11	97.7%
12710200 51050 GUID SALARIES /M	243,845	0	243,845	243,845.16	.00	-.16	100.0%*
12710200 54000 SUPP./McCARHY/G	11,869	-7,300	4,569	4,365.04	.00	203.96	95.5%
12710300 51050 GUID SALARIES /P	177,419	0	177,419	177,419.06	.00	-.06	100.0%*
12710300 54000 SUPP./PARKER/GUI	11,869	-9,100	2,769	2,495.73	.00	273.27	90.1%
12710327 51050 SAL/PARKER/S.W.	62,872	0	62,872	62,871.90	.00	.10	100.0%
12710400 51050 GUID SALARIES/BY	88,219	-22,265	65,954	65,930.03	.00	23.97	100.0%
12710400 54000 SUPP./BYAM/GUID	1,280	-711	569	775.28	.00	-205.82	136.1%*
12710500 51050 GUID SALARIES /C	88,219	0	88,219	88,219.04	.00	-.04	100.0%*
12710500 54000 SUPP./CENTER/GUI	1,280	-555	725	725.49	.00	.00	100.0%
12710600 51050 GUID SALARIES /H	65,930	-9,100	56,830	56,756.96	.00	73.04	99.9%
12710600 54000 SUPP./HARR./GUID	1,280	-194	1,086	764.69	.00	321.31	70.4%

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	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
12710700 51050 GUID SALARIES /S	98,547	0	98,547	98,547.02	.00	-.02	100.0%*
12710700 54000 SUPP./SO.ROW/GUI	1,280	-146	1,134	761.81	.00	372.19	67.2%
TOTAL GUIDANCE COUNSELORS	1,576,216	-116,570	1,459,646	1,459,645.95	.00	.00	100.0%
2800 PSYCHOLOGICAL SERVICES							
12800100 51050 SAL/CHS/PSYCH	285,586	0	285,586	285,586.08	.00	-.03	100.0%*
12800200 51050 SAL/McCARTHY/PSY	131,028	0	131,028	131,027.93	.00	.07	100.0%
12800300 51050 SAL/PARKER/PSYCH	131,028	0	131,028	131,028.14	.00	-.14	100.0%*
12800400 51050 SAL/BYAM/PSYCH	81,332	0	81,332	81,331.95	.00	.05	100.0%
12800500 51050 SAL/CENTER/PSYCH	81,332	0	81,332	81,331.90	.00	.10	100.0%
12800600 51050 SAL/HARR./PSYCH	64,962	0	64,962	64,962.03	.00	-.03	100.0%*
12800700 51050 SAL/SO.ROW/PSYCH	98,547	0	98,547	98,547.02	.00	-.02	100.0%*
TOTAL PSYCHOLOGICAL SERVICES	873,815	0	873,815	873,815.05	.00	.00	100.0%
3200 MEDICAL/HEALTH SERVICES							
13200000 51007 NURSES/SUB	45,000	-14,807	30,193	30,510.43	.00	-317.13	101.1%*
13200000 51060 TOWN HEALTH EDUC	26,337	0	26,337	26,337.00	.00	.00	100.0%
13200000 51310 SCHOOL NURSES-ST	5,000	-5,000	0	.00	.00	.00	.0%
13200000 53170 DOCTOR SALARY	5,000	-2,000	3,000	2,500.00	.00	500.00	83.3%
13200000 53990 CONTRACTUAL SERV	12,583	0	12,583	11,981.67	.00	601.33	95.2%
13200000 57140 COURSE REIMBURSE	4,000	-514	3,486	1,700.00	.00	1,785.72	48.8%
13200100 51050 SAL/CHS/NURSE	140,895	0	140,895	150,068.10	.00	-9,173.10	106.5%*
13200100 54000 SUPP/CHS/NURSE	4,200	400	4,600	3,150.53	.00	1,449.47	68.5%
13200100 57100 HEALTH TRAVEL/HI	700	0	700	.00	.00	700.00	.0%
13200100 58510 EQUIP/CHS/NURSE	2,000	0	2,000	.00	.00	2,000.00	.0%
13200163 51050 SAL/CHS/NURSE	28,636	0	28,636	32,300.50	.00	-3,664.50	112.8%*
13200200 51050 SAL/McCARTHY/NUR	88,219	0	88,219	88,840.58	.00	-621.58	100.7%*
13200200 53990 INSUR./McCARTHY/	1,375	0	1,375	552.00	.00	823.00	40.1%
13200200 54000 SUPP/McCARTHY/NU	1,699	1,003	2,702	2,011.11	.00	691.24	74.4%
13200263 51050 SAL/McCARTHY/NUR	28,636	0	28,636	28,840.23	.00	-204.23	100.7%*
13200300 51050 SAL/PARKER/NURSE	88,219	0	88,219	88,219.04	.00	-.04	100.0%*
13200300 54000 SUPP/PARKER/NURS	1,394	350	1,744	789.25	.00	954.75	45.3%
13200363 51050 SAL/PARKER/NURSE	37,559	0	37,559	37,558.56	.00	.44	100.0%
13200400 51050 SAL/BYAM/NURSE	88,219	0	88,219	88,219.04	.00	-.04	100.0%*
13200400 54000 SUPP/BYAM/NURSE	1,200	350	1,550	349.36	.00	1,200.64	22.5%
13200500 51050 SAL/CENTER/NURSE	81,081	0	81,081	81,081.00	.00	.00	100.0%

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13200500 54000 SUPP/CENTER/NURS	1,200	350	1,550	423.76	.00	1,126.24	27.3%
13200600 51050 SAL/HARR./NURSE	62,751	-13,500	49,251	48,996.91	.00	254.09	99.5%
13200600 54000 SUPP/HARR./NURSE	1,200	1,003	2,203	1,810.13	.00	393.22	82.2%
13200700 51050 SAL/SO.ROW/NURSE	62,872	0	62,872	62,871.90	.00	.10	100.0%
13200700 54000 SUPP/SO.ROW/NURS	1,100	350	1,450	278.49	.00	1,171.51	19.2%
13200976 51050 SAL/CHIPS/NURSE	46,549	-11,500	35,049	34,720.13	.00	328.87	99.1%
TOTAL MEDICAL/HEALTH SERVICES	867,624	-43,514	824,110	824,109.72	.00	.00	100.0%
3300 TRANSPORTATION							
13300000 51060 SALARIES PSP	10,800	0	10,800	4,399.50	.00	6,400.50	40.7%
13300000 51070 SALARIES -TRANSP	48,709	0	48,709	48,709.44	.00	-.44	100.0%*
13300000 53988 REGULAR TRANSPOR	1,821,300	184,590	2,005,890	1,954,200.00	.00	51,690.00	97.4%
13300000 53990 LATE BUSES/HIGH-	55,800	-2,010	53,790	45,000.00	.00	8,789.70	83.7%
13300000 53996 FOSTER TRANS	40,000	0	40,000	49,920.00	.00	-9,920.00	124.8%*
13300000 53997 TRANSPORTATION S	4,995	0	4,995	4,995.00	.00	.00	100.0%
13300000 53999 HOMELESS TRANS	45,000	0	45,000	38,895.71	.00	6,104.29	86.4%
13300076 53990 SPED TRANSPORTAT	2,069,280	-315,998	1,753,283	1,816,346.55	.00	-63,064.05	103.6%*
TOTAL TRANSPORTATION	4,095,884	-133,418	3,962,466	3,962,466.20	.00	.00	100.0%
3400 FOOD SERVICES							
13400000 51070 SUPPORT STAFF	0	210,051	210,051	209,916.94	.00	134.51	99.9%
13400000 51110 SALARIES-FULL TI	96,249	0	96,249	96,248.88	.00	.12	100.0%
13400000 53990 CAFE CONT SERVIC	25,000	-9,003	15,998	16,654.25	.00	-656.75	104.1%*
13400000 54000 SUPPLIES	0	114,572	114,572	114,049.88	.00	522.12	99.5%
TOTAL FOOD SERVICES	121,249	315,621	436,870	436,869.95	.00	.00	100.0%
3510 ATHLETIC SERVICES							
13510100 51040 SAL/ATHLETIC STU	13,231	-3,627	9,604	9,875.19	.00	-270.75	102.8%*
13510100 51050 SAL/CHS/AD/TRAIN	109,536	0	109,536	109,535.66	.00	.34	100.0%
13510100 51060 SAL/ATHLETICTRAI	51,097	0	51,097	51,096.76	.00	.24	100.0%
13510100 51070 SAL/SEC/ATHL	27,265	-1,980	25,285	24,870.80	.00	414.44	98.4%
13510100 51310 SAL/ATHLETIC/COA	191,830	146,096	337,926	337,917.44	.00	8.56	100.0%

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	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
13510100 52110 ATH DEPT STADIUM	2,000	0	2,000	1,098.33	.00	901.67	54.9%
13510100 52400 POOL & ICE	90,000	-17,613	72,387	72,387.00	.00	.00	100.0%
13510100 53989 OFFICIALS/POLICE	115,000	-23,203	91,797	92,621.73	.00	-825.00	100.9%*
13510100 53990 RECONDITIONING	18,963	-4,656	14,307	14,307.45	.00	.00	100.0%
13510100 53995 TRANSPORTATION	110,000	-26,684	83,316	83,315.68	.00	.00	100.0%
13510100 54000 SUPP/CHS/ATHL	68,000	20,672	88,672	68,419.28	20,252.33	.00	100.0%
13510100 54310 MEDICAL	20,000	-12,500	7,500	7,261.11	.00	238.89	96.8%
13510100 57400 INSUR./CHS/ATHL	27,935	0	27,935	28,410.00	.00	-475.00	101.7%*
13510100 57800 OTHER EXPENSES	42,000	25,312	67,312	67,305.39	.00	6.61	100.0%
TOTAL ATHLETIC SERVICES	886,857	101,817	988,674	968,421.82	20,252.33	.00	100.0%
3520 OTHER STUDENT ACTIVITIES							
13520064 54000 DESTINATION IMAG	2,300	-1,500	800	638.00	.00	162.00	79.8%
13520100 51050 SAL/CHS/ADVISORS	83,190	35,643	118,833	118,954.50	.00	-121.50	100.1%*
13520128 57800 CULTURAL EXCHANG	7,500	-7,400	100	.00	.00	100.00	.0%
13520145 54000 SUPP/CHS/VOICE	2,000	-1,800	200	.00	.00	200.00	.0%
13520154 53990 MATH TEAM TRANSP	2,750	-2,000	750	899.00	.00	-149.00	119.9%*
13520160 54000 NAT'L HONOR SOC/	4,900	-3,200	1,700	1,610.64	.00	89.36	94.7%
13520178 53910 SCIENCE CLUB/HIG	2,250	-1,900	350	150.00	.00	200.00	42.9%
13520194 51465 NIGHT SCHOOL HS	5,000	-1,839	3,161	3,161.28	.00	.00	100.0%
13520200 51050 SAL/McCARTHY/ADV	44,900	-6,615	38,286	38,919.60	.00	-634.10	101.7%*
13520200 51310 SAL/McCARTHY/K.B	1,500	0	1,500	1,500.00	.00	.00	100.0%
13520300 51050 SAL/PARKER/ADVIS	44,900	-4,400	40,500	40,346.76	.00	153.24	99.6%
13520300 51310 SAL/PARKER/K.B.A	1,500	0	1,500	1,500.00	.00	.00	100.0%
TOTAL OTHER STUDENT ACTIVITIES	202,690	4,990	207,680	207,679.78	.00	.00	100.0%
3600 SCHOOL SECURITY							
13600100 51060 STCH SCHOOL SECU	96,886	-14,813	82,073	82,072.87	.00	.00	100.0%
13600100 51070 SALARIES - SECRE	0	27,760	27,760	27,740.58	.00	19.42	99.9%
13600100 51310 COURT LIAISON	9,000	0	9,000	8,999.97	.00	.03	100.0%
13600200 51060 MCC PSP - SECURI	53,655	0	53,655	53,655.00	.00	.00	100.0%
13600300 51060 PARKER - PSP - S	53,655	-12,765	40,890	40,909.05	.00	-19.45	100.0%*
TOTAL SCHOOL SECURITY	213,196	181	213,377	213,377.47	.00	.00	100.0%
4110 CUSTODIAL SERVICES							
14110000 51003 ADMINISTRATOR	5,178	0	5,178	5,177.72	.00	.28	100.0%

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14110000 51040 SALARIES - CUSTO	456,416	29,290	485,706	522,324.48	.00	-36,618.48	107.5%*
14110000 51050 SALARIES - PROFE	118,052	0	118,052	118,051.96	.00	.04	100.0%
14110000 51070 FACILITIES - SEC	12,750	0	12,750	8,208.40	.00	4,541.60	64.4%
14110000 51110 SALARIES-CUST OT	10,000	0	10,000	5,601.79	.00	4,398.21	56.0%
14110000 51310 SALARIES- CUST O	15,000	0	15,000	20,458.67	.00	-5,458.67	136.4%*
14110000 53990 CONTRACTUAL SERV	833,354	4,400	837,754	855,253.88	.00	-17,499.88	102.1%*
14110000 54000 SUPPLIES	246,928	0	246,928	194,477.65	3,280.81	49,169.54	80.1%
14110000 55960 UNIFORM ALLOWANC	6,000	0	6,000	5,000.00	.00	1,000.00	83.3%
14110000 57800 OTHER CHARGES/EX	1,577	-13	1,564	1,096.32	.00	467.36	70.1%
14110119 54000 SUPP/CHS/PERFORM	12,000	0	12,000	12,000.00	.00	.00	100.0%
TOTAL CUSTODIAL SERVICES	1,717,255	33,677	1,750,932	1,747,650.87	3,280.81	.00	100.0%
4120 HEATING OF BUILDINGS							
14120000 52130 FUEL	6,900	0	6,900	23,828.47	.00	-16,928.47	345.3%*
14120100 52130 FUEL/HIGH	132,350	-118	132,232	127,044.73	.00	5,187.49	96.1%
14120200 52130 FUEL/MCCARTHY	68,300	0	68,300	77,156.50	.00	-8,856.50	113.0%*
14120300 52130 FUEL/PARKER	56,650	0	56,650	49,558.14	.00	7,091.86	87.5%
14120400 52130 FUEL / BYAM	36,250	-20,000	16,250	7,664.16	.00	8,585.84	47.2%
14120500 52130 FUEL - CENTER SC	29,850	0	29,850	27,059.10	.00	2,790.90	90.7%
14120600 52130 FUEL-HARRINGTON	20,600	0	20,600	16,235.37	.00	4,364.63	78.8%
14120700 52130 FUEL-SOUTH ROW	32,500	0	32,500	34,735.75	.00	-2,235.75	106.9%*
TOTAL HEATING OF BUILDINGS	383,400	-20,118	363,282	363,282.22	.00	.00	100.0%
4130 UTILITY SERVICES							
14130000 52110 ELECTRIC	20,500	0	20,500	43,665.12	.00	-23,165.12	213.0%*
14130000 53410 TELEPHONE/SUPT O	63,000	0	63,000	53,998.55	.00	9,001.45	85.7%
14130100 52110 ELECTRICITY/HIGH	207,500	0	207,500	221,100.65	.00	-13,600.65	106.6%*
14130100 52310 WATER/HIGH	8,550	0	8,550	9,262.10	.00	-712.10	108.3%*
14130100 53410 TELEPHONE/HIGH	43,250	0	43,250	29,406.36	.00	13,843.64	68.0%
14130200 52110 ELECTRICITY/McCA	93,000	0	93,000	102,880.93	.00	-9,880.93	110.6%*
14130200 53410 TELEPHONE/MCCART	26,250	0	26,250	17,934.41	.00	8,315.59	68.3%
14130300 52110 ELECTRICITY/PARK	94,700	0	94,700	101,749.82	.00	-7,049.82	107.4%*
14130300 53410 TELEPHONE/PARKER	26,200	-262	25,938	18,034.11	.00	7,903.49	69.5%
14130400 52110 ELECTRICITY/BYAM	54,600	37,100	91,700	91,778.65	.00	-78.65	100.1%*
14130400 53410 TELEPHONE/BYAM	15,700	0	15,700	10,422.25	.00	5,277.75	66.4%
14130500 52110 ELECTRIC - CENTE	57,600	0	57,600	59,728.25	.00	-2,128.25	103.7%*

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14130500 52310 WATER CENTER SCH	790	0	790	432.77	.00	357.23	54.8%
14130500 53410 TELEPHONE - CENT	14,700	0	14,700	10,127.34	.00	4,572.66	68.9%
14130600 52110 ELECTRICITY/HARR	50,900	28,000	78,900	78,910.47	.00	-10.47	100.0%*
14130600 52310 WATER/HARRINGTON	3,000	0	3,000	4,875.89	.00	-1,875.89	162.5%*
14130600 53410 TELEPHONE/HARR	14,700	0	14,700	9,845.88	.00	4,854.12	67.0%
14130700 52110 ELECTRICITY/SO R	44,650	33,100	77,750	78,137.47	.00	-387.47	100.5%*
14130700 53410 TELEPHONE/SO ROW	13,700	0	13,700	8,936.58	.00	4,763.42	65.2%
TOTAL UTILITY SERVICES	853,290	97,938	951,228	951,227.60	.00	.00	100.0%
4210 MAINTENANCE OF GROUNDS							
14210000 59238 GENERAL MAINT	30,000	221,350	251,350	98,903.19	152,446.94	-.32	100.0%*
14210100 59238 GROUNDS/HIGH	27,000	1,660	28,660	28,553.78	105.90	.32	100.0%
TOTAL MAINTENANCE OF GROUNDS	57,000	223,010	280,010	127,456.97	152,552.84	.00	100.0%
5150 EMPLOYEE SEPERATION COSTS							
15150000 51140 RETIREMEMT/SICK	264,556	23,908	288,464	288,463.75	.00	.00	100.0%
TOTAL EMPLOYEE SEPERATION COSTS	264,556	23,908	288,464	288,463.75	.00	.00	100.0%
6200 CIVIC ACTIVITIES							
16200000 57800 CIVIC ACTIV&COMM	0	86,094	86,094	86,093.75	.00	.00	100.0%
TOTAL CIVIC ACTIVITIES	0	86,094	86,094	86,093.75	.00	.00	100.0%
7200 CAPITAL- LAND & BUILDING							
17200000 57800 OTHER CHARGES/EX	0	835,539	835,539	511,388.48	324,150.83	.00	100.0%
TOTAL CAPITAL- LAND & BUILDING	0	835,539	835,539	511,388.48	324,150.83	.00	100.0%
9300 TUITION NON-PUBLIC SCHOOLS							
19300076 53990 TUITIONS	3,180,112	-2,051,389	1,128,723	1,128,722.50	.00	.50	100.0%

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 YEAR-TO-DATE BUDGET REPORT

P 20
 glytdbud

FOR 2022 12

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
19300076 57800 TUITIONS OTHER	0	750,000	750,000	750,000.00	.00	.00	100.0%
19309976 53990 PREPAID TUITION	0	1,520,311	1,520,311	1,520,311.35	.00	-.43	100.0%*
TOTAL TUITION NON-PUBLIC SCHOOLS	3,180,112	218,922	3,399,034	3,399,033.85	.00	.07	100.0%
TOTAL UNDEFINED	65,000,000	0	65,000,000	64,280,383.38	719,616.62	.00	100.0%
GRAND TOTAL	65,000,000	0	65,000,000	64,280,383.38	719,616.62	.00	100.0%

** END OF REPORT - Generated by Joanna Johnson-Collins **

CHELMSFORD PUBLIC SCHOOLS
FY22 GRANT AND REVOLVING FUND SUMMARY
AS OF JUNE 30, 2022

MUNIS #	DESE #		FY22 Award	Balance 7/1/2021	Receipts	Expenditures	Encumbrances	Current Ending Balance (ties to Munis)	Remaining Revenue	Ending Balance with Remaining Revenue
Federal & State Grants										
113	113	ESSER I CARES Act Grant - FY21	311,545	0.00	241,080.00	279,571.16	21,065.10	(59,556.26)	70,465.00	10,908.74
140	140	Title IIA Teacher Quality - FY21	81,932	0.00	81,932.00	79,496.92		2,435.08	-	2,435.08
151	151	Integrated Social Emotional Learning - FY21	9,898	0.00	9,898.00	9,898.00		0.00	-	-
152	152	Digital Literacy Part I - FY21	9,720	0.00	9,720.00	9,720.00		0.00	-	-
180	180	Title III - FY21	32,068	0.00	32,068.00	30,276.76		1,791.24	-	1,791.24
240	240	SPED Entitlement Allocation - FY21	1,277,059	0.00	1,277,059.00	1,277,059.00		0.00	-	-
274	274	SPED Program Improvement - FY21	28,623	0.00	28,623.00	28,623.00		0.00	-	-
298	298	SPED Early Childhood Program Imp - FY21	3,992	0.00	3,992.00	3,992.00		0.00	-	-
305	305	Title I - FY21	200,809	0.00	200,809.00	200,809.00		0.00	-	-
309	309	Title IVA - FY21	27,585	0.00	24,200.00	23,499.96		700.04	3,385.00	4,085.04
418	418	Innovation Pathways Planning Yr 1 FY21	22,400	0.00	22,400.00	22,400.00		0.00	-	-
102	102	CvRF School Nutrition (1) Grant - FY22	41,189	0.00	41,188.76	0.00		41,188.76	-	41,188.76
102	102	CvRF School Nutrition (2) Grant - FY22	4,912	0.00	4,912.00	4,912.00		0.00	-	-
115	115	ESSER II CARES Act Grant - FY22	645,438	0.00	540,438.00	573,553.55		(33,115.55)	105,000.00	71,884.45
119	119	ESSER III CARES Act Grant - FY22	1,428,108	0.00	147,102.00	142,352.95		4,749.05	1,281,006.00	1,285,755.05
140	140	Title IIA Teacher Quality - FY22	78,219	0.00	61,219.00	60,237.74		981.26	17,000.00	17,981.26
147	147	Digital Literacy Part II - FY22	2,400	0.00	2,400.00	2,340.00		60.00	-	60.00
147	147	Digital Literacy Now - FY22	3,600	0.00	360.00	3,600.00		(3,240.00)	3,240.00	-
151	151	Integrated Social Emotional Learning - FY22	9,898	0.00	9,898.00	9,898.00		0.00	-	-
180	180	Title III - FY22	34,899	0.00	11,399.00	11,390.82		8.18	23,500.00	23,508.18
189	189	Proficiency Based Outcomes-Languages - FY22	20,342	0.00	20,342.00	20,342.00		0.00	-	-
240	240	SPED Entitlement Allocation - FY22	1,287,502	0.00	235,320.00	290,513.22		(55,193.22)	1,052,182.00	996,988.78
252	252	SPED American Rescue Plan IDEA FY22	266,181	0.00	135,641.00	160,295.20		(24,654.20)	130,540.00	105,885.80
262	262	SPED Early Childhood - FY22	37,998	0.00	37,998.00	37,998.00		0.00	-	-
264	264	SPED American Rescue Plan EC FY22	24,802	0.00	17,802.00	15,115.00		2,687.00	7,000.00	9,687.00
305	305	Title I - FY22	198,388	0.00	109,387.80	104,415.79		4,972.01	89,000.20	93,972.21
309	309	Title IVA - FY22	13,659	0.00	1,365.00	0.00		1,365.00	12,294.00	13,659.00
417	417	Innovation Pathways Implementation FY22	30,000	0.00	30,000.00	30,000.00		0.00	-	-
418	418	Innovation Pathways Planning Yr 2 FY22	13,500	0.00	13,500.00	11,760.00		1,740.00	-	1,740.00
Other Grant Funds										
237	23724206	ATEF Grant (FY22)	1,990		1,989.52	1,728.57		260.95		260.95
247	24724402	Foundation Reserve Aid (State) - FY22 one time	86,606		86,606.43			86,606.43		86,606.43
250	25032001	Essential School Heath Grant (State) 20,000 c/o		15,379.90		15,379.90		0.00		-
250	25032002	Essential School Heath Grant (State) FY22	29,600		29,600.00	23,553.94		6,046.06		6,046.06
254	254796	Terraaponics Science Grant (Energy Consv Comm)		800.00				800.00		800.00
273	---	E-rate		37,704.00		37,704.00		0.00		-
301	30130007	Lowell General Hospital Circle Health (Private Grant 10K)		846.41				846.41		846.41
301	30123572	Project Lead the Way (Private Gr)	9,596		9,596.00	9,514.97		81.03		81.03
301	30123502	Project Lead the Way (Private Gr)	10,000		10,000.00			10,000.00		10,000.00
301	30124152	Science Eco Rise (Private Grant)	1,439		1,439.28	1,436.59		2.69		2.69
301	30124201	AFCEA Science (Private Grant) 2,000 c/o		625.94		597.77		28.17		28.17
301	30127000	MA School Mental Health Consort. (Private) c/o		500.00				500.00		500.00
301	30135200	Computer Science Honor Society 1 (Private) 500 c/o		175.00		100.00		75.00		75.00

CHELMSFORD PUBLIC SCHOOLS
FY22 GRANT AND REVOLVING FUND SUMMARY
AS OF JUNE 30, 2022

301	30135201	Computer Science Honor Society 2 (Private) 500 c/o		500.00				500.00		500.00
310	---	Circuit Breaker	-	2,330,272.00	2,525,420.00	2,330,272.00		2,525,420.00		2,525,420.00
819	819555	Special Education Reserve Fund	750,000		750,000.00			750,000.00		750,000.00
313	31302020	Lockhead Martin Robotics (Private Grant) 2,500 c/o		125.04		125.04		0.00		-
313	31302021	Lockhead Martin Robotics (Private Grant) 2,500 c/o		37.02		37.02		0.00		-
313	31302022	Lockhead Martin Robotics (Private Grant) FY22	15,000		15,000.00	14,989.00		11.00		11.00
418	41824202	MA Capital Skills Grant (State) FY22	49,403			48,308.23		(48,308.23)	48,308.23	-
428	42824402	Innov Pathways Conn Activities (State) - FY22	9,244		2,382.00	2,382.00		0.00		-
589	58962002	MA Civic Learning Grant (State) - FY22	4,400		4,400.00			4,400.00		4,400.00

Revolving Accounts			Estimated Receipts	Balance 7/1/2021	Receipts	Expenditures	Encumbrances	Current Ending Balance	Estimated Revenue	Ending Balance with Estimated Revenue
501	---	Café (School Nutrition)		1,308,255.67	2,829,125.51	1,217,600.43		2,919,780.75		2,919,780.75
502	---	Athletic		469,862.16	311,647.91	36,261.14		745,248.93		745,248.93
503	---	Gifts & Donations		39,929.54	71,416.12	13,869.12	50,000.00	47,476.54		47,476.54
504	---	Lost / Damaged Books		5,391.74	472.00			5,863.74		5,863.74
505	---	Musical Instrument Repair		0.00	0.00	0.00		0.00		-
506	---	Adult Education/Music/Guidance		188,967.69	340,952.33	236,609.11		293,310.91		293,310.91
507	---	Childcare		1,346,443.26	1,990,774.05	1,778,888.23		1,558,329.08		1,558,329.08
508	---	Out of Town Tuition Reimbursement		59,988.70	0.00			59,988.70		59,988.70
509	---	Summer School		15,148.16	13,325.00	5,300.00		23,173.16		23,173.16
510	---	School Choice	250,000.00	2,066,540.48	252,481.00			2,319,021.48		2,319,021.48
511	---	Civic Activities		151,995.71	138,572.78	138,768.02		151,800.47		151,800.47
516	---	Transportation	328,000.00	654,173.79	484,997.47	8,329.91		1,130,841.35		1,130,841.35
517	---	Student Activity		245,983.11	51,850.00			297,833.11		297,833.11
518	---	Turf Fields		132,527.46	88,170.00	2,258.40		218,439.06		218,439.06

Chelmsford High School Student Activities

Balance Sheet New

As of May 31, 2022

	May 31, 22
ASSETS	
Current Assets	
Checking/Savings	
CHS Enterprise Checking	29,940.60
Enterprise Agency Account	235,287.36
Total Checking/Savings	265,227.96
Total Current Assets	265,227.96
TOTAL ASSETS	265,227.96
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Other Current Liabilities	
Equity - Athletics	1,316.33
Equity - ATWE	991.51
Equity - Badminton	0.00
Equity - Band	2,856.20
Equity - Basketball Girls	1,037.77
Equity - Best Buddies	121.90
Equity - Career Center	1,422.58
Equity - Cheerleading	436.83
Equity - Chorus	1,158.97
Equity - Class of 20	0.00
Equity - Class of 21	18,519.27
Equity - Class of 22	16,319.41
Equity - Class of 23	17,213.38
Equity - Class of 24	8,308.61
Equity - Class of 25	1,391.90
Equity - Cross Country	1,150.00
Equity - Dance Team	1,720.41
Equity - DECA	11,527.68
Equity - ECO Club	1,392.46
Equity - Field Hockey	1,428.78
Equity - Field Trips	3,763.70
Equity - Fine Arts	5,753.70
Equity - Football	20,805.88
Equity - French Enrichment	4,190.50
Equity - Gen. Student Body Fund	4,016.92
Equity - Golf	0.00
Equity - Ice Hockey Boys	3,992.06
Equity - Ice Hockey Girls	440.85
Equity - International Relation	444.06

Chelmsford High School Student Activities

Balance Sheet New

As of May 31, 2022

	<u>May 31, 22</u>
Equity - Key Club	4,501.05
Equity - Lacrosse Boys	2,615.81
Equity - Lacrosse Girls	6,869.13
Equity - LIME	594.11
Equity - Lion Yearbook	4,021.70
Equity - Melting Pot Club	862.72
Equity - Mme Queenan Boutique	387.42
Equity - Mock Trial	255.50
Equity - National Business HS	436.78
Equity - National Honor Society	1,162.63
Equity - National Science HS	3,297.00
Equity - NEHS	1,157.92
Equity - Orchestra	635.22
Equity - PAVE Program	487.78
Equity - Reality Check	0.00
Equity - Resiliency	0.00
Equity - Rugby	3,245.34
Equity - SAGA	857.04
Equity - Ski Team	1,062.75
Equity - Soccer Boys	2,375.11
Equity - Soccer Girls	8,890.96
Equity - Softball	4,516.62
Equity - Speech & Debate Team	1,931.27
Equity - Student Council	3,439.70
Equity - Student Trainers	403.50
Equity - Swim Team Boys	1,579.31
Equity - Swim Team Girls	2,493.33
Equity - Tennis Boys	16.15
Equity - Tennis Girls	129.83
Equity - Theatre Guild	63,182.87
Equity - TJF (GIVE)	1,119.61
Equity - Track	3,295.04
Equity - Tri-M	89.40
Equity - Voice Student News	365.00
Equity - Volleyball Boys	776.72
Equity - Volleyball Girls	2,808.04
Equity - World Language HS -LFS	988.80
Equity - Wrestling	<u>2,655.14</u>

Chelmsford High School Student Activities
Balance Sheet New
As of May 31, 2022

	May 31, 22
Total Other Current Liabilities	<u>265,227.96</u>
Total Current Liabilities	<u>265,227.96</u>
Total Liabilities	<u>265,227.96</u>
TOTAL LIABILITIES & EQUITY	<u>265,227.96</u>

McCarthy Middle School

Balance Sheet

As of May 31, 2022

	May 31, 22
ASSETS	
Current Assets	
Checking/Savings	
McCarthy Agency Account	28,325.12
McCarthy Principal Account	11,267.28
Total Checking/Savings	39,592.40
Total Current Assets	39,592.40
TOTAL ASSETS	39,592.40
LIABILITIES & EQUITY	
Equity	
Band	9,322.85
Chorus	2,899.79
Cross Country	167.93
Drama	4,722.40
General Student Body Fund	949.71
Grade 5 and Field Trips	890.05
Grade 6 and Field Trips	3,857.82
Grade 7 and Field Trips	1,105.45
Grade 8 and Field Trips	12,115.02
Orchestra	176.37
Project 300	275.64
Student council	1,662.86
Year Book	1,446.51
Total Equity	39,592.40
TOTAL LIABILITIES & EQUITY	39,592.40

Parker Middle School
Balance Sheet
As of May 31, 2022

	May 31, 22
ASSETS	
Current Assets	
Checking/Savings	
Parker Agency Account	49,338.72
Parker Principal Account	12,997.29
Total Checking/Savings	62,336.01
Total Current Assets	62,336.01
TOTAL ASSETS	62,336.01
LIABILITIES & EQUITY	
Equity	
Band	1,369.34
Chorus	3,416.90
Cross Country	70.00
Drama	33,584.27
General Student Body Fund	761.56
Grade 5 and Field Trips	346.06
Grade 6 and Field Trips	1,585.54
Grade 7 and Field Trips	8,295.14
Grade 8 and Field Trips	8,336.71
Orchestra	1,173.21
School Store	151.81
Student Council	66.15
Yearbook	3,179.32
Total Equity	62,336.01
TOTAL LIABILITIES & EQUITY	62,336.01



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 J. Hirsch*
Date: August 2, 2022
RE: iReady End-of-Year Data Review

Attached you will find a presentation on academic data used to assess K-8 students in ELA and mathematics. Specially, I will review proficiency data for iReady.

If you have any questions, please feel free to contact me.

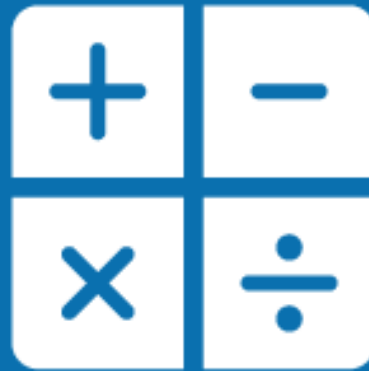




End-of-Year Data Review



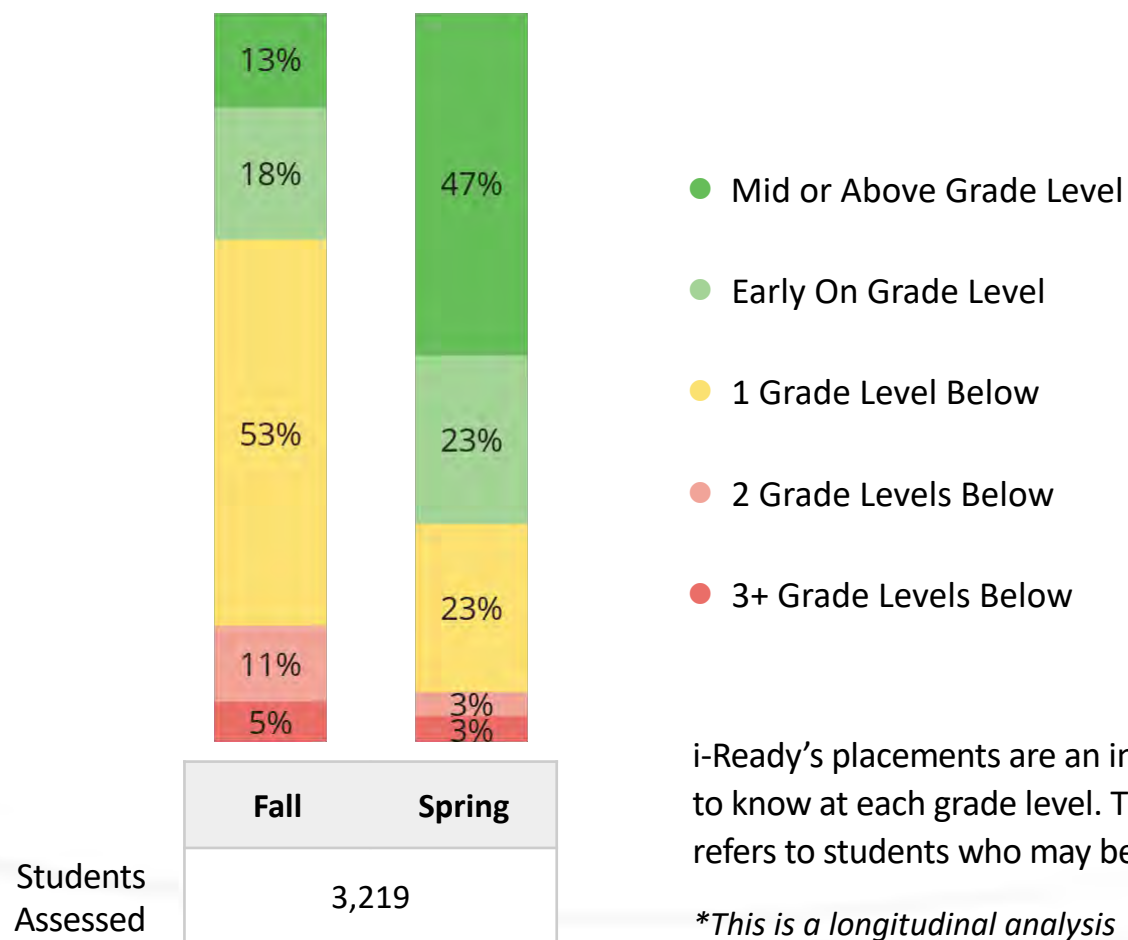
CHELMSFORD
PUBLIC SCHOOLS



Mathematics Performance Review

How Have Relative Placements Changed From Fall to Spring?

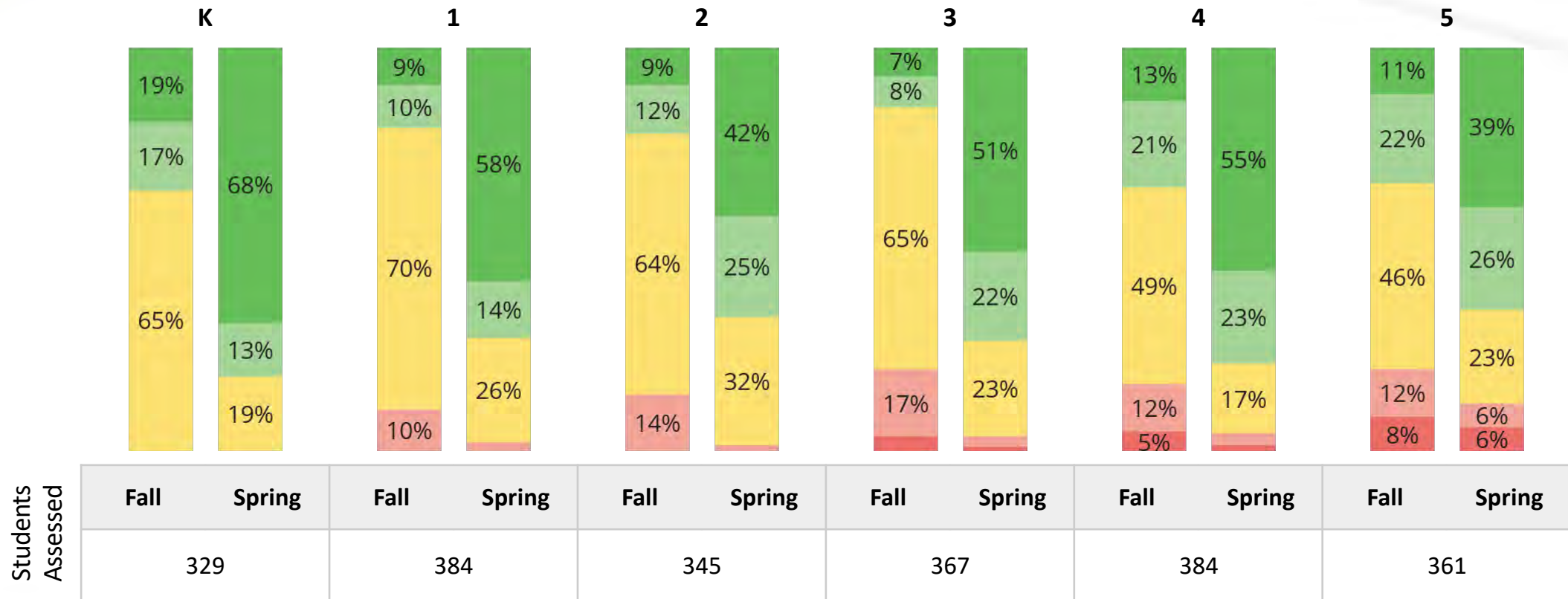
Placement Distribution, Fall 21-22 to Spring 21-22



How Have Relative Placements Changed From Fall to Spring?



Placement Distribution, Fall 21-22 to Spring 21-22



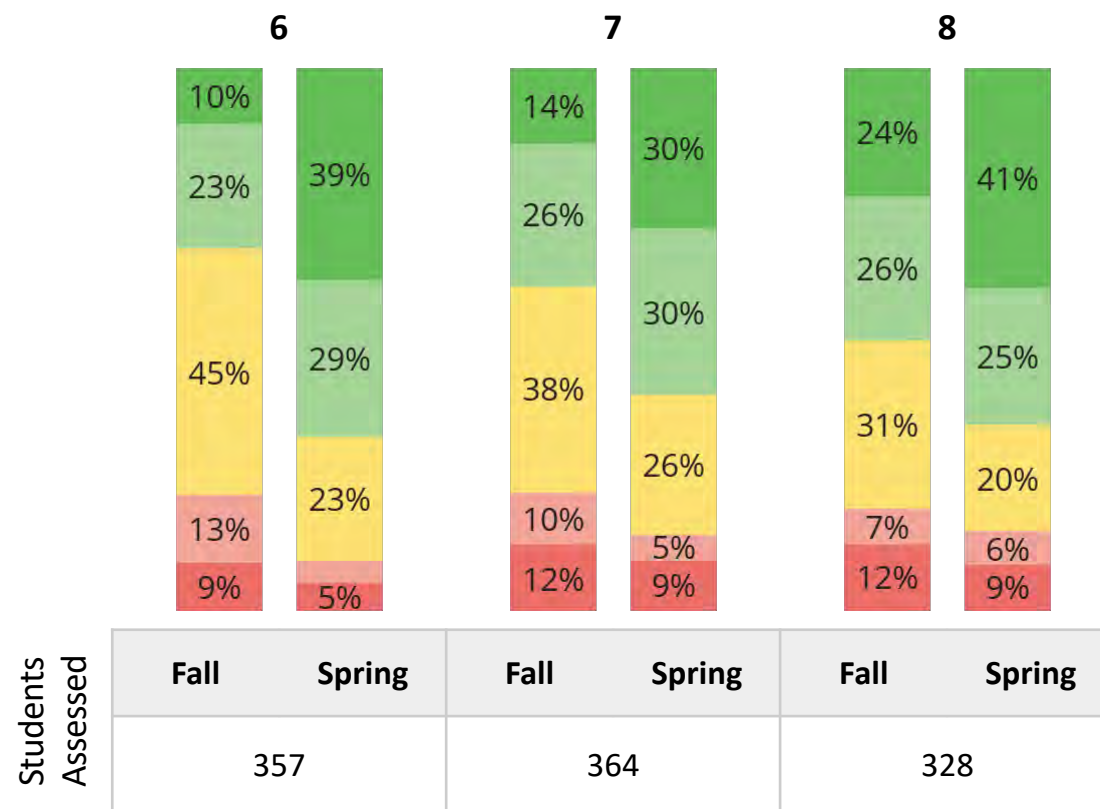
● Mid or Above Grade Level ● Early On Grade Level ● 1 Grade Level Below ● 2 Grade Levels Below ● 3+ Grade Levels Below

**i-Ready's placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.*

How Have Relative Placements Changed From Fall to Spring?



Placement Distribution, Fall 21-22 to Spring 21-22

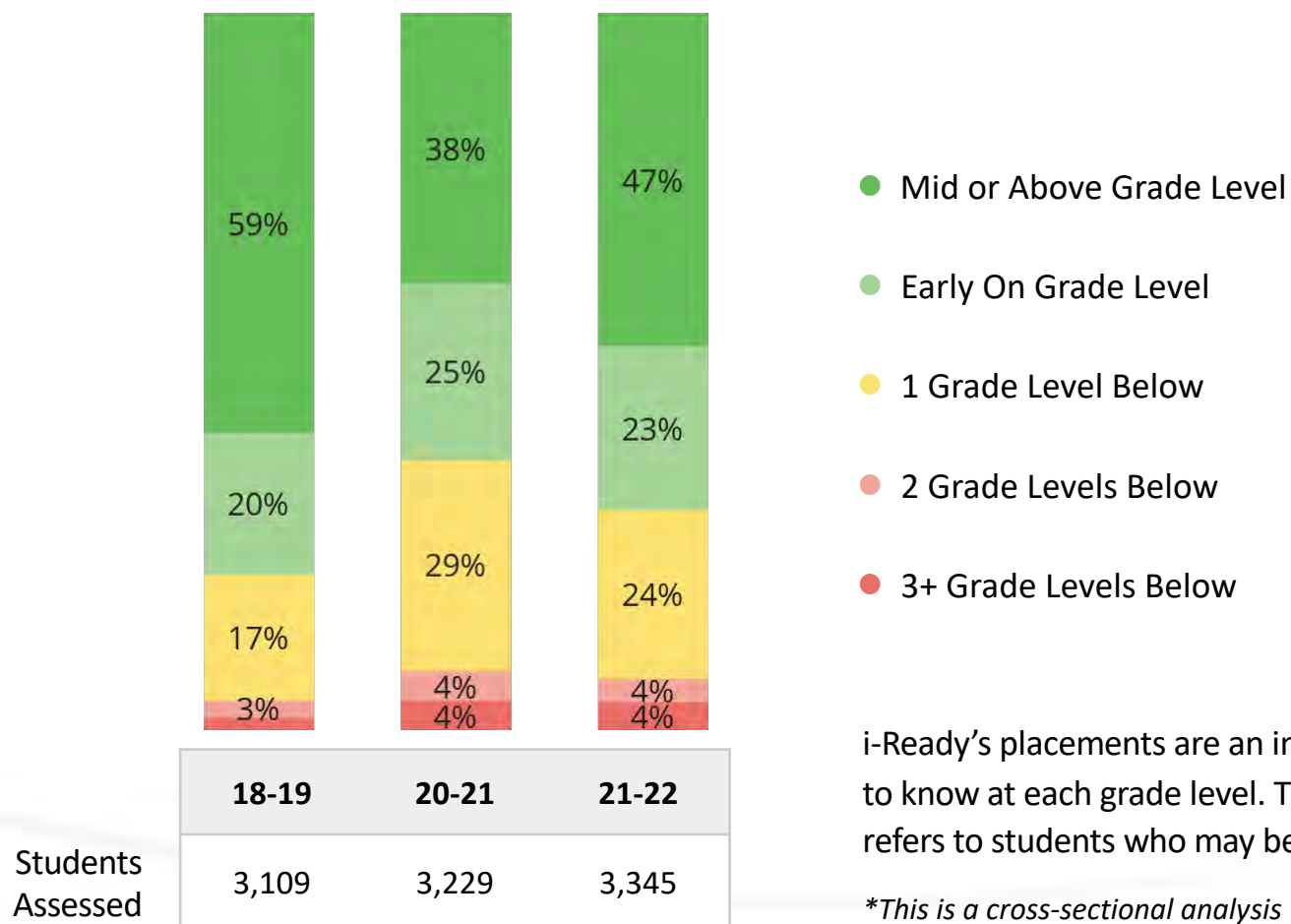


● Mid or Above Grade Level
 ● Early On Grade Level
 ● 1 Grade Level Below
 ● 2 Grade Levels Below
 ● 3+ Grade Levels Below

**i-Ready's placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.*

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 18-19 to Spring 21-22

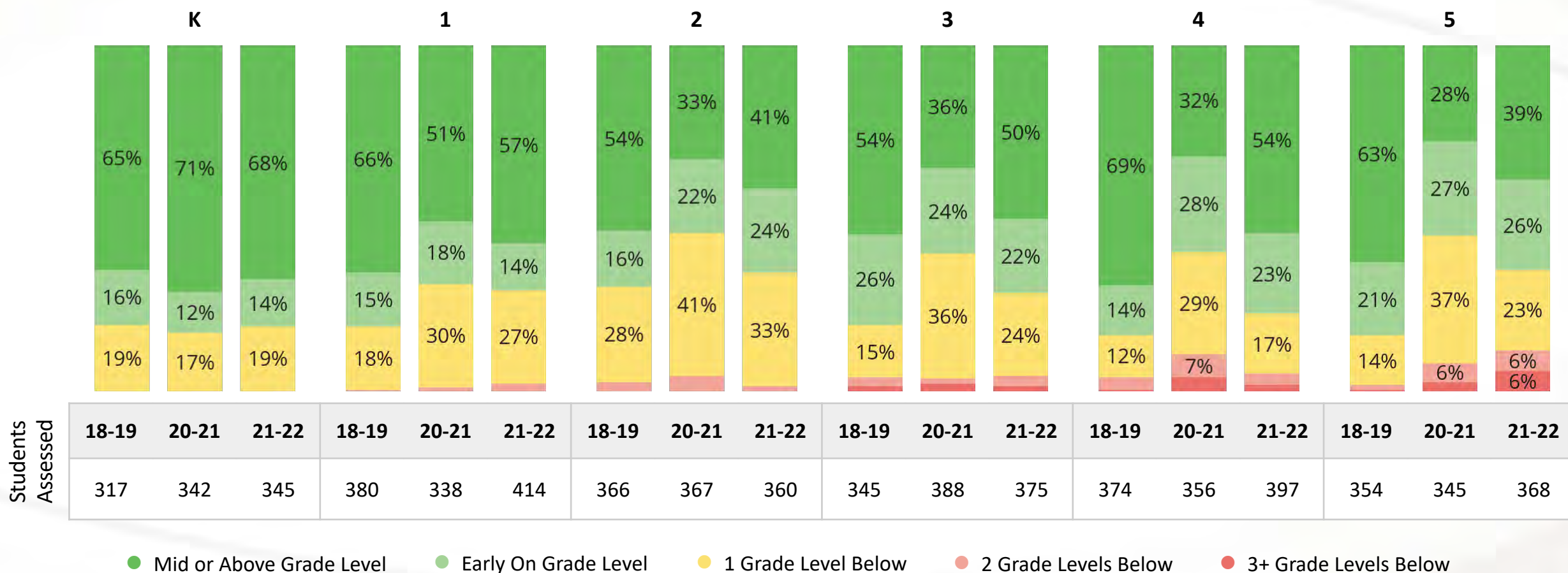


i-Ready's placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

**This is a cross-sectional analysis*

How Have Relative Placements Changed From Spring to Spring?

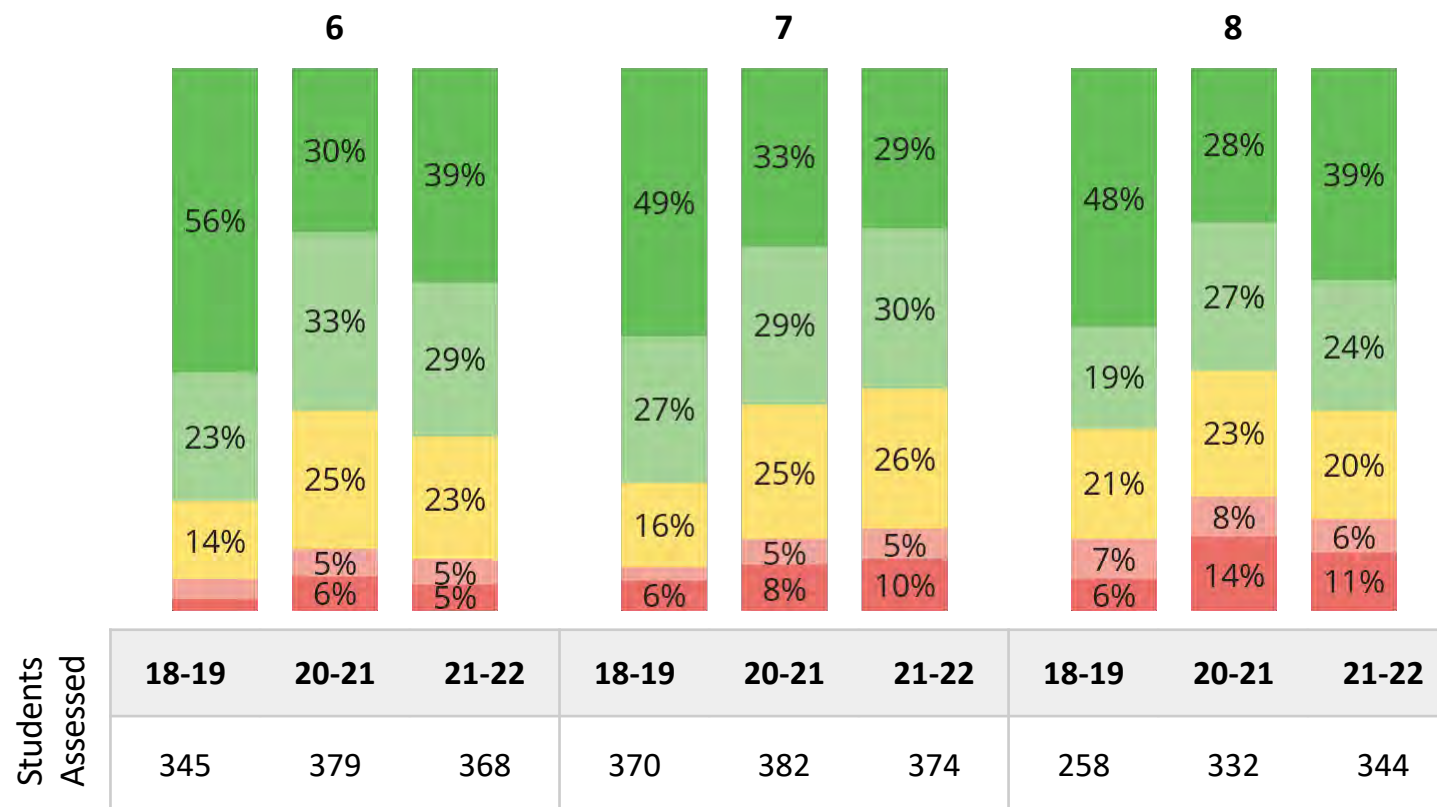
Placement Distribution, Spring 18-19 to Spring 21-22



**This is a cross-sectional analysis.*

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 18-19 to Spring 21-22



● Mid or Above Grade Level

● Early On Grade Level

● 1 Grade Level Below

● 2 Grade Levels Below

● 3+ Grade Levels Below

**This is a cross-sectional analysis.*

How Did Students Across the District Grow From Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth

Growth

Median percent of typical growth achieved, differentiated by fall placement levels



Performance

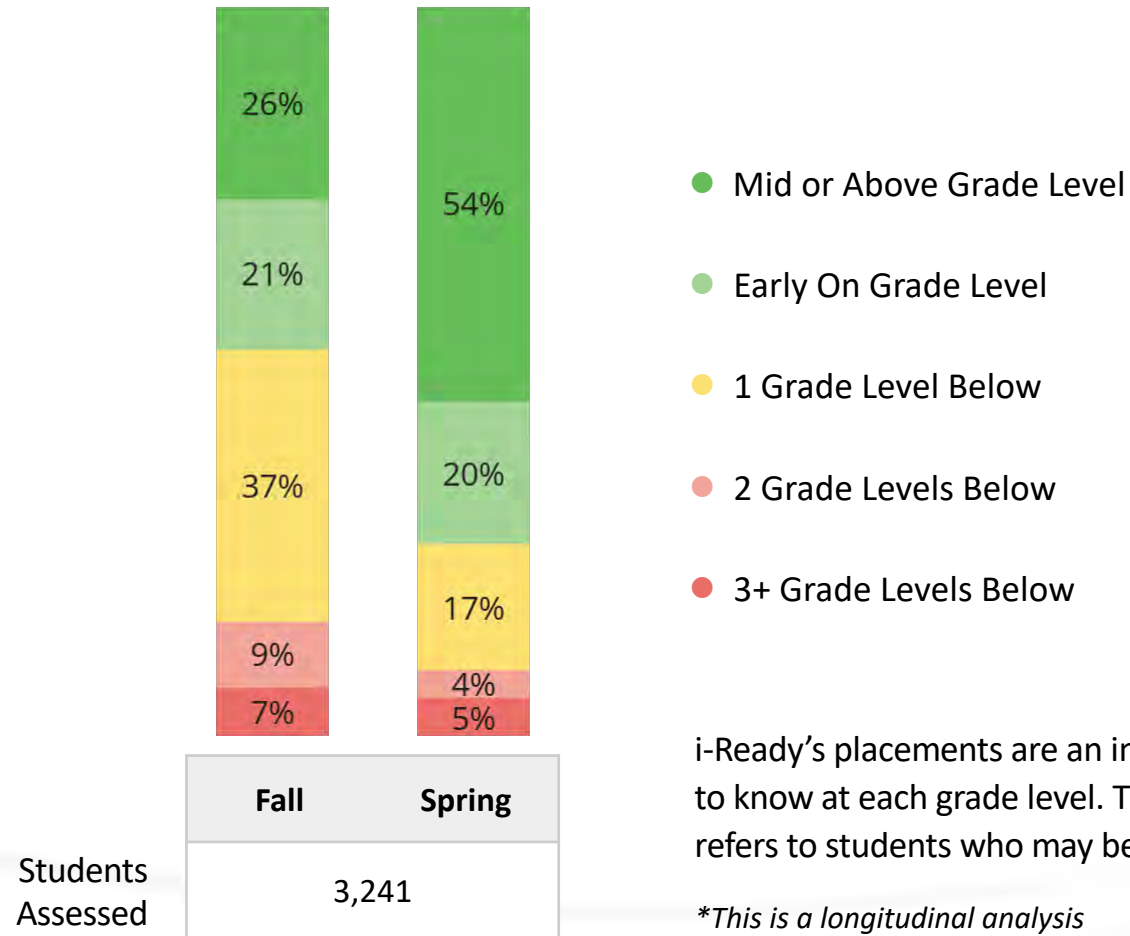
Median student performance relative to historical 18-19 norms
(50th percentile is the national median)



Reading Performance Review

How Have Relative Placements Changed From Fall to Spring?

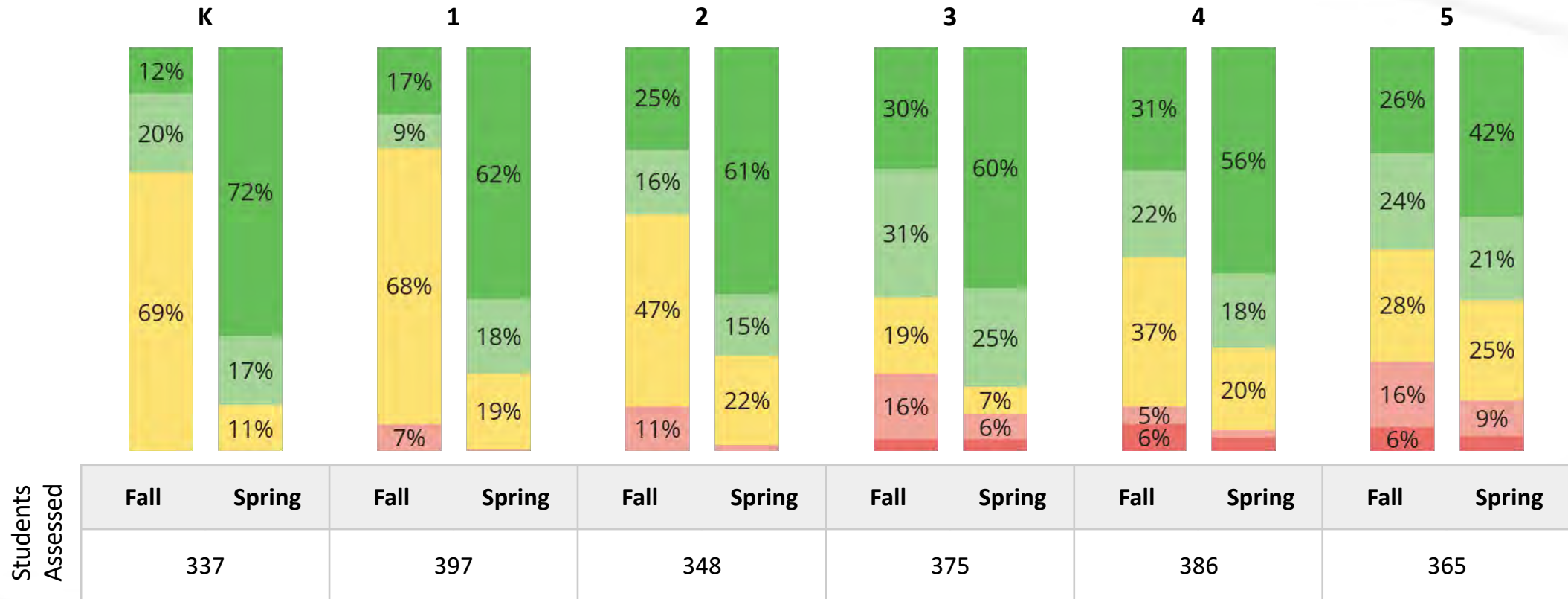
Placement Distribution, Fall 21-22 to Spring 21-22



How Have Relative Placements Changed From Fall to Spring?



Placement Distribution, Fall 21-22 to Spring 21-22



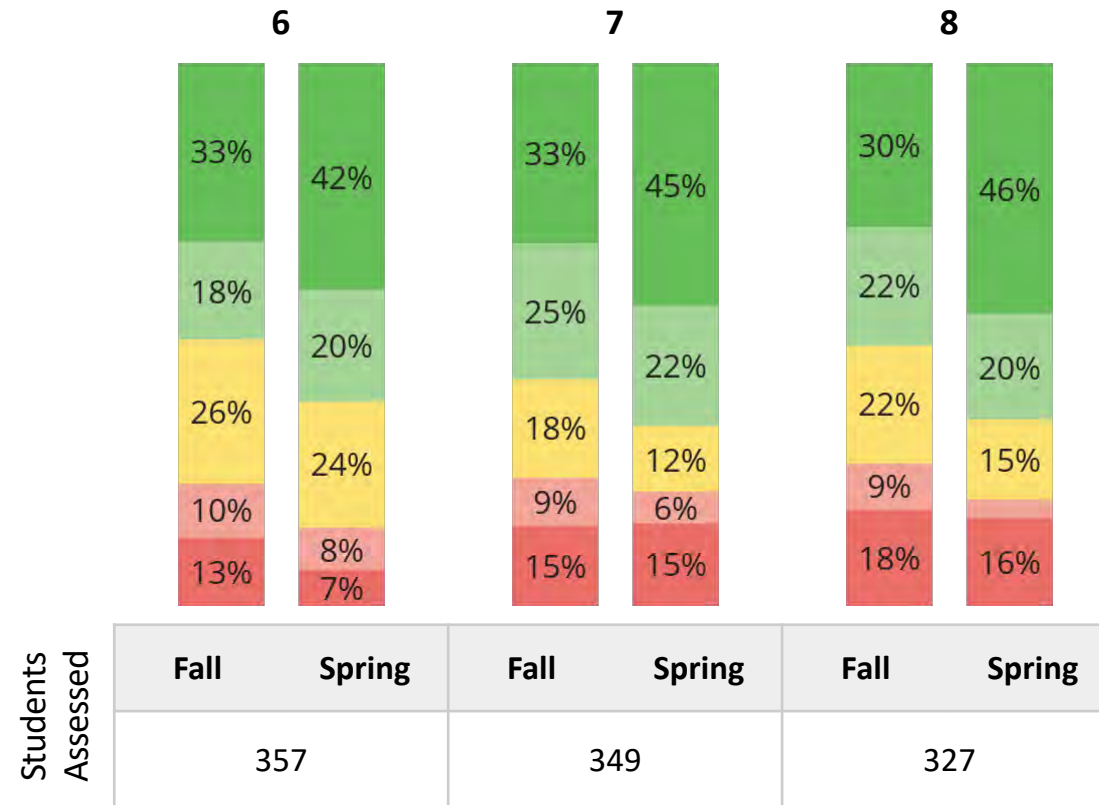
● Mid or Above Grade Level ● Early On Grade Level ● 1 Grade Level Below ● 2 Grade Levels Below ● 3+ Grade Levels Below

**i-Ready's placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.*

How Have Relative Placements Changed From Fall to Spring?



Placement Distribution, Fall 21-22 to Spring 21-22

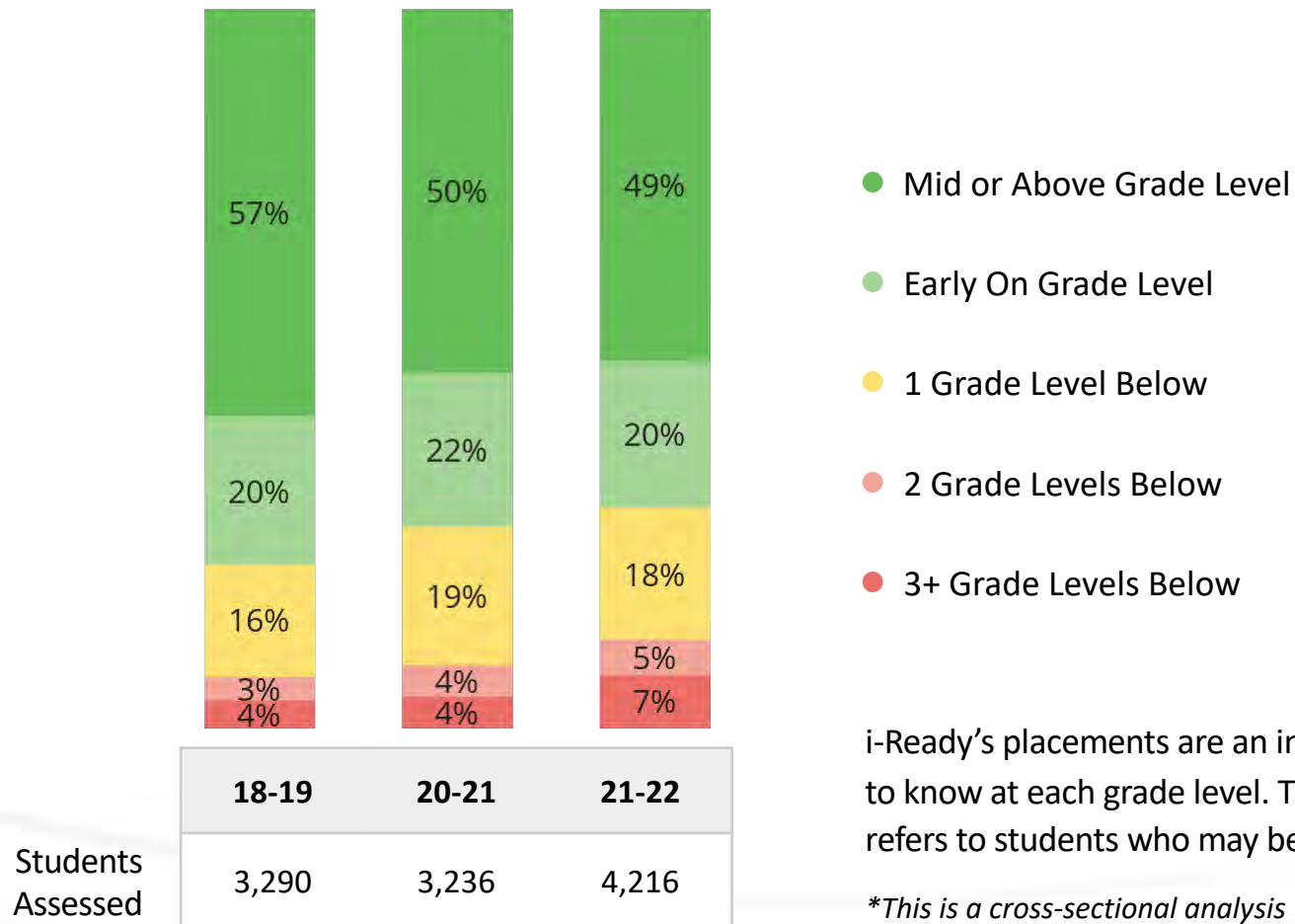


● Mid or Above Grade Level
 ● Early On Grade Level
 ● 1 Grade Level Below
 ● 2 Grade Levels Below
 ● 3+ Grade Levels Below

**i-Ready's placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.*

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 18-19 to Spring 21-22

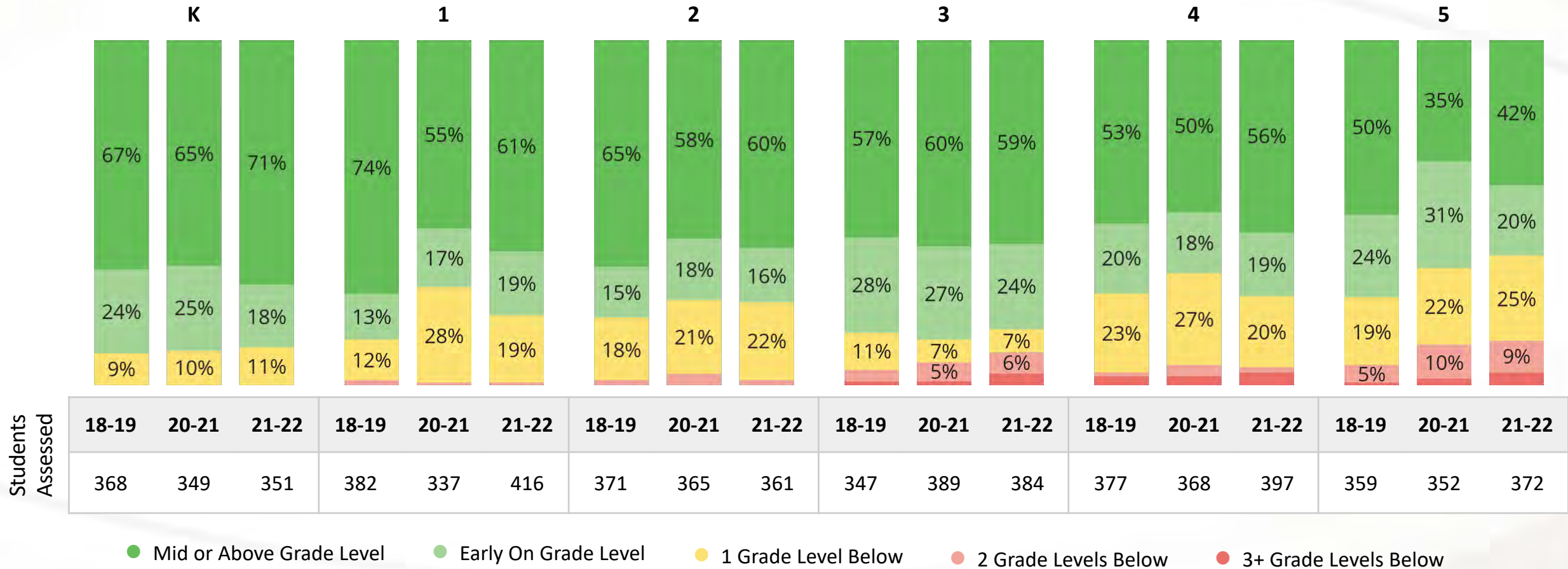


i-Ready's placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

**This is a cross-sectional analysis*

How Have Relative Placements Changed From Spring to Spring?

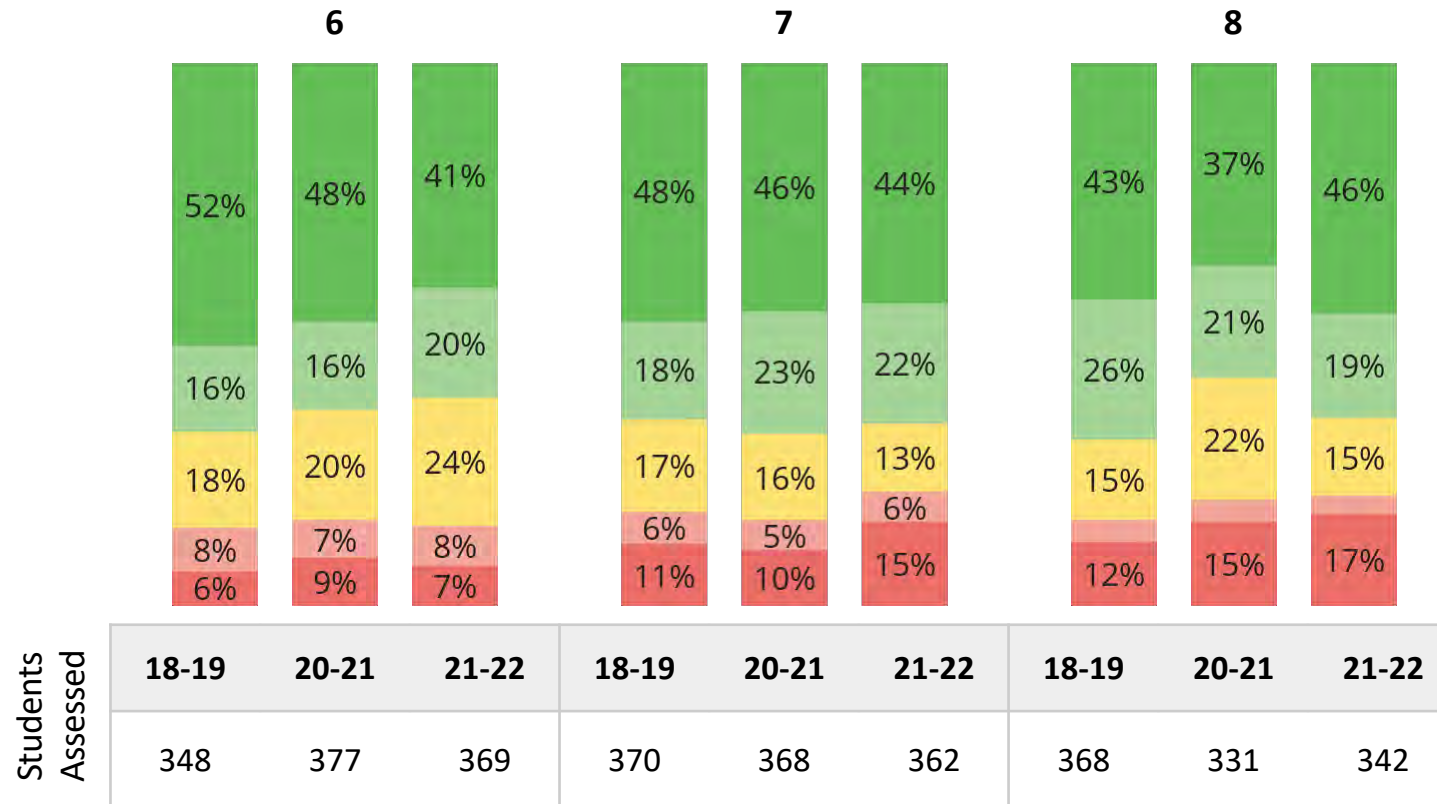
Placement Distribution, Spring 18-19 to Spring 21-22



**This is a cross-sectional analysis.*

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 18-19 to Spring 21-22



● Mid or Above Grade Level

● Early On Grade Level

● 1 Grade Level Below

● 2 Grade Levels Below

● 3+ Grade Levels Below

**This is a cross-sectional analysis.*

How Did Students Across the District Grow From Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth



Growth

Median percent of typical growth achieved, differentiated by fall placement levels

Performance

Median student performance relative to historical 18-19 norms
(50th percentile is the national median)



Questions?

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: August 1, 2022
Re: 2021/22 Superintendent's Performance Evaluation

The overall summative evaluation/ratings of my performance for the 2021/22 school year prepared by Chair Newcomb will be provided for adoption at the regular meeting of August 2, 2022.

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee

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

Date: July 16, 2022

Re: Middle School Grade Level Reconfiguration Recommendation

Attached please find the memorandum and attachments provided at the July 22, 2022 regular school committee meeting pertaining to the middle school grade level realignment/reconfiguration of middle school grade levels resulting in a different middle school grade level configuration for all students in the Town of Chelmsford. Under consideration is Parker becoming a grade 5/6 school and McCarthy becoming a grade 7/8 school.

As indicated at the July 22, 2022 regular school committee meeting, after reviewing the Dore & Whittier Architects recommendations, DMGroup strategic planning process and identified priority areas, and discussing the topic with the superintendent's working group and individuals that participated in the community input sessions, I believe the reconfiguration/realignment of middle school grade levels and establishment of a separate grade 5/6 middle school (Parker) and separate grade 7/8 middle school (McCarthy) to be beneficial. It will provide a more age-appropriate grade level configuration, equitable districtwide middle school class sizes, more consistent student and staff schedules and programming at the middle school level. The transition and realignment/reconfiguration of the middle schools will require a significant effort and I would like to begin the work to address the logistics as soon as the 2021/22 school year begins.

If the Committee concurs, I suggest a vote be taken to approve the recommendation to realign/reconfigure the middle school grade levels resulting in two separate schools for all students in the Town of Chelmsford to attend beginning in the 2023/24 school year. The Parker to become a grade 5 and 6 middle school and the McCarthy to become a grade 7 and 8 middle school.

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee

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

Date: July 16, 2022

Re: Middle School Grade Level Reconfiguration Recommendation

The district engaged the services of Dore & Whittier Architects last year to review the status of and provide updates to our current 10-Year Capital Plan, our MSBA priority project and application for long-term MSBA funding consideration, and to consider short-term program and/or facility enhancements and realignments while our long-term capital project is pending. After careful consideration and much discussion, the school committee revised the MSBA priority project (from Chelmsford High School to Parker Middle School) and voted in April to advance Parker Middle School as the MSBA priority project in hopes of building a new middle school in Chelmsford in the years to come. At the same time, Dore & Whittier identified a potential short-term facilities enhancement and realignment of the middle school grade levels while our long-term capital project is pending. The potential for merging the McCarthy and Parker Middle School student populations and creating a separate grade 5/6 middle school (Parker) and separate grade 7/8 middle school (McCarthy) was identified as a short-term measure to provide more equitable middle school programming in town. In our work with DMGroup on strategic planning this spring, the topic of middle school programming was also identified as a priority area for focus and noted inconsistency and scheduling challenges with operating two separate grade 5 – 8 middle schools in town with the current grade level configuration.

At the June 21, 2022 regular school committee meeting I provided an update on the working group that I convened to receive initial feedback from staff about the potential realignment of middle school grade levels resulting in a different middle school grade level configuration for all students in the Town of Chelmsford. Under consideration is Parker becoming a grade 5/6 school and McCarthy becoming a grade 7/8 school.

In addition to the superintendent's working group that convened in the spring of 2022, I held an in-person public input session for interested community members on Monday May 23, 2022 and virtual public input session on Tuesday May 24, 2022. Attached is a copy of the PowerPoint presentation I shared during the in-person and recorded virtual input sessions.

Consensus from the staff working group and community input sessions was positive with regard to realigning the middle school grade levels to establish a separate grade 5/6 middle school (Parker) and separate grade 7/8 middle school (McCarthy). Most concerns centered on the short-term implications of such a change (i.e. the first year of implementation requiring staff and students to switch schools), 2-year transitions instead of 4-year transitions for students, how busing would work, questions pertaining to how staff may be affected (i.e. teacher teaming, specialists schedules, and resulting class size), and the affects such a change may have on school climate and culture.

Positive aspects of such a change identified by the working group and community input sessions noted the resulting equitable student experience and students townwide meeting each other prior to high school, districtwide equitable class sizes and distribution of students, a more developmentally-appropriate age level distribution of students, consistent elementary school feeder patterns, better scheduling of staff to support special education and ELL students, more consistent student schedules to maximize learning time, and easier access to/close staff contact to better schedule meeting times, professional development and share resources.

After reviewing the Dore & Whittier Architects recommendations, DMGroup strategic planning process and identified priority areas, and discussing the topic with the working group and individuals that participated in the community input sessions, I believe the realignment of middle school grade levels and establishment of a separate grade 5/6 middle school (Parker) and separate grade 7/8 middle school (McCarthy) to be beneficial. It will provide a more age-appropriate grade level configuration, equitable districtwide middle school class sizes, more consistent student schedules and programming at the middle school level. The transition and realignment of the middle schools will require a significant effort and I would like to begin the work to address the logistics as soon as the 2021/22 school year begins. If the Committee concurs with my recommendation to realign the middle school grade levels, I request the Committee vote to approve the recommendation at an August school committee meeting. This will allow me to establish transition working groups and begin the transition planning this fall for a 2022/23 school year implementation.

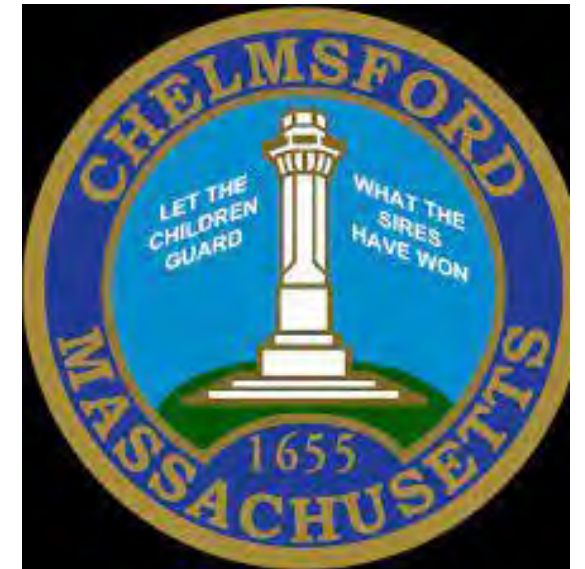
Comprehensive Facilities Assessment

- Fall 2016 – Dore & Whittier Architects
- 2 Outcomes
 - Short-Term Capital Plan (10-Year)
 - Town & School Funded
 - Long-Term Capital Plan (New School Building Project)
 - Town & State (MSBA) Funded



Long-Term Capital Plan (New School Building)

- ❑ Requires Massachusetts School Building Authority (MSBA) financial assistance
- ❑ Full Town Support
 - ❑ Town Meeting
 - ❑ Special Town Meeting – Debt Exclusion/Override
- ❑ Project must appeal to full town
 - ❑ Originally selected Chelmsford High School as the priority project
 - ❑ Original thought: All town would benefit – go through new school – best chance of backing/support from town
 - ❑ Addresses elementary, middle and high school enrollment concerns in one (1) MSBA project
 - ❑ Application Status: Unsuccessful to date



Comprehensive Facilities Assessment

Dore & Whittier Return

- Assess progress on the Short-Term Capital Plan
- Reassess the Long-Term Capital Plan priority
- Discussion to shift MSBA Priority Project

Fall 2021

Winter/Spring 2022

DMGroup Strategic Planning

New Middle School Option

- Several grade level configurations discussed – final option determined later
 - New large scale middle school (Grades 5 – 8)
 - New select grade middle school (Grades 4 – 6 or 6 – 8)
- Repurpose McCarthy Middle School (5th elementary school or Grade 7 – 8 middle school)
- MSBA Application filed in April 2022
- Project timeline: 6 – 7 years

Interim Middle School Scenario

- Consider combining current middle schools (McCarthy & Parker) by grade levels
- Parker – 5th and 6th Grade School
- McCarthy – 7th and 8th Grade School
- I Wonder Exercise
- Plus / Minus Exercise

Next Steps

- Spring 2022 Staff Working Group
- Spring 2022 Community/Parent Meetings
- Earliest transition: Fall 2023

I Wonder?

- What is the “right size” for a building? What’s too big of a student/school population?
- Does a two-year grade level configuration result in too many transitions for students? Is this more of a parent perception issue or student issue?
- Would combining grade levels be better for special education populations – result in better/more equitable assignments? May it be better for more/different students to group with?
- Would the teacher teaming configurations remain the same?
- How would after school activities be impacted, special activities (i.e. plays, performance specials, etc.)?
- How would bussing be impacted?
- Should we research other districts to ascertain their grade level configurations?



Plus (+) Exercise

Equitable student experience – every child gets the same middle school experience – students have a larger peer group

Results in districtwide equitable class sizes – equitable distribution of students

Addresses elementary school feeder pattern issue – small group of Byam and Harrington students that annually feed to McCarthy instead of Parker

Addresses student “moves” within the district – eliminates mid- and end-of-year required transfers between McCarthy and Parker Middle Schools – disrupted learning

Developmentally in-line students – age appropriateness

Special education and ELL staffing and support may be easier to provide, schedule, and support over 2 grade levels instead of 4

Plus (+) Exercise

More consistent student/teacher schedules – maximize time on learning

Close contact/easier access to teachers who teach same subjects/content

Makes for easier and more efficient sharing of materials and resources – common supplies, access to resources/more aligned resources – better support for staff, targeted professional development, meeting time, etc.

Less traveling teachers – shared staff not pulled – schedule efficiency

Specialists would have more consistent grade levels of students (planning for 2 groups instead of 4)

Minus (-) Exercise

An additional transition for students

How would school climate/culture be impacted in only 2 years – too many transitions?

Merging of buildings – new culture – new climate

Financially – would it cost more to provide additional staff to support students

How would specialist class sizes be impacted? Would we provide the same specialist classes, or could we offer additional/different ones?

Would grade level teams be reorganized, how would staff be affected?

Spring 2022 Community/Parent Meetings



I Wonder?



Plus (+) / Minus (-)
Exercise



Discussion & Input

Chelmsford Public Schools

Office of Student Services

200 Richardson Road

Chelmsford, MA 01863-2396

Tel: 978-251-5199

Fax: 978-251-5196

Amy Reese, Director
Amy Matson, Assistant Director

Shannon Bischoff, Coordinator of
Counseling & SEL PreK-12

Memorandum

To: Members of the School Committee

From: Shannon Bischoff, Coordinator of Counseling and Social Emotional Learning

Date: July 25, 2022

Re: Care Solace Update

The purpose of this memorandum is to update the School Committee and Chelmsford Public School stakeholders on our continued partnership with Care Solace for the upcoming 2022-2023 school year. All Chelmsford Public School students, families and staff will have continued access to Care Solace as a referral resource for mental health and counseling services.

Students and families benefited from Care Solace during the spring months from March through June 2022, when the district added this resource following the temporary closure of William James Interface Referral Service. During this time 148 families utilized Care Solace through either a family or school referral and 141 families accessed Care Solace through an anonymous search.

Care Solace provides:

- Access to referral support 24 hours a day, 7 days a week, 365 days of the year
- Multilingual - Access to translators in 200 languages
- 20 minute response time
- Inclusive support - regardless of insurance
- Multiple ways to access referral support via a referral from a trusted school staff member, a family referral or anonymously.

Feedback from families, students and our schools during the time that Care Solace was in place, have been very positive. For these reasons the Chelmsford Public School and the Town of Chelmsford have made the decision to move forward to continue their partnership with Care Solace for the upcoming school year and will no longer maintain its contract with William James Interface Referral Service.

We look forward to continuing to provide Care Solace for Chelmsford students, staff and families during the upcoming 2022-2023 school year for mental health care coordination and encourage families to utilize this resource during the summer months. To access Care Solace call (888)515-0595 or

<https://www.caresolace.com/site/chelmsford>

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee

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

Date: August 1, 2022

Re: Approval of 2022/23 Student Handbook & Addendum Updates

Attached please find a copy of the district's 2022/23 Student Handbook and Chelmsford High School Addendum. I have attached the red-lined version showing the updates incorporated by school administration and school committee counsel's office.

I recommend the Committee vote to approve the Student Handbook and Chelmsford High School Addendum updates at the regular school committee meeting on August 2, 2022.

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Communication

If there is a situation at home that might affect your child, please let the teacher, school counselor or administrator know. Adjustments and extra consideration can be given to your child if we understand what he/she is experiencing. Some common situations are the death or serious illness of a family member, the death of a pet, parent business travel, etc. We want to support your child, so please keep us informed. If parents are concerned with any school-related issues, they should first discuss the matter with the teacher involved.

X2 Family Portal is the student information system used by the Chelmsford Public School System. Families will have a unique login to access their children’s information (i.e. attendance, grades, schedule, contact information, etc.). It is the parent’s responsibility to maintain accurate contact information at all times.

Blackboard ConnectEd is our Community Outreach and Emergency Communication system. It allows us to contact you immediately, effectively, and efficiently by phone or email should we have the need. It is critical that you provide the school office with current contact information in September and to update the information should there be any change during the course of the school year.

Calendar

School Calendar

The Chelmsford Public School calendar is set each year by the Chelmsford School Committee and is found on the district's website. We encourage you to go to the individual school calendars which can be found on the [district website](#). School events, early release days, field trips, and additional information will be posted on a regular basis.

Attendance

Massachusetts has a Compulsory Attendance Law. It is the responsibility of a parent or guardian to ensure his/her child attends school regularly to obtain the maximum benefits from the educational program.

A parent or guardian (Pre-School through Grade 8) is to telephone the school office within 30 minutes from the start of school to report a student's absence. Parents/Guardians who do not telephone the school will be contacted regarding the child's whereabouts. For parents/guardians of students in grades 9-12 who do not telephone the school will be contacted within 3 school days (Chapter 222 of Acts of 2012). When a student is absent, he/she will not be allowed to participate in any athletic or other extra-curricular activity on that day.

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Types of Absences:

1. Unexcused absences include absences such as truancy, class cuts, and/or frivolous excuses for being out of school or class. Typically, unexcused absences might include family trips, trancies from school, class cuts, etc.
2. Excused absences include absences such as illness (documented by doctor's note), family emergencies, funerals, and other absences approved by the Dean/Principal. The school office must be notified within 24 hours of the absence in order for it to be considered by the administration for an excused absence. When 24 hours notice is not possible given the nature of the illness, emergency, etc., notice must be provided as soon as possible in order for the absence to be considered excused.
3. Exempt absences, such as the following, are exempt from the school attendance policy and, as exempt, do not count toward the total number of absences per semester:
 - a. Religious holidays
 - b. School-sponsored field trips
 - c. College visitations for high school juniors and seniors
 - d. Out-of-school suspensions

- e. Court ordered appearances
- f. Death in the family

Parents are strongly discouraged to take vacations outside the district's planned vacation times. A written request for trip absences must be submitted to the principal two weeks before the absence. That request must state the reasons and dates of the proposed absences. Time out of school can be harmful to a child's progress, growth, and success in school. When a student accompanies his/her parents on a business and/or vacation trip, the student, upon return, is responsible for contacting his/her teacher to discuss missed work and make-up procedures. **The teacher is not obligated to provide assignments while the student is not in school.** Upon return to school from an absence, a student is required to present to the attendance teacher or Dean a dated note signed by a parent or guardian indicating the **REASON** for the absence.

Families wishing to return with their children to their native country for personal or family business during the school year must adhere to the provisions of [School Committee policy](#). The policy is posted on the website.

Excessive Absenteeism/Truancy

Parents will be notified if their child has 5 or more unexcused absences in a year or if the child has missed 2 or more classes due to absence for 5 days or more. The principal will make a reasonable effort to meet with the parents of a child who has 5 or more unexcused

absences for the purposes of developing action steps to improve the student's attendance. (Chapter 222 of Acts of 2012)

Excessive Absenteeism/Truancy at the Elementary and Middle School Levels

A child who is chronically and habitually absent, truant, dismissed, or tardy **with or without** valid cause (excused or unexcused) from school for 10% or more of the attendance days will be subject to the following non-exclusive list of consequences:

- a. Parent or guardian conference
- b. All future absences must be verified by a physician
- c. Restriction or prohibition on the participation of extracurricular or intramural activities, field trips, or other activities
- d. Filing of a "Failure to Send your Child to School" with the court
- e. Filing of a 'Child Requiring Assistance' (CRA) with the court

- f. Department of Children and Families (DCF) filing
- g. The student and parent may be reported to the Chelmsford Public Schools Truancy Officer who may file with Lowell District Court

Excessive Absenteeism/Truancy at the High School Level

For High School attendance procedures, please refer to the [Chelmsford High School Addendum](#) document.

Commented [1]: Linked to current addendum. Will need to be changed when final CHS addendum is approved.

Exceptions

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

Disenrollment

~~Prior to a student's permanent withdrawal from public school, A~~an administrator will ~~need~~ to send notice within a period of 5 school days from the students' 10th consecutive absence to the student and his or her parent (M.G.L. c. 76, §.18).

College Visits

For High School procedures, please refer to the [Chelmsford High School Addendum](#) document.

Early Dismissal

Elementary and Middle Schools

Students should be dismissed before the end of the day only in cases of emergency. It is extremely important that students attend school for the entire school day. In cases of requests for early dismissal, it is essential that students present a written note to their elementary teacher and middle school office in the morning indicating the date and time for dismissal. Students will not be allowed to go to anyone's home or with anyone else without a note from their parent or guardian. Parents who need to have students

dismissed early should come to the office. **All students will be dismissed directly from the office.** No student is allowed to leave the building without checking out from the office first.

Registration Procedures

All students new to Chelmsford Public Schools must register at the Central Administration Building located at 230 North Road, Chelmsford. Please refer to the website for more detailed information.

Children entering kindergarten must be five years of age on or before August 31st of the year in which he/she is to enter kindergarten. Children entering grade one must be six years of age on or before August 31st of the year in which he/she is to enter grade one.

To register a child, parents need to present the following before attending school:

1. Completed Registration Packet
2. Proof of residence – To include:
 - A utility Bill
 - Mortgage Statement or a Signed Lease Agreement
3. Birth certificate
4. Completed immunization record
5. Proof of a current physical
6. Parent ID – MA Driver's License or MA ID Card

Students transferring out of school should notify the office and the classroom teacher as soon as possible so that forms can be promptly processed. Once a withdrawal form has been signed, student records are forwarded by mail to the new school.

Health Services

~~* Please note that due to the pandemic, we will be following all changes health and safety protocols for the 2021-2022 school year.~~

CPS Health and Safety Protocols

A nurse is in attendance during academic school hours. The nurse attends to ill or injured students and notifies parents when necessary. It is the responsibility of the parents to inform the nurse of your child's illness/injuries and surgeries. Parents are also responsible for —providing all appropriate equipment for treatments and medications. It is also the

responsibility of the parents to notify the school nurse annually of any condition that affects a child's well-being and safety (e.g., allergic reaction to insect bites, medications, or foods; asthma; diabetes; and/or seizures, etc.).

Illness

For public health and safety, we request you keep your child home if he/she has a severe cold, rash with other symptoms, and or if they have a steady cough, hacking cough or coughing fits with fever 100 or above. Your child needs to stay home with:

- **Strep Throat**- if you suspect he/she has strep throat. The child should remain home until the child either has had a negative throat culture or has been on antibiotics and fever free for a full 24 hours without the use of fever reducing medication.
- **A fever 100 or above**- may return to school when he/she is fever free for 24 hours without medication (e.g. Tylenol, Advil, Motrin, Aleve, Ibuprofen or acetaminophen).
- **Vomiting and/or diarrhea**- may return to school 24 hours after his/her last vomiting and/or diarrhea episode.
- **Red or pink itchy eyes with crusty and or green/yellow drainage**- may return to school the day after treated for 24 hours or has no further eye discharge.
- **Head Lice or nits (eggs)**- the nurse will assess the student for the presence of head lice or nits. If head lice or nits are detected, the nurse will contact the parent/guardian and provide education on lice treatment. Based on the discretion of the school nurse, some situations may warrant a dismissal from school.
- **A rash medically undiagnosed**- may require MD clearance at the discretion of the school nurse.
- **If a student is out for an illness or dismissed due to illness, they may not return for school sponsored activities/sports that day.**

If a child is too ill to remain in school, the nurse will call parent/guardian and or emergency contact numbers for dismissal. The student should not place the call from a school phone or cell phone.

Parents are required to notify the school if your child contracts any contagious diseases (e.g., Chicken Pox, Strep Throat, Whooping Cough, Fifth's Disease, Conjunctivitis, Scabies, Impetigo, Ringworm or Head Lice, etc.). If a child has been absent due to a communicable disease, a physician's release may be required before returning to school.

Injuries

It is the parent's responsibility to notify the school nurse of all injuries (i.e., fractures, sprains, stitches, etc.) Guidelines regarding injuries and non-participation in physical education (P.E.) classes and recess as follows:

1. Students with casts, stitches, or splints may not participate in P.E. class, sports or outdoor recess without written consent from the attending physician. All injury notes from the doctor should include the type of injury, any activity limitations or allowance to participate in such activities and the date the child may return to full participation in PE, sports, and recess. Parents' wishes may not supersede this medical prescription. At the school nurses' discretion some P.E. activities may require non-participation for the safety of the student or others.
2. Students need a subsequent doctor's note when it is safe to resume normal activity in P.E. and/or recess.
3. Students using non prescribed/ over the counter support items and ACE wraps may be restricted from certain activities at the school nurse's discretion.
4. If a student is to come to school with a cane, crutches, wheelchair or an assistive device, a doctor's note is required before returning to school. If applicable, such doctor's notes need to indicate if the student can or cannot use stairs. An example of this would be a student with the need to wear a brace that would immobilize a knee.

Medications

It is the policy of Chelmsford Public Schools to administer medications during the school day only when necessary.

Medications in School

Before the school nurse can administer any medication (prescription or non-prescription) complete signed doctor's orders and parental consent must be received by the health office. Medication orders must be submitted every new school year or at the start or restart of any medication treatment. Medication consent forms are located on the school website under Health Services. Short-term antibiotics are the only prescription medications that do not require a separate signed physician medication order. The instructions on the bottle will be sufficient if the current label is intact, and a parent or guardian signed consent is provided for the short-term antibiotics.

Please Note:

- *Students who have had surgery, dental procedures, or injuries and are taking any type of narcotic pain reliever (i.e. Percocet, Vicodin, Tylenol#3,) are not allowed to return to school until their pain can be managed with a non-narcotic analgesic such as Ibuprofen or Tylenol. Narcotic pain relievers will not be administered in school.*
- *Over the counter medications such as Tylenol and Ibuprofen will not be administered within 30 minutes of the end of the school day as the effects of the medication cannot be evaluated.*

Medication Delivery/Pick-up Requirements

All medications must be delivered to the school and picked up from the school by a responsible adult. All medications can be picked up from the nurse's office anytime during the school day. All medications will be disposed of if they are not picked up within one week following termination of the order or if they are not picked up by the last day of school.

All prescription medications must be in a pharmacy labeled container that includes the child's name, name and correct dose of the medication, physician's name, and current date. Please ask your pharmacy to provide separate bottles for school and home. Not more than a thirty-day supply of medicine should be delivered to the school. **All nonprescription medications must be in the original manufacturer's container.**

Additional Medication Information

- **Students are not permitted to have medicine in the classroom or on their person** without authorization from the parent and school nurse.
- **No medications that are scheduled to be given after the early release dismissal time will be given on school half-days** unless specifically requested in writing by a parent and or guardian.
- **In order for your child to receive any medications on a field trip or for any medications to be sent on a field trip, the medication field trip consent must be completed before your child goes on a field trip.**
- **It is important for the school nurse to be informed of any medication that your child might be taking even if your child does not need to receive these medications during the school day.** It is also important for the school nurse to be informed of any medication changes in a timely manner.

As noted on the emergency form, the school physician, has approved, after a nurse's assessment and if deemed appropriate for the safety and welfare of a student, the use of

Acetaminophen/Tylenol, Caladryl, Benadryl, Oragel, Vaseline, Sting Relief Wipes, saline eye solutions, Bacitracin, Silvadene cream, Hydrocortisone cream, Ibuprofen/Motrin, Tums and First Aid cream. Students showing signs of a life-threatening allergic reaction or anaphylaxis may be given EpiPen or Narcan and Emergency Medical Services will be summoned. Guardians must note on their child's annual medical information form if they do not want any of the listed medications or ointments used.

Students with Life Threatening Allergies, Asthma, and Seizures

For the well-being and safety of students with asthma, seizures and allergies, guardians should submit a medical plan of care for that student even if you as guardian do not send in a related medication to the school. Plans of care [forms](#) are available on the school's website.

The Chelmsford Public Schools cannot guarantee to provide an allergen-free environment for all students with life-threatening allergies or prevent any harm to students in emergencies. The goal is to minimize the risk of exposure to food allergens that pose a threat to those students, educate the community, and to maintain and regularly update a system-wide protocol for responding to their needs. A system-wide effort requires the cooperation of all groups of people within the system. For more information on protocols for students with life threatening allergies, please go to [our Health Services page on the website](#).

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Health Examinations, Immunizations, and Exclusions of Students

Students entering Chelmsford Public Schools are required at the time of student registration to provide a copy of a physical examination dated within one year of entrance to school or within 30 days after school entry and at intervals of either three or four years thereafter. A student transferring from another school district shall be examined as an entering Chelmsford Public Schools student. In compliance with the Massachusetts Department of Public Health state laws, our district requires physicals for students in kindergarten, third grade, sixth grade, and ninth grade.

We follow Massachusetts General Law with regard to the vaccination and immunization of students. An up-to-date physician-signed vaccination and immunization record must be provided at the time of student registration. Failure to have proper documentation of mandated immunizations will result in the student's exclusion from school. Please see the reference below.

Chapter 76: Section 15. Vaccination and Immunization

No child shall, except as hereinafter provided, be admitted to school except upon presentation of a physician's certificate that the child has been successfully immunized

against diphtheria, pertussis, tetanus, measles and poliomyelitis and such other communicable diseases as may be specified from time to time by the Department of Public Health.

A child shall be admitted to school upon certification by a physician that they have personally examined such child and that in their opinion the physical condition of the child is such that their health would be endangered by such vaccination or by any of such immunizations. [Such certification shall be submitted at the beginning of each school year to the physician in charge of the school health program.](#) If the physician in charge of the school health program does not agree with the opinion of the child's physician, the matter shall be referred to the Department of Public Health, whose decision will be final.

In the absence of an emergency or epidemic of disease declared by the Department of Public Health, no child whose parent or guardian states in writing that vaccination or immunization conflicts with their sincere religious beliefs shall be required to present said physician's certificate in order to be admitted to school. This must be submitted annually to the nurse

Emergency Medical Information Forms

Emergency Medical Information forms must be completely filled out and returned to the Nurses' Office each year. Forms provide important phone numbers and contact persons for dismissals, emergencies, and signed permission for some over the counter medications including Tylenol. Forms will be sent home at the beginning of each school year and are available online or at your school nurse's office.

Sports Physical and Screenings

All students who are candidates for interscholastic athletic teams at Chelmsford High School, must have a physical examination on file within 12 months of and before participating in any try-outs or practice.

Hearing/Vision/Postural Screenings and Height and Weight Checks

Vision and hearing screening, postural screening and height/weight checks will be conducted on students as mandated by the Massachusetts Department of Health.

Bus Transportation

An essential component of a quality education is safe transportation for all students to and from school each day. Each year we experience a variety of parent questions concerning our

transportation program. The purpose of this section is to present responses to the most commonly asked questions. This is a resource for parents. Please read the document carefully and reread the document with your child. If questions remain, please feel free to communicate directly with the principal of your child's school or our transportation supervisor in the superintendent's office. Your willingness to adhere to these guidelines will be greatly appreciated.

QUESTIONS AND ANSWERS

Q: Does the Chelmsford Public Schools provide transportation for all students?

A: It is the policy of the Chelmsford School Committee to provide bus transportation for all students living beyond a minimum walking distance to school.

Q: Will my child be assigned to a particular bus?

A: Yes. Bus assignments are published on the school website. Individual student bus assignments are available in the X2 Family Portal.

Q: Will my child be assigned to a particular seat?

A: No, however, the bus driver or school administrator has the authority to direct students to sit in specific seats, particularly when there is a disciplinary concern.

Q: Will my child be permitted to ride other buses throughout the school year?

A: Students must ride only on their assigned bus. Bus swapping or riding to a friend's house is not permitted. Students are only permitted to change from their assigned bus when the student is employed in a particular location or to visit the Town Library. In both instances, a written request must be given to the building principal three days before the need for such transportation. A response to the request can be expected one day before the request. Requests will be granted only in those instances where there is space available on the desired bus.

Q: Can I expect transportation to my child's day care facility?

A: Students may only change from their assigned bus to attend a day care facility within the school's attendance area five days a week.

Q: Can I expect the bus to stop directly in front of my house?

A: No. We try to minimize bus stops in order to promote efficient bus routing. Door to door service should not be expected.

Q: What responsibilities do parents or guardians have in providing safe transportation for students?

A: Parents or guardians have a number of important responsibilities. They include:

- Parents or guardians of elementary and middle school students should read or review this document with their children.
- Parents or guardians should support the bus regulations and inform their children that they too have the same expectations for behavior and procedures. Parents need to work with the school in setting appropriate expectations.
- Parents or guardians should supervise children waiting for the bus at the bus stop.
- Parents or guardians should instruct their child to be at the bus stop three to five minutes before the expected arrival time of the bus.

Q: What should a student do if the bus does not arrive at the stop on time?

A: If the bus does not arrive at the stop in a timely manner, e.g., 10-15 minutes past the expected arrival time, the student should return home directly. The parent should call the school to inform the school office of the non-arrival of the bus and make other arrangements for transportation to school. If a parent or guardian is not present upon the child's return to home, it is recommended that the child go to the home of a predetermined family [member](#). It is recommended that each family speak with their children in the event of this rare occurrence.

Q: Are parents of kindergarten students expected to meet their child at the bus stop upon returning home from school?

A: Yes. No kindergarten student will be permitted to exit the bus unless there is a responsible adult at the bus stop charged with the responsibility of escorting the child

safely home. If no responsible adult is present at the bus stop, the kindergarten child will be returned to the school. The parent will be contacted, and the parent will be responsible for transporting the child home.

Q: What will happen if the bus is unable to reach a bus stop because of inclement weather or some other unusual circumstance?

A: Bus drivers have been instructed to never let a child out at a stop other than his/her designated stop. All children will return to the school building and parents will be contacted to arrange safe transportation home.

Q: Will my child receive special training on bus safety?

A: Yes. The school system is required to have training sessions at each school location. There will be a training session at the beginning of the year to review the expectations detailed in this document; introduce all students to bus drivers, thereby reinforcing the importance of following his/her directions at all times always following his/her directions; and answer any student's questions or respond to student concerns. Training sessions will focus on procedures for exiting a bus during an emergency situation. Training sessions will reinforce the importance of rules and procedures.

Q: As a parent, what should I do if I have a question or concern about the transportation of my child?

A: Simple problems or student conflicts on the bus can be resolved by contacting the building principal. For other transportation issues, you may want to file a "Bus Issue Identification Form" online. Problems that may require the use of the Bus Issue Identification Form include: a request to change a bus route, a request to change the location of a bus stop, or a concern with a bus driver's adherence to bus regulations. The Bus Issue Identification Form can be found on the school website under Transportation.

Q: Is it ever appropriate for parents to communicate directly with the management of the transportation company regarding a bus problem?

A: No. The Chelmsford Public Schools transports in excess of 5000 students each day. We have a commitment to safe and efficient transportation. School officials, the Transportation Company and parents need to work together to provide a quality transportation program. Parent support of all messages embedded in this document will be appreciated.

Bus Fees

Chelmsford Public Schools assess a fee for student bus transportation. Transportation fees are assessed as follows:

Kindergarten through grade 6 students will ride free if the distance from the end of their driveway to their school's driveway is beyond 2 miles. All other students in grades K-6 and all students in grades 7-12 will pay the fee to ride the bus. Students qualifying for free or reduced lunch receive free transportation and those receiving special education services with an IEP requiring special transportation.

Bus Rules

Parents should be aware that students' opportunity to ride the school bus is conditional on their behavior and observance of school rules pertaining to proper conduct. Drivers have the daily responsibility of enforcing student rules and regulations for all students and ensuring their safety. Buses are equipped with video monitoring devices. In the event of a problem impacting the safety of students or the failure of students to comply with rules and regulations, the driver will contact the principal for further administrative action.

Please review the following rules so that you can help your child have a positive bus riding experience:

- a. Students are to observe all rules and regulations established by the bus driver.
- b. Each student is to take a seat and remain in that seat until his or her bus stops. It is expected that students will share seats with their peers. Kindergarten students have assigned seats in the front of the bus. Students in grades 1 through 12 may be assigned seats at the discretion of the bus driver or school administrator.
- c. Students are not permitted to throw anything on the bus or out of the window.
- d. All talking and noise must be kept at a minimum.
- e. No smoking (i.e., including e-cigarettes) is permitted on the bus; this is in accordance with State law.
- f. Students and parents are responsible for any physical damage to the bus.
- g. Inappropriate behavior, including physical contact, is not allowed on or around any bus, or while waiting for the bus.
- h. Riders must keep hands and head inside the bus at all times.
- i. No pets or animals are allowed on the bus, except service animals when required by law.
- j. Students must ride only their assigned bus. At the middle and high school levels, bus swapping for employment purposes, or to go to the library is allowed, providing there is space on the bus. The school bus will not change its routing to accommodate students swapping buses.

- k. Only small musical instruments are permitted on the buses, instruments that can be kept in a child's lap or within the area of a child's seat. Large musical instruments will not be permitted on the bus due to safety concerns. Specific information relative to approved instruments allowed on buses will be given to students and parents when they enroll in the instrumental program.
- l. Students are not allowed to take any photo or video on buses.
- m. All the rules that apply at school apply on the bus.

Students who fail to follow bus rules face the possibility of losing the opportunity of riding any bus to and from school. If a student is referred to the office by a bus driver for breaking a bus rule, this is what may happen depending on the severity of the offense.

FIRST OFFENSE – At the minimum a parent or guardian will be contacted.

SECOND OFFENCE AND SUBSEQUENT OFFENSES – A student may be suspended from riding the bus.

- **Please note a serious infraction of the rules may result in an immediate bus suspension at the discretion of the building administrator.**

Additional infractions of the rules may result in permanent suspension from riding the bus. Restitution will not be made for bus fees due to student suspension and/or expulsion.

Special note to parents: For the sake of the safety of your children, it is a criminal offense to pass a bus whose lights are flashing whether on the road or at the school. There is a substantial fine per bus passed.

Code of Conduct/Consequences

Student Expectations

The Chelmsford Public Schools is committed to providing a safe and nurturing environment which embraces a respect for self and others. Students are responsible to school administrators and teachers for their behavior to and from school, on school grounds, on buses, and during any school-sponsored activity or field trip.

1. Students are expected to report to each class with all their necessary materials, books, writing implements, the day's assignment, and the Reminder Binder (if applicable).
2. Each student should treat the teacher and all members of the class with respect and

allow others to participate equally in the lesson.

3. Students will use moderate voices at all times.
4. Students are expected to keep to the right and to avoid blocking other students' movement in the hallways.
5. Running, wrestling, and roughhousing are not allowed at any time.
6. During an emergency drill, students must follow directions, stay with their class, use the proper exits, exit quickly, and refrain from talking.
7. Objects must never be thrown in school.
8. Gum chewing is not allowed in school (elementary & middle school).

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

Dress Code

The dress code is based upon the premise that all students attending school may wish to dress and groom themselves appropriately with due consideration to popular convention. Any clothing, jewelry, etc. that denotes drugs, weapons, sex, gambling, alcohol, or gangs is not allowed in school.

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

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

Students who violate these dress standards must:

1. find alternate clothing in your locker or from a friend;
2. receive alternate clothing from the nurse/office;

3. ask a parent to bring in alternate clothing or go home to change clothes.

Items Not Allowed During School

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

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

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

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

Phone Usage

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

Personal Computing Devices

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

Unauthorized Recordings, Photos and Video

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

Behaviors Not Allowed

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

1. Throwing objects.
2. Stealing.
3. Threats, acts of intimidation, aggressive behavior (including pushing and shoving), fighting.
4. Borrowing or exchanging money (Items for sale will be confiscated and parents will be notified. Students should not bring large sums of money to school.)
5. Damage to, defacing, or tampering with school property or the property of others. (Students may be expected to pay for all damages ~~before final grades are issued~~. Additional consequences may also be enforced, including the option of suspension from school).
6. Cheating in any form. Cheating is a serious breach of trust and is never acceptable. (See Academic Honor Code)
7. Unauthorized leaving of school grounds. In the event a student leaves the school grounds during the school day, the parent will be notified and will be expected to return the student to school immediately. If a parent cannot be reached, the School Attendance Officer and Police Department will be notified in an effort to locate and return the student to school.
8. The use of or possession of weapons, alcohol, tobacco products, or drugs/counterfeit drugs within the school building, on school grounds, or on school buses.
9. Harassment, hazing, or bullying.
10. Sexual harassment.
11. Distribution of sexual paraphernalia.

12. Inappropriate use of technology and social media (see Technology, Internet, and Email).

Forms of Consequences:

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

Due Process

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

Section 37H

The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. [Said policies shall further restrict operators of school buses and personal motor vehicles, including students, faculty, staff and visitors, from idling such vehicles on school grounds, consistent with section 16B of chapter 90 and regulations adopted pursuant thereto and by the department. The policies shall also prohibit bullying as defined in section 370 and shall include the student-related sections of the bullying prevention and intervention plan required by said section 370.](#) Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

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

In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The student handbook shall include an age-appropriate summary of the student-related sections of the bullying prevention and intervention plan required by section 370. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

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

(a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

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

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

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

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

(e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student ~~and an opportunity to make academic progress~~ during the period of suspension or expulsion, under section 21 of chapter 76. If the student

moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.

(f) Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine-readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

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

Section 37H1/2.

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

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five

calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or

headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

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

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

Section 37H 3/4

Suspensions

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

Below are definitions for the terms to be used during school suspension procedures. The procedures are [set forth](#) pursuant [to](#) M.G.L. c. 71 §37H $\frac{3}{4}$ and 603 CMR 53.00, and effective July 1, 2014.

You/your

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

In-School Suspension

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

Short-Term Suspension

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

Long-Term Suspension

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

Except for students who are charged with offenses under M.G.L. c. 71, § 37H(a) or (b) or § 37H1/2 (i.e., with possession of drugs or weapons on school grounds, assault on a staff member, or are charged with or convicted of a felony or felony delinquency),¹ no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. ~~Offenses under §§ 37H or 37H1/2 are not subject to § 37H3/4 as to the duration of your child's removal from school and may result in an expulsion for longer than 90 days.~~ No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

Expulsion

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

School Wide Education Plan

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

NOTICE OF HEARING RIGHTS & PROCEDURES

PROCEDURES FOR SHORT-TERM SUSPENSION

(Exclusion of a student from school premises and regular classroom activities for a specified period of not more than ten school days.)

The principal, or his/her designee, may suspend students on a short-term basis. Unless a student poses a danger to persons or property, substantially and materially disrupts the order of school, possesses a firearm, controlled substance, or assaults a school staff member, the student will receive the following prior to a short-term suspension:

1. Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - i. The disciplinary offense;

¹ Offenses under §§ 37H or 37H1/2 are not subject to § 37H3/4 as to the duration of your child's removal from school and may result in an expulsion for longer than 90 days.

- ii. The basis for the charge;
 - iii. The potential consequences, including the potential length of the suspension;
 - iv. The opportunity for the student to have a hearing with the principal ~~and the parent~~ concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
 - v. The date, time, and location of the hearing;
 - vi. The right of the parent and student to interpreter services at the hearing if needed to participate; and
 - vii. If the student may be placed on a long-term suspension following the hearing with the principal:
 - 1. The rights set forth under the "Procedures for Long-Term Suspension"; and
 - 2. The right to appeal the principal's decision to the superintendent.
2. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to dispute the charges, present his/her version of the relevant facts, and any mitigating circumstances. If present, the parent shall also have an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider.
 3. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
 4. Based on the available information, the principal shall make a determination as to whether the student committed the disciplinary offences and, if so, what remedy or consequence shall be imposed. The principal shall notice the student and parent in writing of his/her decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.
 5. If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the suspension takes effect.

PROCEDURES FOR EMERGENCY REMOVAL

If the student's continued presence poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption, the principal shall temporarily remove the student from the school. This temporary removal shall not exceed two (2) school days following the day of the emergency removal and the superintendent shall be immediately notified of the removal. Additionally, the principal shall make immediate and reasonable efforts to orally notify the student and student's parent of the emergency removal, the reason for the emergency removal, and the other information required in a

short-term suspension notification. The short-term suspension notice shall be provided in writing to the student and parent. The opportunity for a hearing with the principal shall occur within two (2) school days, unless otherwise extended by the school and parent. A decision regarding the student's continued suspension or other removal shall be rendered the same day as the hearing and written notice shall be provided the following school day. This written notice shall include all the information required based on the type of discipline imposed (short-term suspension, in-school suspension, long-term suspension, or expulsion).

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

PROCEDURES FOR AN IN-SCHOOL SUSPENSION

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

Commented [3]: I don't think this is necessary where in-school suspension has already been defined above.

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

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

PROCEDURES FOR LONG-TERM SUSPENSION

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

The principal, or his/her designee, may issue long-term suspensions at the building level. The principal may also issue expulsions for the offenses set forth in M.G.L. c. 71, §37H and

§37H½. Expulsions for other offenses are handled by the School Committee pursuant to M.G.L. c. 76, §16 and §17.

1. In the event of a long-term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - i. The disciplinary offense;
 - ii. The basis for the charge;
 - iii. The potential consequences, including the potential length of the suspension;
 - ~~iv.~~ The opportunity for the student to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the
 - ~~iv.~~ charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
 - ~~v.~~
 - ~~vi.~~ The date, time, and location of the hearing; and
 - ~~vi.~~ The right of the parent and student to interpreter services at the hearing;
 - ~~vii.~~ The opportunity, in advance of the hearing, to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
 - ~~viii.~~ The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
 - ~~ix.~~ The right to produce witnesses on the student's behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
 - ~~x.~~ The right to cross-examine witnesses presented by the school district;
 - ~~xi.~~ The right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording provided to the student or parent upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request; and
 - ~~vii.~~ xii. The right to appeal the principal's decision to the superintendent.
2. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
3. In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student.

4. The student shall also have the right to be represented by counsel or a lay person at the choice and expense of the student/parent.
5. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. The student may request that the hearing be audio recorded by the principal and may request a copy of the recording. All parties must be made aware that the hearing is recorded in advance of the hearing.
6. The parent, if present, shall have the opportunity to discuss the student's conduct and other information, including mitigating circumstances that the principal should consider in determining consequences for the student.
7. The principal shall make a determination as to whether the student committed the disciplinary offences and what consequences shall be imposed. The principal shall notice the student and parent in writing of his/her decision, including the following information:

- i. The disciplinary offense, the date on which the hearing took place, and the participants in the hearing;
- ii. The key facts and conclusions reached by the principal;
- iii. The length and effective date of the suspension and the date of return to school;
- iv. ~~The n~~Notice of the student's opportunity to receive education services to make academic progress during the suspension;
- v. The student's right to appeal the principal's decision to the superintendent or his/her designee if a long-term suspension has been imposed. This notice of appeal shall include the process for appealing the decision, which requires the parent or student to file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension. The student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days. The long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination.

- a. The superintendent shall hold the hearing within three (3) school days of the student's request unless ~~an extension is mutually agreed to~~ the student or parent requests and extension of up to seven (7) additional calendar days.
- b. The superintendent shall make a good-faith effort to include the parent in the hearing.
- c. The hearing shall be conducted to determine whether the student committed the disciplinary offense and, if so, what the consequence shall be. The hearing shall be audio recorded and a

copy of the recording shall be provided to the student or parent upon request.

- d. All the same rights as are afforded in the above long-term suspension principal's hearing shall apply to the student in a superintendent's hearing.
- e. The superintendent shall issue a written decision within five (5) calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or lesser consequence than the principal. The decision shall:
 - i. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
 - ii. Set out the key facts and conclusions reached by the superintendent;
 - iii. Identify the length and effective date of the suspension, as well as a date of return to school; and
 - iv. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school.
- e.f. The decision of the superintendent shall be the final decision of the school district.
- vi. If the student is in grades K-3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for the suspension before the suspension takes effect.

DISCIPLINING A STUDENT WITH A DISABILITY - 34 CFR 300.530

Any student may be suspended or removed from school for disciplinary reasons for a short time, which is no more than 10 days. Once a special education student has been removed from the school placement for more than 10 cumulative days during the school year the student must receive a free and appropriate public education. For students on 504 Plans or on an IEP, the Team must meet within 10 days of the school's decision to impose the discipline. At this meeting, called a "manifestation determination," the IEP Team will determine if the misbehavior was caused by or had a direct relationship to the student's disability, or was the direct result of the school's failure to provide the services required by the student's IEP or 504 Plan.

If the Team determines that the student's behavior was caused by or substantially related to the student's disability or the failure to properly implement the IEP or 504 Plan, then the student must be returned to the last approved placement unless the Team decides on a different placement. It must conduct a functional behavioral assessment and develop a behavior plan (or review and modify an existing plan, if necessary).

If the team determines that the student's behavior was not caused by or substantially related to the student's disability or the failure to properly implement the IEP or 504 Plan, then a

student with a disability can be disciplined in the same manner and for the same length of time as other students are disciplined for the same offense.

Note that if your student possessed or used a weapon or drugs or caused serious bodily injury to another person on school property or at a school event your student may be placed by the principal in an [IAES interim alternative education setting \("IAES"\)](#) for up to 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability. The IEP Team will determine the IAES and the appropriate educational services that will be provided to the student while he or she is in the IAES.

If a parent disagrees with any decision regarding placement of his or her student under the disciplinary provisions or disagrees with the manifestation determination, or if the school district believes that maintaining the current placement of the student is substantially likely to result in an injury to the student or to others, either the parent or the school district may appeal the decision by requesting a hearing with the BSEA.

Sexual Harassment Code of Conduct for Students

I. Code

The purpose of a sexual harassment code for students is to define sexual harassment, establish appropriate standards of conduct, and set guidelines for recognizing and dealing with sexual harassment.

The Chelmsford Schools are committed to maintaining an educational atmosphere in which each student can pursue scholastic achievement and personal fulfillment. Sexual harassment is a destructive behavior, which interferes with the educational process and will not be tolerated.

The Chelmsford Schools maintains a neutral position regarding students' interpersonal relationships. However, actions such as, embraces and touching, and other intimate physical actions showing a personal relationship are inappropriate in an educational setting. Students who engage in such actions on school grounds or during school activities violate school policy.

II. Definition

Pursuant to Massachusetts state law, §sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal ~~or~~ and physical conduct of a sexual nature when such conduct unreasonably interferes with school performance ~~by or~~ creating an intimidating, hostile, or offensive educational environment ~~or when~~ submission to or rejection of such advances, requests or conduct is made explicitly or implicitly a term or condition of education or as a basis for educational decisions.

Sexual harassment may include, but is not limited to:

- Assault, inappropriate touching, intentionally impeding movement, continuing verbal comments, gestures, written or electronically posted communications of a suggestive or derogatory nature;
- Continuing to express sexual interest after being informed that the interest is unwelcome (reciprocal attraction between peers is not considered sexual harassment);
- Leering or voyeurism;
- Displaying or posting lewd or sexually explicit photographs or materials.

Sexual harassment is described by the victim. The definition of sexual harassment is broad. The individual's-victim's feelings and reactions will be taken into consideration when determining whether behavior such as that described above is inappropriate and sexual harassment has taken place.

Complaints which allege misconduct meeting the definition of sexual harassment under Title IX, will be addressed pursuant to the District's Title IX policy.

III. Standards of Conduct

Sexual harassment is a violation of an individual's right to privacy and personal dignity. Anyone who engages in sexual harassment violates school policy. Students displaying intimate physical actions, which reflect a personal relationship within school facilities, school grounds, on school buses, or during school-related activities violate school policy.

The Chelmsford Schools believe that knowing and willful false allegations regarding sexual or other forms of harassment or intimidation are also demeaning and destructive to the victim and will treat issues of knowing and willful false allegations seriously.

Student conduct on school grounds and during school activities will be monitored and violations of school policy will result in disciplinary proceedings.

IV. General Guidelines

- A. Problems and complaints regarding sexual discrimination and harassment should be resolved in a prompt and equitable manner. When possible, such problems and complaints should be resolved in an informal manner. Students who need help or wish to talk about harassment should see their, Teacher, Guidance Counselor, the School Nurse, the School Psychologist, or the Principal/Assistant Principal/Dean.

- B. Staff members who observe conduct, which violates this policy, are to report the conduct to the Principal or Assistant Principal/Dean.
- C. This complaint procedure may be invoked even if other appeal and adjudication procedures have been provided by state law or other specific Chelmsford Public School policies and directives.
- D. Retaliation in any form for the filing of a complaint, ~~or~~ reporting of sexual harassment, or participation in an investigation is prohibited and will result in appropriate disciplinary action.
- E. Reports of sexual harassment should be kept as confidential as possible. It is the intent of the Chelmsford Schools to protect both parties and stop the behavior rather than to punish anyone unless the behavior is found to be so blatant and severe that the victim has suffered severe emotional and/or physical harm.

V. Procedure for Dealing with Sexual Harassment

The principal shall be responsible for the execution of this policy. Faculty and staff who need assistance in the interpretation or execution of the policy should contact either the Principal or Assistant Principal/Dean. Procedure for Dealing with Sexual Harassment

Any faculty or staff member who receives a complaint verbally or in writing concerning sexual harassment or who observes conduct, which he/she believes, may constitute sexual harassment is required to document the complaint and report it in writing to the principal and to the Coordinator of Title IX within two school days.

A. Personal ~~Confrontation~~ Discussion

Any individual subjected to sexual harassment may, if he or she chooses, ~~confront~~ address the harasser informally in order to resolve the complaint on a personal level.

B. Informal Resolution

If the complainant does not want to deal directly with the harasser, or if the matter is not resolved ~~informally through a personal discussion~~, the complainant should immediately report the conduct to their Guidance Counselor, the School Nurse, the School Psychologist, or their Principal/Assistant Principal. Every report of sexual harassment must be taken seriously. It must be responded to immediately. In appropriate circumstances, the person receiving the report may offer to the complainant the option to sit down with the alleged harasser and the complainant together or ~~the alleged harasser alone~~ separately to work out an informal resolution.

C. Formal Resolution

If the complainant ~~chooses not to pursue the~~ does not choose to meet with the harasser~~aftermentioned options or the aforementioned options do not resolve the issue,~~ the complainant ~~can choose one of the following options~~ may initiate a formal investigation:

1. Write a Letter

~~The complainant may choose to write a letter to the harasser listing the following:~~

- ~~a) An exact description of the behavior, including when and where it happened~~
- ~~b) Description of how the behavior made the complainant feel (embarrassed, humiliated, angry, etc.)~~
- ~~c) The letter should contain a request that the behavior stop because it is sexual harassment and is against the law~~
- ~~d) A promise that if the behavior stops, nothing further will be said and no further action will be taken~~
- ~~e) The person receiving the complaint (guidance or adjustment counselor, school nurse, school psychologist, or principal/ assistant principal) should assist the complainant in drafting the letter.~~
- ~~f) The letter should be signed and dated by the complainant. The complainant or the person assisting the complainant should deliver the letter to the harasser. A copy of the letter must be submitted to the principal.~~
- ~~g) If the behavior does not stop, the complainant may request a formal investigation.~~

2.1. Complete an Incident Form to Initiate Formal Investigation

The complainant may choose to complete and sign an incident form with assistance from the principal/assistant principal which begins the formal investigation process conducted by the principal of the school.

The School may choose to initiate a formal investigation, even when not initiated by the complainant, in cases of serious or repeated incidents of sexual harassment or other situations in which the School feels that a formal investigation is appropriate.

3.2. Formal Investigation

In the case of serious or repeated incidents~~s~~ of sexual harassment or other cases requiring a formal investigation, the principal shall implement the following:

- a. Have a supportive faculty member or other person present with the complainant at all discussions regarding the ~~case~~incident;
- b. Keep the investigation group as small as possible to protect the rights of both parties and to prevent the investigation from becoming overly publicized and protect the complainant from retaliation;
- ~~c.~~ Complete the investigation promptly or as soon as possible from the date the incident is reported. The investigation will include interviewing the complainant, the person alleged to have ~~made~~engaged in the harassing conduct or communication, and such other person(s) named by the complainant or person accused who may have witnessed or have information pertaining to the incident. An opportunity for all parties to be heard will be provided consistent with school committee policies and procedures.

~~c.~~

~~d.~~

~~Within five (5) school days after the completion of~~ the investigation, conclude whether a violation of the policy has occurred or not; complete the written investigation report form, ~~send~~ copies of ~~the report to which will be sent to the~~ Coordinator of Title IX/622 and the Superintendent of Schools.

~~e.~~

~~f.a. Coordinator of Title IX/622~~

~~g.d. Superintendent of Schools.~~

~~h.e.~~ The complainant and the person(s) against whom the complaint was made will be informed of the outcome of the formal investigation.

VII. Resolution

- A. If the complaint is not supported, carefully explain the decision to the complaint and alleged harasser. Unresolved investigations will be reported as such.
- B. If the complaint is supported, such action as is necessary shall be taken to ~~admonish~~ reprimand the harasser, alleviate the complainant's concerns, and prevent further

harassment. Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion, exclusion from extracurricular activities or teams, and/or other sanctions which the District determines are appropriate.

VIII. Appeal Procedure

Level I: The complainant or person accused has the right to appeal the decision of the principal to the Coordinator of Title IX/622 in writing within two (2) school days after the decision is formally made. The Coordinator of Title IX/622 will respond in writing to the grievant within ten (10) school days.

Level II: The grievant may appeal in writing to the Superintendent of Schools within two (2) school days of the receipt of the decision of the Coordinator of Title IX/622. The Superintendent of Schools will respond in writing within ten (10) school days to the grievant.

Level III: The grievant may appeal in writing to the Superintendent of Schools within two (2) school days of the receipt of the decision of the Coordinator of Title IX/622. The Superintendent of Schools will respond in writing within ten (10) school days to the grievant.

IX. Other

- A. In serious cases, or in cases where harassment does not stop after warning, appropriate disciplinary sanctions shall be imposed as set out in the Student Handbook. These disciplinary sanctions range from verbal warning to removal from the school setting.
- B. If the conduct involves a violation of law, the matter will immediately be reported to the appropriate authorities.
- C. Under certain circumstances, sexual harassment may constitute child abuse under Massachusetts General Laws Chapter 119, section 51 A. The staff of the Chelmsford Schools, who are mandated reporters, will report the suspected child abuse to the Department of Social Services according to school policy and procedure.
- D. Retaliation in any form - written and/or electronic- for the filing of a complaint, the reporting of sexual discrimination including harassment, or participating in an investigation is prohibited. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment. If retaliation occurs, it can be considered grounds for discipline, including but not limited to removal from the educational setting for a student. Any allegations of reprisal will be subject to the same kind of

investigation and disciplinary actions as are described ~~in Section 5A through section VII~~^{above}.

PRIDE and Bullying Prevention and Intervention

We believe that there are certain personal characteristics that need to be cultivated within children in order for them to reach their potential throughout their formal education and position themselves for a lifetime of success. Chelmsford Public Schools will provide support for students to grow in these areas as they move through our system Pre-K through Grade 12 in a consistent and purposeful manner by unifying our successful academic and nonacademic programming that identifies and promotes prosocial and healthy behaviors. Therefore, we have developed our district-wide program, PRIDE.

This program is modeled after the Massachusetts Department of Elementary and Secondary Education Model Bullying Prevention and Intervention Plan and includes the years of professional development and bullying rubrics and procedures created by the staff of the Chelmsford Public Schools. It is designed to satisfy the requirements of by M.G.L. c. 71, § 370, ~~added to~~^{enacted through} chapter 92 of the Acts of 2010, entitled An Act Relative to Bullying in Schools as signed by the Governor in May 2010. It has been revised and submitted to the state as the amendments to the law has required. To review the bullying prevention and intervention plan, please visit [www.chelmsford.k12.ma.us/pridehttps://chelmsfordschools.org/resources/cps-bullying-intervention-plan/](https://chelmsfordschools.org/resources/cps-bullying-intervention-plan/).

The Chelmsford Public Schools is committed to providing a safe, positive, and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyberbullying as articulated in the Bullying Intervention Plan. It is a violation of this policy for any student or member of a school staff including, but not limited to, an educator, administrator, school

nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional to engage in bullying, ~~or~~ cyberbullying, or retaliation or for any employee of the

Chelmsford Public Schools to condone or fail to report acts of bullying ~~or~~ cyberbullying, or retaliation 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 ~~or~~ and (vi) at a location, activity, function or program that is not school related, or through the use

of technology or an electronic device that is not owned, leased or used by a school district, ~~(vii)~~ if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.

It is the responsibility of every employee, student and parent/guardian to recognize acts of bullying, cyberbullying and retaliation against students and take every action necessary to ensure that the applicable policies and procedures of the Chelmsford Public Schools are implemented. Any student who believes that he or she has been subjected to bullying and/or cyber-bullying has the right to: (i) file a complaint to his/her teacher or principal and to (ii) receive prompt and appropriate handling of the complaint. Further, all reasonable efforts shall be made to maintain the confidentiality and protect the privacy of all parties, but proper enforcement of this policy may require disclosure of any and all information received. A report of bullying or retaliation may be made anonymously, provided that no disciplinary action shall be taken against the student solely on the basis of such report.

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

The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whomever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

If the school principal or a designee determines that bullying or retaliation has occurred, the principal or designee shall inform the parents or guardians of the victim about the department's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system.

The Chelmsford Public Schools will provide students with age-appropriate instruction on bullying/cyberbullying prevention. Each principal shall be responsible for the implementation and oversight of the Plan at his/her program.

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the rubrics developed for each level. The rubrics are developed as a guide for principals or designees and do not prohibit them from using their judgment when assigning consequences. Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA) and Section 504 of the Rehabilitation Act, which should be read in cooperation with state laws regarding student discipline. If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur. Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

Title IX and Chapter 622 Non-Discrimination

It is the policy of the Chelmsford Public Schools not to discriminate on the basis of sex, sexual orientation, race, race, religion, color, ~~or~~ national origin in its educational programs, activities or employment policies as required by Title IX of the 1972 Educational Amendments and Chapter 622 of the Acts of 1971. The District shall evaluate, on an annual basis, all aspects of the K through 12 school program to ensure that all students regardless of race, color, sex, gender identity, religion, national origin or sexual orientation are given an opportunity to participate in all programs offered by the school including athletics and other extra-curricular activities.

Complaints which allege misconduct meeting the definition of sexual harassment under Title IX, will be addressed pursuant to the District's Title IX policy. Inquiries regarding compliance with Title IX may be directed to the Coordinator of Title IX and Chapter 622, 230 North Road, Chelmsford, MA 01824. Telephone (978) 251-5100, extension 6904.

Any student or school employee who feels that he/she has been discriminated against for any of the reasons cited above should use the following procedure to register a grievance:

1. Students or employees should submit any allegations of discrimination in writing to their building principal for consideration.
2. The principal will investigate the allegations and respond to the complainant through personal interview and in writing promptly.
3. If the matter is not resolved, the complainant may appeal in writing to the Title IX Coordinator. The Title IX Coordinator will meet with the complainant and respond in writing promptly.
4. If, at the end of ten (10) school days following the written response from the Title IX Coordinator the matter remains unresolved, the complainant has the right to appeal to the Superintendent of Schools. All allegations of discrimination are to be

communicated to the Superintendent of Schools in writing.

5. The Superintendent shall investigate the complaint and respond in writing to the complainant promptly.

~~If the matter still remains unresolved for the complainant, he/she has the right to invoke the complaint procedure for Title IX and Chapter 622 by contacting:~~

~~Students found to have engaged in discrimination, harassment, or retaliation may be subject to discipline, up to and including removal from the educational setting.~~

~~Students, parents, or employees who choose not to use the District's internal non-discrimination procedures or who are not satisfied with the result of the District's internal procedures may file a complaint of discrimination, harassment, or retaliation with an appropriate state or federal agency, including the following listed agencies.~~

Massachusetts Commission ~~A~~gainst Discrimination (MCAD),
One Ashburton Place, Boston, MA 02108
Telephone: (617) ~~994727-3990~~6000
mcad@mass.gov

And/or

Office for Civil Rights
~~1W McCormack Post Office and Courthouse~~ [5 Post Office Square, 8th Floor](#),
Boston, MA 02109
Telephone: (617) ~~223289-9662~~20150
OCR.Boston@ed.gov

Section 504 of the Rehabilitation Act of 1973

Section 504 is an Act which prohibits discrimination against a person with a handicap in any program receiving federal financial assistance. The act defines a person with a handicap as anyone who:

1. has a mental or physical impairment which substantially limits one or more major life activities (major life activities including activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working)
2. has a record of such an impairment; or
3. is regarded as having such an impairment.

The Chelmsford Public Schools recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a handicap will knowingly be permitted in any of the programs and practices ~~of~~ the school system.

The school district has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to afford access to appropriate educational services.

If the parents or guardian disagrees with the determination of the professional staff of the school district, he/she has the right to a hearing with an impartial hearing officer.

Parents and/or guardians of a student should contact the Coordinator of Section 504: Director of Student Services at 230 North Road, Chelmsford, MA 01824.

Transgender and Non-Conforming Students

The Chelmsford Public Schools strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. The Chelmsford Public Schools prohibits discrimination (policy P5303) on the basis of race, color, sex, gender identity, religion, disability, national origin, age, or sexual orientation and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study.

Understanding the terminology associated with gender identity is important to providing a safe and supportive school environment for students whose rights are protected under the law. The following terms are defined to assist in understanding the guidance presented. Although these are the most commonly used terms, students may prefer other terms to describe their gender identity, appearance, or behavior.

Gender expression: the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.

Gender identity: a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth.

Gender nonconforming: a term used to describe people whose gender expression differs from stereotypic expectations. The terms "gender variant" or "gender atypical" are also used.

Transgender: an umbrella term used to describe a person whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Transition: the process in which a person goes from living and identifying as one gender to living and identifying as another. Transition is a process that is different for everyone, and it may or may not involve social, legal, or physical changes.

STUDENT TRANSITIONS

A student chooses when to transition. In order to maintain privacy regarding their transition and gender identity, transgender students may wish — but are not required — to transition over a summer break or between grades. Regardless of the timing of a student’s transition, the school shall act in accordance with the following age-appropriate rules.

ELEMENTARY SCHOOL: Generally, it will be the parent or guardian that informs the school of the impending transition or if the student has already transitioned. However, it is not unusual for a student’s desire to transition to first surface at school. If school staff believe that a gender identity or expression issue is presenting itself and creating difficulty for the child at school, approaching parents about the issue is appropriate at the elementary level, after discussion with the student to ensure the prospect of such a conversation with the parent does not provoke fear in the child. Together, the family and school can then identify appropriate steps to support the student.

SECONDARY SCHOOL: Generally, notification of a student’s parent about his or her gender identity, expression or transition is unnecessary, as they are already aware and may be supportive. In some cases, however, notifying parents carries risks for the student. Prior to notification of any parent or guardian regarding the transition process, school staff should work closely with the student to assess the degree to which, if any, the guardian will be involved in the process and must consider the physical and mental health, well-being, and safety of the transitioning student.

When a student is transitioning or notifies the school of a plan to transition or if the student has already transitioned, the school shall offer to meet with the student (and parents if they are involved in the process) to ascertain desires and concerns, and to discuss a plan that will create the conditions supporting a safe and accepting environment at the school for the student. This plan may include items such as: the student’s chosen name and pronoun; a plan to initiate the use of the student’s chosen name and pronoun within school; communication between the school and the parent/guardian; name and gender markers in the student record; and the student’s right to use restrooms, locker rooms or changing facilities, in accordance with the policy outlined below.

PRIVACY

All persons, including students, have a right to privacy, and this includes the right to keep one's transgender status private at school. Protecting the privacy of transgender and gender nonconforming students must be a top priority for staff. Information about a student's transgender status, legal name, or gender assigned at birth may constitute confidential

medical information. Disclosing this information to other students, the student's parents, or other third parties may violate privacy laws, such as the federal Family Educational Rights and Privacy Act.

Transgender and gender nonconforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information. The fact that a student chooses to disclose his or her transgender status to staff or other students does not authorize school staff to disclose other medical information about the student. Also, to prevent a breach of confidentiality, *unless the student, parent, or guardian has specified otherwise*, school staff should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth when communicating with the parent or guardian of a transgender student.

OFFICIAL RECORDS

Changes of a student's name and/or gender marker within the student records should be made upon request of the student and/or parent/guardian, depending on the student's age/grade, as set out in the student records regulations. 603 CMR 23.01; 603 CMR 23.08. For students under 14 years old [and who have not entered ninth grade](#), only the parent/guardian may request the change. For students who are 14-17 years old, or who have entered ninth grade, the parent and the student may either alone or together make decisions about the student record. Any student 18 years or older who is not under guardianship may make the request. Massachusetts recognizes common law name changes, which means that anyone can use their chosen name for an honest purpose. Therefore, when requested to do so, the school will record the student's chosen name and gender marker on all records, whether or not the student, parent or guardian provides the school with a court order formalizing a name change. If a change is made to the student's name and/or gender marker in the student record, the school should seal all prior records that contain the student's birth name and/or gender in a separate, confidential file.

NAMES AND PRONOUNS

Every student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required, and the student need not change his or her official records to be afforded the respect of having school staff use the pronoun requested. It is strongly recommended that a trained staff member privately ask transgender or gender nonconforming students at the beginning of the school year how they want to be addressed in class, in the school's correspondence to the home, and at conferences with the student's parent/guardian. In accordance with the student's desires, the staff member should disseminate the student's chosen name and pronoun to

other staff who may be in regular contact with the student and/or the student's home, to ensure the student is appropriately addressed and referred to. As noted above, this conversation about the student's chosen name and pronoun should be part of the initial planning meeting with the student.

FACILITIES

With respect to all restrooms, locker rooms or changing facilities, students shall have access to facilities that correspond to their gender identity. Schools shall allow students to access the restroom, locker room or changing facilities consistent with their gender identity.

In any gender segregated facility, any student who is uncomfortable using a shared facility, regardless of the reason, shall, upon the student's request, be provided with a safe and non-stigmatizing alternative. This may include, for example, addition of a privacy partition or curtain, provision to use a nearby private restroom or office, or a separate changing schedule. ~~However, requiring a transgender or gender nonconforming student to use a separate, nonintegrated space threatens to publicly identify and marginalize the student as transgender and should not be done.~~ Under no circumstances may students be required to use sex segregated facilities that are inconsistent with their gender identity.

Where available, schools are encouraged to designate facilities designed for use by one person at a time as accessible to all students regardless of gender, and to incorporate such single user facilities into new construction or renovation. However, under no circumstances may a student be required to use such facilities because they are transgender or gender nonconforming.

PHYSICAL EDUCATION CLASSES AND INTRAMURAL AND INTERSCHOLASTIC ATHLETICS

All students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity. Furthermore, unless precluded by state interscholastic association policies, all students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity.

OTHER GENDER-BASED ACTIVITIES, RULES, POLICIES AND PRACTICES

As a general matter, schools should evaluate all gender-based activities, rules, policies, and practices — including but not limited to classroom activities, extra-curricular activities, school ceremonies, school photos, and documentation requests, such as field trip permission forms — and maintain only those that have a clear and sound pedagogical purpose and do not violate anti-discrimination law. Students shall be permitted to participate in any such activities or conform to any such rule, policy, or practice consistent with their gender identity.

DRESS CODE

Schools may enforce dress codes pursuant to district policy. Students shall have the right to dress in accordance with their gender identity, within the constraints of the dress codes adopted by the school. School staff shall not enforce a school's dress code more strictly against transgender and gender nonconforming students than other students.

PROFESSIONAL DEVELOPMENT

The administration shall conduct training for all staff members on their responsibilities under applicable laws and this policy, including teachers, administrators, counselors, social workers, and health staff. Information regarding this policy shall be incorporated into training for new school employees. The administration shall implement ongoing professional development to build the skills of all staff members to prevent, identify and respond to bullying, harassment and discrimination that may result from gender identity [issues](#)[matters](#).

The content of such professional development shall include, but not be limited to:

- (i) terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents;
- (ii) developmentally appropriate strategies for communication with students and parents about issues related to gender identity and gender expression that protect student privacy and safety;

References

Massachusetts General Law Chapter 4 Section 7 – Definitions of Statutory Terms
Massachusetts General Law Chapter 76, § 5 – School Attendance: Discrimination
603 CMR 26.00 – Access to Equal Education Regulations
Massachusetts Department of Elementary and Secondary Education, *Guidance for Massachusetts Public Schools: Creating a Safe and Supporting School Environment – Nondiscrimination on the Basis of Gender Identity*
P5303 – [Anti-discrimination policy]

Special Education Program

Student Study Team

Parents, Guardians, and/or staff may initiate a referral of any [s](#)Student to the Student Study Team at any time. The Student Study Team is comprised of both regular education and special education staff. Once a referral has been made to the Student Study Team, staff will collaborate to ensure that any student experiencing difficulty in school will receive any needed regular education services or classroom modifications that the Student Study Team deems necessary to address the student's needs.

Referrals to the Student Study Team are considered as a regular education initiative. Such referrals do not preclude any parent, guardian, or other person in a care-giving or

professional position concerned with the student's development, from initiating a referral for special education evaluation and services. Further information regarding the special education referral and evaluation process may be obtained from the office of the Director of Student Services.

Student Records

The Massachusetts Student Record Regulations address ~~all~~ issues associated with parents' and eligible students' rights of confidentiality, inspection, amendment, and destruction of student records, as well as the district's responsibilities with regard to the maintenance of such records. The following information is a basic summary of those regulations and should not be considered as providing any rights or imposing any responsibilities in excess of the actual state Student Record Regulations; such regulations may be found at 603 CMR 23.00.

The regulations apply to all information kept by ~~a school committee~~ the District ~~concerning~~ a student in a manner such that he or she may be individually identified. The regulations divide the student record into two sections: the transcript and the temporary record. The transcript includes only the minimal information necessary to reflect the student's educational progress and to assist the district in operating its educational system. This information may include the student's name, address, phone number(s), and date of birth; name, address, and phone number(s) of the parents or guardian; course titles, grades, course credits, highest grade level completed, and the year completed, and highest performance level achieved on all MCAS tests required for the competency determination. The transcript is kept by the district for at least sixty years after the student leaves the school system.

By contrast, the temporary record contains all of the information in the student record that is not in the transcript. This may include such things as standardized test results, class rank, extra-curricular activities, and evaluation and comments by teachers, counselors, and other persons, as well as other similar information. The temporary record is destroyed no later than seven years after the student leaves the school system.

1. Inspection of Records

A parent, or a student who has entered the ninth grade or is at least fourteen years old (eligible student), has the right to inspect the student record upon request. The record must be made available to the parent or eligible student no later than ten days after the request unless the parent or eligible student consents to a further delay. The parents or eligible student has the right to receive copies of any part of the student record. The district may charge a reasonable fee for such copying, not to exceed the costs of reproduction, unless the charging of such fee would effectively prevent the parents or eligible student from exercising their

federal rights to inspect and review the records. Finally, the parents or eligible student may request to have the record interpreted by a professionally qualified school employee or a 3rd party of their choosing, who may thereafter inspect and interpret the records following their production of specific written consent from the parent or eligible student.

2. Confidentiality of Records

Subject to specific exceptions enumerated in the regulations, no individuals or organizations are allowed to have access to information in the student record without the specific, written consent of the parent or eligible student. In addition, subject to specific exemptions enumerated in the regulations, any person inspecting or releasing information contained in the student record must note in a log kept as part of the temporary record, which portion of the record was inspected or released, and for what purpose. Authorized school personnel are allowed to have access to the information without consent. Authorized school personnel includes school administrators, teachers, counselors and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching counseling, and/or diagnostic capacity. It includes contractors, electronic/online vendors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions. Administrative office staff and clerical personnel who are either employed by the school committee or are employed under a school committee service contract, and may access student record information when whose their duties require them to have access to student records for purposes of processing information for the student record.

3. Amendment of Records

The parent and the eligible student have the right to add relevant comments, data, information, or other relevant written materials to the student record. In addition, the parent and eligible student have the right to request that certain information in the record be amended or deleted. Parents or eligible students should refer to the specific requirements contained within the Student Record Regulations with regard to the appropriate procedure to follow with regard to any such requested amendment or deletion of a student record.

4. Destruction of Records

The regulations require that the student record and transcript be destroyed within a certain period of time after the student leaves the school system. In addition, school authorities are allowed to destroy misleading, outdated, or irrelevant information in the student record from time to time while the student is enrolled within the school system. Before any such information may be destroyed, the parent and eligible student must be notified and have an opportunity to receive a copy of any of the information before its destruction.

Protection of Pupil Rights Amendment Act

The Protection of Pupil Rights Amendment (PPRA) requires that the school notifies you to obtain consent or allow you to opt out of the following school activities: a student survey, analysis, or evaluation that concerns one or more of the following seven areas ("protected information surveys"):

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
- 3.4. ~~3.4.~~ Illegal, anti-social, self-incriminating, or demeaning behavior;
- 4.5. ~~4.5.~~ Critical appraisals of other individuals with whom respondents have close family relationships;
- 5.6. ~~5.6.~~ Legally recognized privileged or analogous relationships, such as with lawyers, doctors, or ministers;
- 6.7. ~~6.7.~~ Religious practices, affiliations, or beliefs of the student or student's parents; or
- 7.8. ~~7.8.~~ Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes ("marketing surveys"), and certain physical exams and screenings.

The Chelmsford Public Schools will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, a notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law).

Parents Right to Know - Teacher Qualifications

Several schools in Chelmsford receive Title I funds from the federal government. These funds support funding for the early intervention reading program providing supportive reading services to grade 1 students. Federal law has established the right of parents at schools served by Title I funding to know the professional qualifications of the classroom teachers who instruct your child. Please be assured however, that the Chelmsford Public Schools have been very successful in obtaining highly qualified certified teachers for teaching positions.

In compliance with federal regulations, we would like you to be aware that federal law allows you to ask for certain information about your child's classroom teachers and requires us to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

1. Whether the Massachusetts State Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.
2. Whether the Massachusetts State Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
3. ~~The teacher's college major, whether the teacher has any advanced degrees and, if so, the subject of the degrees~~ Whether the teacher is teaching in the field of discipline of the certification of the teacher.
4. Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

If you would like to receive any of this information, please call the Director of Human Resources at 978-251-5100, ext. 6904.

Internet and Email – Acceptable Use

The Technology and Information Department will provide Internet access to all school buildings and users in the Chelmsford Public Schools. The Internet is to be used for educational purposes. The Technology Department has the right to place restrictions on the Internet to ensure that all use is in accordance with its educational purpose.

- a. Students may not use the system for personal or commercial purposes, including offering or purchasing products or services.
- b. Students may not use the system for non-educational activities.

- c. Students may not engage in any behavior that could be considered “cyber-bullying” or inappropriate for an educational environment.
- 1. Student use of the Internet will be governed by this policy, related policies and regulations of the Technology Department.

~~2.~~ When the Chelmsford Public Schools provides school-owned instructional computing devices, students are to treat all school-owned equipment properly, in accordance with the rules set up by the classroom, school and district.

~~2.~~

~~3.~~ Students have the option to use school-owned devices or to bring personally owned computing devices to access the wireless network. A variety of devices including but not limited to school-owned laptops, Chromebooks and tablets are available for in-class instructional activities that require them. Students will find that in addition to using their devices for specific instructional activities, they may also use their personal computing devices to increase their efficiency at note taking, organizing, and managing projects. Students may use their personal computing devices to access the

~~4.3.~~ available wireless network in classrooms where teachers have allowed personal computing devices. **For more information on Bring Your Own Device, please refer to the Technology Department Guidelines and FAQs for Bring Your Own Device (BYOD). BYOD information can be found on the Technology Department Website.**

~~5.4.~~ In the event that there is suspicion or evidence of inappropriate use of the Internet by students, due process rights of students will be respected. Students have no expectation of privacy in the contents of their files and/or online activity. The Technology Department reserves the right to examine all data stored on district machines or accessed using district devices and/or accounts to ensure that all users are in compliance with this policy.

~~6.5.~~ The Technology Department makes no warranties of any kind; either expressed or implied, that the functions or the services provided by or through the Internet will be error-free or without defect.

- a. The Technology Department will not be responsible for any damage users may suffer, including but not limited to, loss of data, or interruption of service.
- b. The Technology Department is not responsible for the accuracy or quality of the information obtained through the Internet.
- c. The Technology Department will not be responsible for financial obligations

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arising through the unauthorized use of the Internet.

This policy represents the Technology Department's good faith efforts to promote the safe, ethical, responsible, and legal use of the Internet. This policy supports the effective use of the Internet for educational purposes, protects students against potential dangers in their use of the Internet, and ensures accountability of all users. All Internet documents that appear on school web sites will be prescreened for appropriate and educationally relevant material.

- a. Students will receive instruction regarding the safe, ethical, legal, and responsible use of the Internet, as well as their rights and responsibilities under this policy.
- b. Student use of the Internet will be structured and supervised by staff in a manner that is appropriate to the age and skills of students.
- c. A CIPA compliant firewall will monitor student use of the Internet.

7.6. The Technology Department will protect against access to Internet documents that are considered inappropriate for students. Inappropriate documents will be designated into three categories: prohibited, restricted and limited access.

- a. Prohibited documents are documents containing material that is harmful to minors, as defined by the Children's Internet Protection Act. Students may not access prohibited materials at any time, for any purpose.
- b. Restricted documents are documents that contain objectionable material but have a limited educational purpose in the context of the student's educational program. Restricted documents may not be accessed by students at any time.
- c. Many social media sites are blocked on the school network. Students found trying to circumvent the block on social media will be subject to disciplinary measures.

Use of Social Media

The Chelmsford Public Schools respects the right of students to use social networking sites (e.g., Instagram, Facebook), personal Web sites, Weblogs, Wikis and other web tools (collectively "Internet Postings") as a medium of self-expression. However, inappropriate Internet Postings by students can cause substantial disruptions to the school environment. Accordingly, the Chelmsford Public Schools requires that students observe the following guidelines for Internet Postings, regardless of the location of the internet access.

Prohibited Behaviors:

1. Students shall not use profane, pornographic, obscene, indecent, lewd, vulgar or sexually offensive language, pictures or graphics in Internet Postings that could cause a substantial disruption to the school environment.
2. Students shall not use Internet Postings/pictures/videos to libel or defame the school committee, school system, school employees, or other students or anyone else.
3. Students shall not use Internet Postings to harass, bully, or intimidate employees or other students. Behaviors that constitute harassment and bullying include, but are not limited to, comments that are derogatory with respect to race, religion, gender, sexual orientation, color, age or disability; sexually suggestive, humiliating, or demeaning comments; and threats to stalk, haze, physically injure or damage the property of another student, employees or anyone else.
4. Students shall not falsely represent themselves as an employee or another student of the Chelmsford Public Schools.

Consequences

A student shall be disciplined for creating and/or distributing written or electronic material, including Internet Postings that causes substantial disruption to school operations and/or interferes with the rights of other students or staff members. Violations shall result in disciplinary action.

Use of Student CPS Lions Email

The Chelmsford Public Schools established official student email addresses to enable faculty, staff and administrators to communicate more effectively and efficiently with students, and to allow students a safe and effective way to move documents from home to school. Appropriate use of email is essential to the success of this mode for contacting students. Email is a mechanism for official communication within the Chelmsford Public Schools. The Chelmsford Public Schools has the right to expect that such communications will be received and read in a timely fashion. Official email communications are intended only to meet the academic and administrative needs of the public school community.

Assignment of Student Email Accounts

Official Chelmsford Public Schools student email accounts are available for all enrolled students in the district. The addresses are accessed using the following convention: networkID@cpslions.com. Students begin using email to communicate with teachers in middle school.

3. Redirecting of Student Email

If a student wishes to have email redirected from their official cpslions.com address to another email address (e.g., aol.com, gmail.com) they may do so, but at their own risk. The Chelmsford Public Schools will not be responsible for the handling of email by outside vendors. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her cpslions.com account.

4. Expectations of Student Email

Students are expected to check their email on a frequent and consistent basis in order to stay current with Chelmsford Public Schools communications. Students have the responsibility to recognize that certain communications may be time critical. "I didn't check my email", error in forwarding mail, or email returned to the Chelmsford Public Schools with "Mailbox Full" or "User Unknown" are not acceptable excuses for missing official Chelmsford Public Schools communications via email.

5. Authentication

It is a violation of Chelmsford Public Schools policies, including the acceptable use policy, for any user of official email addresses to impersonate a Chelmsford Public Schools office, faculty/staff member, or student.

6. Privacy

Users should exercise extreme caution in using email to communicate confidential or sensitive matters and should not assume that email is private and confidential. It is especially important that users are careful to send messages only to the intended recipient(s). Particular care should be taken when using the "reply" command during email correspondence avoiding reply all unless required.

7. Educational Uses of Student Email

Faculty will determine how electronic forms of communication will be used in their classes and will communicate their requirements to students. This will ensure that all students will be able to comply with email-based course requirements specified by faculty. Faculty can assume that students' official cpslions.com accounts are being accessed, and faculty can use email for their classes accordingly.

Video Surveillance

The Chelmsford Public Schools utilizes video surveillance equipment to ensure the health, welfare, and safety of all students, staff, and visitors, and to safeguard District facilities and equipment.

Search and Seizure

The Supreme Court of the United States of America has ruled:

1. A warrant is not required before a teacher or school administrator conducts a search of a student suspected of violating a school rule or criminal statute.
2. Probable cause is not required before a student may be searched; rather before conducting a search, the teacherschool personnel must have “reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school.”
3. The search must be reasonable in its scope as well as its inception.

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

Regarding lockers and desks:

1. Master keys and copies of combinations for lockers are retained by the school administration.
2. The school administration retains the right periodically to conduct locker and desk searches, when warranted, in compliance with these rules.
3. All students should be aware that the school administration will permit specially trained “search dogs” to patrol the schools upon occasion, under the supervision of law enforcement officials and completely at the discretion of the administration, and that the administration shall cooperate completely with all law enforcement officials relative to the results of any searches that may be performed during such dog patrols including, without limitation, delivering any contraband discovered to said officials.

4. All students should also be aware that school lockers and desks assigned to individual students by the school's teachers or administration remain the property of the school and that the administration reserves the right to open and inspect any locker or desk and its contents at any time, even without a reasonable suspicion. In the event that any illegal substances, weapons, tobacco products, or other contraband are found in the locker or desk assigned to a student, that student shall be presumed to possess that contraband and shall be subject to immediate and appropriate discipline. Students have no right to privacy in the lockers or desks assigned to them or in the belongings students store in those lockers.

Academic Integrity

Academic Integrity is Chelmsford Public Schools' commitment to responsibility, honesty, trust, and respect. Academic Integrity essentially means being responsible for one's own work, and it is held in high regard in our schools. Students can take pride in work they have produced from their own efforts; they have worked honestly and fairly.

Academic Integrity also means upholding values and beliefs that are considered important, not just by our schools, but also by society, including sports teams, employers, friends and family. Violating our policy on Academic Integrity is cheating. For more specific Middle

School Information on the Academic Honor Code, please visit the McCarthy or Parker School Website. For more specific High School Information on the Academic Honor Code, please see the High School Handbook Addendum.

What are some examples of cheating?

- Copying another student's answers on a test or quiz, with or without their permission
- Sharing questions from an exam with another student who has not yet taken the exam
- Copying another student's answers on a homework assignment
- Copying some other student's work and claiming it as your own
- Allowing another student to copy your work or giving your work to them to turn in as their own
- Forging (signing) your parent's/guardian's name on a note or permission slip
- Plagiarism (copying another's words/work without giving credit)
- Changing grades on midterm or report card

- Use of electronic devices for unauthorized sharing of information.

Why is cheating wrong?

- It breaks a bond of trust — we become suspicious of others
- It is against the rules and there are serious penalties. People have been thrown out of college, lost jobs, and ruined their careers over cheating.

What is Plagiarism?

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

The following will be considered plagiarism:

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

Consequences for Cheating or Plagiarism

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

Exception: The definition of plagiarism given above includes “Paraphrasing ideas and language from a source without proper documentation” (definition number 4). In violations that pertain to this type of plagiarism, the teacher, in consultation with the student’s administrator, will determine the consequences. The purpose of the consequence in this case will be to teach the proper way to attribute sources in academic work. The teacher will use

his or her professional expertise to determine whether or not the offense relates to definition number 4.

Directory Information

(603 CMR 23.07 (4) (a))

A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school

plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent.

Incident Management

The Chelmsford Public School District has a comprehensive Incident Management Plan. It is expected that all students participate in the prescribed emergency drills in their schools as instructed by the school administration and staff. It is imperative that students understand

the importance of engaging in these procedures in a serious manner so as to be fully prepared should an emergency arise during the school day.

There are four types of drills that are required for all staff and students in all school buildings during the school year:

Evacuation Drill – is used when it is important to move away from the building to a secure location away from the building. This drill will take place at least threefour (4) times per year under the direction of the Chelmsford Fire Department.

Safety Drill – is used when a bomb-type threat is made to the safety of a building. These drills will take place at least two times per year.

Hold in Place – is used to protect staff and students from incidents and/or distractions that are taking place in the hallway. A hold in place implies that instruction should continue within the classroom, and that students should remain in the classroom until further notice. These drills will take place at least two times per year.

ALICE/Option-Based Response – ALICE/Options Based Response

The ALICE/Options Based Emergency Response(s) require staff and students to make survival decisions based on real-time information. Each one of these emergency situations is unique and likely requires a different response. ALICE is an acronym for the 5 steps you can utilize in order to increase your chances of surviving a surprise attack by an Active Shooter. It is important to remember that the ALICE response does not follow a set of sequential actions you must follow when confronted with an Active Shooter. Decisions are made using the information available at any given time. Your survival is paramount, and it is critical that staff and students are prepared to react if they are ever faced with one of these situations.

1) ALERT – Use any available means of communication to tell others what is happening.

2) LOCKDOWN/ENHANCED LOCKDOWN– This is a semi-secure starting point from which to make survival decisions. If you decide to not evacuate, secure the room.

3) INFORM – Using any means necessary to pass on real time information.

4) COUNTER – This is the use of simple, proactive techniques should you be confronted by the Active Shooter.

5) EVACUATE – Remove yourself from the danger zone as quickly as possible.

The District has a crisis response team to oversee the safety and security of students and staff and the implementation of the District's emergency policies during crisis incidents. The District's crisis response team is led by [INSERT CONTACT INFO].

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Delayed Openings and School Cancellations

In cases of inclement weather or other emergency necessitating the closing or delaying of school, the Superintendent will make the decision. Central administration personnel will then notify the radio and television stations between 5:00 AM and 5:45 AM. A Blackboard Connect-Ed message will be sent to all families and staff. Delayed Openings will be posted on the district and school websites.

School openings will be delayed by 2 hours. All activities in the schools will continue as usual including the same dismissal time. Morning Kindergarten and CHIPS Preschool classes will be cancelled when the start of school is delayed. Please see the school website for a complete listing of school start and dismissal times.

There will be no change in afternoon Kindergarten or Preschool hours on delayed opening days. Dismissal for afternoon Kindergarten will be at the regular time.

Emergency Closings

On a rare occasion school may be closed due to a weather-related event. In this case, all children must be sent home, with the exception of those children scheduled to attend the Community Education Extended Day Child Care program. Elementary children enrolled in the Extended Day Child Care program will remain at their school and parents will pick them up as soon as possible, but no later than 6 p.m. McCarthy Childcare students will be bussed as usual to Parker, and parents should pick up Parker and McCarthy students at Parker as soon as possible, but no later than 6 p.m.

1. The Superintendent would will notify the school that busses would be arriving to take children home at a specified time.
2. A Connect-Ed call would be used to notify parents of dismissal procedures.

It is important that parents keep their home, business, and emergency numbers current with the school as these are the numbers, which will be called through Connect-Ed.

Parents who plan to come to the school to pick up their child are strongly encouraged NOT to call the school and tie up the phone lines. Just come to the office and your child will be dismissed.

It is imperative that each child knows where to go in the event that a parent cannot be notified. For parent peace of mind, this would also help in those rare cases when an emergency arises, and a parent cannot get home to meet their child.

Hazing

M.G.L. Chapter 269, Section 17

Whoever is a principal organizer or participator in the crime of hazing as defined herein shall be punished by a fine of not more than one thousand dollars or by imprisonment in the house of correction for not more than one hundred days, or by both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen shall mean any conduct or method of initiation into any student organization, whether on public or

private property, which willfully and recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provision of this section to the contrary, consent shall not be available as a defense to prosecution under this action.

M.G.L. Chapter 269, Section 18

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself/herself or others, report such crime to an appropriate law enforcement official as soon as ~~is~~ reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than ~~five hundred~~ one thousand dollars.

M.G.L. Chapter 269, Section 19

Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations

shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges, or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full-time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of

higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports and shall forthwith report to the attorney general any such institution which fails to make such report.

[Allegations of hazing in violation of the aforementioned statutory provisions will be addressed pursuant to the District's Code of Conduct/Consequences and Due Process policies as outlined previously.](#)

Vehicle Idling

Buses and vehicles are not to be left idling [at school on school grounds](#). Whenever a bus or vehicle arrives, the driver is to secure the bus or vehicle and shut the engine down as soon as possible. No bus or vehicle will be left at idle in excess of five minutes of anticipated idling time.

McKinney-Vento

According to the Federal McKinney-Vento Homeless Education Assistance Act, schools are required to immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment, such as school records, medical records, or proof of residency. There are similar protections under Title I of [Every Student Succeeds Act \(-ESSA\)](#) for foster care students. For additional information

regarding the education of homeless students, please contact the homeless liaison coordinator. For information regarding foster care students, please contact the DCF liaison of the Chelmsford Public Schools.

The Chelmsford Public Schools prohibits discrimination or harassment based on homelessness. Any complaints of discrimination or harassment based on homelessness may be reported to the homeless liaison [coordinator](#) and will be investigated using the same process and steps as the Chelmsford Public Schools' non-discrimination procedures.

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Chelmsford High School



Student Handbook

2022 - 2023

Letter from Principal

Dear Students,

Welcome to the 2022-2023 school year. We look forward to the start of a new school year. The worst of Covid appears to be behind us. With this in mind, we are going back to a more traditional schedule. Although the summer has been mostly rainy, it is still a nice break and a nice time to recharge. I am excited for the new school year to begin.

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You will see a lot of changes both in academic offerings and changes in and around our building. We expanded our dual enrollment offerings to almost 20 different courses. Students can also participate in our new innovation pathways program. This gives students an internship or capstone experience relative to a career centered focus for a specific innovation pathway. Please see our Program of Studies for more information.

Our science pond was overhauled and ready to support classes. The gym floor will be replaced and over the course of the next four months you will see a total renovation of the Learning Commons. It will look more like a college student union with structures and furniture that supports collaboration and studies

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

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

We look forward to a wonderful school year.

Sincerely,



Stephen Murray
CHS Principal

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I. School Mission

Chelmsford High School's 21st Century Learning Expectations

Academic, Social and Civic:

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

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

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

II. School Organization + Communication

Chelmsford High School Contact Information

200 Richardson Road, North Chelmsford, MA 01863

Main Number: 978-251-5111

Mr. Stephen Murray, Principal

Ms. Sandra Windt, Administrative Assistant (x5620)

Ms. Amy McMeniman-Pinheiro, Secretary to the High School Office (x5621)

Ms. Kelley Moreau, Secretary for Information (x5619)

Ms. Erin MacNeil, Dean, Emerson House

Ms. Rebecca DiStasi, House Secretary (x5528)

Mr. Daniel McGrath, Emerson Counselor (A-K) (x5522)

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

Mr. Joshua Blagg, Dean, Hawthorne House

Ms. Marcy Mason, House Secretary (x5609)

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

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

Mr. John MacIsaac, Dean, Whittier House

Ms. House Secretary (x5551)

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

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

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Department Coordinators

Fine/Performing Arts	Ms. Christina Whittlesey	X5602
Guidance	Ms. Shannon Bischoff	X5601
Mathematics and Science	Dr. Matthew Beyranevand	X5552
Reading/ELL	Ms. Kelly Rogers	X5546
Social Studies and English	Ms. Stephanie Quinn	X5521
Admin. Chair Student Services	Ms. Shawna Mottram	X5584
Technology + Business	Dr. Marilyn Sweeney	X5639
Wellness (PE/Health/FCS)	Ms. Katie Simes	X5553
World Language Facilitator	Ms. Jessica Nollet	X5520
Coordinators' Secretary	Ms. Martha Hartery	X5640
Student Services Secretary	Ms. Lia Zouzas	X5563

Other Points of Contact

Activities Director	<u>Ms. Jackie Vitale</u>	<u>x5554</u>
Athletic Director	Mr. Daniel Hart	X5627
Athletic Director's Secretary	Ms. <u>Lori Martin</u>	X5625
Career Center Liaison	<u>Ms. Alex Cunningham</u>	X5613
School Nurse	Ms. Carol Reilly, RN	X5610
School Nurse	<u>Ms. Megan Greenwood</u>	X5645
School Nurse	▼ Ms. Laura Sullivan, RN	
Supervisor of Students	Mr. Jonathan Demers	X5564
Supervisor of Students	TBD	X5583

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Chelmsford School Committee

Ms. Donna Newcomb, Chair
Mr. Dennis F. King, Secretary

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Mr. John W. Moses, ▼
Mr. Jeffrey Doherty, Vice Chair

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Ms. Maria Santos

Chelmsford Public School Central Administration

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

Deleted: FAX: 978-251-5110

Central Office Staff

Dr. Jay Lang	Superintendent of Schools
Dr. Linda Hirsch	Assistant Superintendent
<u>Ms. Diane Carey</u>	Director of <u>Human Resources</u>
Ms. Amy Reese	Director of Student Support Services
Mr. William Silver	Director of Information, Communication & Technical Services
Ms. Joanna Johnson-Collins	Director of Business & Finance
<u>Mr. Dong Shin</u>	District Data Management Office
Ms. Jane McDonald	Central Registrar
Mr. Brian Curley	Director of Facility Services
<u>Ms. Robyn Corbett</u>	Admin. Assistant

Deleted: Dr. Cheryl Kirkpatrick

Deleted: Personnel & Professional Learning

Deleted: Ms. Pamela Rigoli

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Deleted: Ms. Deborah Phillips

Ms. Kathy Mercier
Mr. Peter Brekalis

Admin. Assistant
Transportation Coordinator

House Plan

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

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

Communication

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

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

- **The X2 Parent Portal/Student Portal:** This is the most important and direct way to access current information about your student (e.g., grades, progress reports, schedule, attendance, etc.). Since this is our primary means of accessing your contact information, please be sure to check and/or update contact information in X2 in a timely fashion (i.e., as it changes, or on a bi-annual basis). A username and password is needed to access this

information. If you cannot access this information, please go to the 24/7 Technical Support on the CHS Home page or you may contact Central Office (978) 251-5100 x 6923 or 6924.

- Parents cannot directly access a student's Google classroom. Instead, parents/guardians receive a weekly Parent/Guardian summary of all student work that is due or missing for that week. You will receive an email invitation to accept and receive this weekly summary. Please call your child's teacher for this update if you do not receive the invitation.
- Connect Ed Communications: This is used frequently as a means of sending out newsletters, updates, or other pertinent timely information to parents.

Parent Communication

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

Parent Conferences

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

Deleted: (978) 251-5111

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

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

High School Calendar

The Chelmsford Public School calendar is set each year by the Superintendent and the Chelmsford School Committee. We encourage you to view the individual school calendars which can be found on the district website, <https://chelmsfordschools.org/calendar/> School events, early release days,

field trips, etc. will be updated and posted on a regular basis as well as on individual teacher websites.

III. School Day

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

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

Class Schedules

<u>Period 1</u>	<u>7:19-8:19</u>	<u>60 min</u>
<u>Period 2</u>	<u>8:23-9:23</u>	<u>60 min</u>
<u>PLUS/PRIDE Block</u>	<u>9:27-10:12</u>	<u>45 min</u>
<u>Period 3</u>	<u>10:16-11:16</u>	<u>60 min</u>
<u>Period 4/Lunch</u>	<u>11:20-12:47</u>	<u>87 min</u>
<u>Period 5</u>	<u>12:51-1:51</u>	<u>60 min</u>

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PLUS BLOCK (Practice-Learn-Understand-Study)

PLUS block is intended to be a time for students to interact with advisors and peers for social/emotional support, directed learning time, and attend school wide or grade-level assemblies. Students are expected to remain in their PLUS Block for the entire period unless called out of class by either their counselor or dean. ~~Failure to attend PLUS Block will result in a cut and detention.~~ **PRIDE BLOCK Purpose Statement**

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

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

- Enrichment Opportunities

Failure to attend PRIDE Block will result in a cut and detention.

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IV. Student Life

Announcements

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

Bus Transportation/Late Bus

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

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

Care of Personal and School Property

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

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

Camera System

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

The Career and College Readiness Center provides students with a space where they can access staff support and resources that will help them explore options for their post- secondary future. The Career Center sponsors Career and College Programming such as Innovation Pathways and Dual Enrollment. The Career Center also hosts several annual events throughout the school year including, College Visits, the Career Exploration Breakfast, the Junior Job Shadow Day, the Senior Capstone Experience, Career Panels, Career Fairs, Veteran Panels, Military visits and information, Reverse College day. Several Career Readiness workshops including Acing the Interview, Resume Writing, Social Media Etiquette, What Career Path is Right for Me, and Choosing a College Right for Me are offered in the Career Center several times a year. Students have the opportunity to access these during their PRIDE Block. One- on One support services that are offered to students include, resume writing, work permits, post- secondary counseling and connecting students with internships, part time jobs and volunteer opportunities. Students can access any of these supports by setting up an appointment with Alex Cunningham, the Career and College Readiness Facilitator, via email at cunninghamalex@chelmsford.k12.ma.us. Workshops and event sign ups will be advertised to students prior to the event with ample time to sign up. For more information please visit the Career and College Readiness Center page at <https://chs.chelmsfordschools.org/about-chelmsford-high-school/career-center/>.

Dining Rooms/Outside Dining Rooms

The dining rooms will be open during the three lunch periods. Both hot lunch and snack bars offer students a wide choice of menu. Each student's schedule provides for one 25-minute (depending on schedule picked, this may change) period of time that can be used for lunch. Students are expected to clean up after themselves, as well as conduct themselves in a proper manner. The cleanliness of this area is every student's individual responsibility. Permission to leave the dining rooms must be obtained from the supervisor on duty.

Food can only be eaten in the café. Weather permitting, students may use the designated outside area during lunches. The designated areas outside of the building are outside stairwell at the end of Whittier/Hawthorne House. Administration will let students and staff know what areas will be utilized on what days. No student is to be in the woods, on the street, or in parking lots. The use of outside areas is a privilege not to be abused, and all school rules apply. Other than these accepted times, students may not be outside of the building. Failure to abide by these rules could result in discipline.

Fees

Students are encouraged to pay fees as soon as possible to avoid possible delays in participation in activities and athletics. These fees can be paid on-line, through our on-line payment system. If you would prefer to send a check, it should be made out to Chelmsford Public Schools and delivered to

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the people identified in each section. Make note of the name of the student and the fee(s) you are paying on the check.

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

Athletics (No family cap)

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

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

Bus Fee (Family cap of \$500)

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

Extracurricular Activity Fee

\$50 Unlimited Activities: Activity fees are collected by the Activities Director, She can be reached at @chelmsford.k12.ma.us

Project Fees

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

Student Parking

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

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

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

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

Field Trip Policy

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

1. The official Parent-Teacher Field Trip Permission Form is issued by the teacher to each participating student.
2. The above-mentioned form must be signed by each of the student's teachers and a parent/guardian. The reverse side of the Field Trip form includes a health section that must

also be completed and signed by a parent/guardian. Failure to obtain the signature of each teacher and parent/guardian will result in the student not being allowed to participate.

3. In order to participate the completed form must be returned to the sponsoring teacher no later than one week prior to date of the trip.
4. Students are responsible for making up class work missed as a result of the trip.
5. No academic penalty shall accrue to any student choosing not to participate in a field trip which is designated as enrichment.
6. If the field trip concludes before the close of school, students attend the remainder of their classes.
7. While on the trip, students are representing Chelmsford High School and are expected to dress and act appropriately. All school regulations and rules apply during the field trip.
8. If a student does not receive permission from school to attend a field trip and does attend, it will be treated as an unexcused absence and the student may serve a minimum of a one-day detention up to suspension depending on the severity of the incident.
9. For any student to participate in a school field trip, the student must be in good standing in all classes in both their academics and attendance.

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

Health Services

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

Injuries

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

1. Students with casts, stitches, or splints may not participate in P.E. classes or outdoor recess without written consent from both the parent and the attending physician. All injury notes from the doctor should include the type of injury, any limitations or allowance to participate

in such activities, and the date the child may return to any restricted activities. Parent's wishes may not supersede this medical prescription.

2. Students need a subsequent doctor's note when it is safe to resume normal activity in P.E. and/or recess.
3. Some specified P.E. activities may also require non-participation for the safety of the student and others.
4. Students unable to participate in Physical Education due to injury/illness will also not be permitted to participate in after-school athletics.

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Job Board (Part-Time Employment)

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

Learning Commons

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

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

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

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

Learning Commons Hours

We encourage students to use the space during the school day and after school. We are open from 7:00 a.m. to 4:00 p.m. from Monday to Friday.

Book Checkout

- Books may be checked out for two weeks and are renewable unless requested by another student or teacher.

- There is no limit to the number of books students may have out at one time.

Copy Machine

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

Overdue/Lost Books

- Students are expected to pay for lost materials.

Online Research

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

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

 Multiple Databases	http://galesites.com/menu/mmlin_n_chelhigh
 Social Studies and Humanities Databases	http://databases.abc-clio.com/Authentication/LogOn
	https://chelmsfordma.libraryreserve.com/10/45/en/SignIn.htm?url=Default.htm
	https://chelmsford.follettdestiny.com/common/welcome.jsp?context=saas16_2063309
 Online Encyclopedia	http://www.galepages.com/mmlin_n_chelhigh/ency
	http://www.turnitin.com/ Check to make sure you have cited your sources correctly! Create your own account. Log into your class and assignment with your class ID and password.

Lockers and Locker Rooms

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

Students are allowed in the locker rooms only for the purpose of participation in a physical education class or an athletic practice/game. Student-Athletes who wish to store their athletic equipment in their PE locker may do so before the start of school. [Athletic team locker rooms will be locked at 7:19 am.](#)

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

Lost and Found

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

Make Up Work

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

Parking

Students with a valid driver's license and the daily use of a vehicle will qualify for the privilege to obtain a Student Parking Permit and may park in the designated student parking area in the **BACK** lot. All spots are given on a first come first serve basis with seniors getting priority. Seniors will register first followed by juniors. All students will be required to register any vehicle they drive to school and to display the Parking Permit tag on the rear-view mirror of the registered vehicle. Unregistered cars will be towed away at the owner's expense. [Students are eligible to park in the](#)

back lot, the top lot, or the Softball lot. All students will be required to register any vehicle they drive to school and to display the Parking Permit tag on the rear-view mirror of the vehicle. Student parking spaces are painted in white. Staff parking is painted yellow. **Cars parked in the faculty area or unregistered (untagged) cars will be towed away at the owner's expense.**

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

Qualified students are required to complete an online Parking Registration Form that will be emailed to all families during the first week of school. Students need to have served all assigned detentions in order to be eligible for parking privileges. The online registration form should be completed by Completed forms should be returned to the Supervisor of Students' office by Friday, **September 30, 2022.** After this date, student vehicles without a Student Parking Permit tag are subject to towing.

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Seniors can register from September 7th – September 13th. Juniors can register September 14th – September 21st.

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

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

Pass System

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

Student Records

In accordance with the student records reference in the district handbook, Chelmsford High School maintains a cumulative academic record and a cumulative medical record for each of its students.

At graduation rehearsal each graduating senior student will receive his/her academic record and health/medical record to take home with him/her. CHS will continue to maintain the student transcript in accordance with the student records law.

Nondiscrimination on the Basis of Gender Identity

G.L. c. 76, § 5 was amended to establish that no person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of gender identity, among other characteristics. The amended Access to Equal Educational Opportunity regulations, 603 CMR 26.00, require schools to establish policies and procedures, provide training, and implement and monitor practices to ensure that obstacles to equal access to school programs are removed for all students, including transgender and gender nonconforming students.

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Chelmsford High School strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. The Chelmsford Public Schools prohibits discrimination on the basis of race, color, sex, gender identity, religion, national origin, or sexual orientation and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study.

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The gender identity law reflects the reality that transgender and gender nonconforming students are enrolled in Massachusetts public schools. These students, because of widespread misunderstanding and lack of knowledge about their lives, are at a higher risk for peer ostracism, victimization, and bullying. The 2011 National School Climate Survey by the Gay, Lesbian & Straight Education Network (GLSEN), found that 75.4% of transgender students had been verbally harassed in the previous year, 32.1% had been physically harassed, and 16.8% had been physically assaulted. Educators play an essential role in advocating for the well-being of these students and creating a school culture that supports them.

Massachusetts' law recognizes common law name changes. An individual may adopt a name that is different from the name that appears on his or her birth certificate, provided the change of name is done for an honest reason, with no fraudulent intent. Nothing more formal than usage is required. Hence, when requested, schools should accurately record the student's chosen name on all records, whether or not the student, parent, or guardian provides the school with a court order formalizing a name change. School personnel should use the student's chosen name and pronouns appropriate to a student's gender identity, regardless of the student's assigned birth sex.

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Student Support

If there is a situation at home that might affect your child, please let the teacher, guidance counselor or administrator know. Adjustments and extra consideration can be given to your child if we

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

Transcripts

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

Alumni transcript requests are processed through the Career **and College Readiness** Center for a fee of \$5.00. This is to help defray the cost of processing and mailing the transcript. OFFICIAL alumni transcripts will be mailed directly from the high school to colleges, employers, military, etc. UNOFFICIAL alumni transcripts may be picked up from the Career Center.

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

Scholarship Transcript Requests

The process for transcripts for scholarships is similar to those stated above. You should follow the same steps previously outlined and request one or more transcripts **3 Business days in advance** of the date you need one. Some scholarships ask to have all documents including the official transcript mailed together. To accomplish this, the student must bring the completed application with all supporting documentation in a pre-addressed, stamped envelope. The Main Office will add the Official transcript and send the entire packet.

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

Video or Multimedia Projects

Students assigned a video or multimedia project by their teacher will discuss the guidelines with their teacher ahead of time. The student will be required to submit a storyboard or script to their

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teacher who will initial it before the student proceeds to the next step of producing the product. Storyboards or scripts should be detailed enough to include location of filming for each scene, basic dialog and props. Teachers will keep an initialed copy of the storyboard/script.

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

Visitors to School

All doors to the high school are locked during the school day. Anyone other than staff who wishes to enter Chelmsford High School to conduct business must do so through the front doors of the building. After 7:30am all, visitors will enter the building through the new vestibule located to the right of the main doors. Visitors will wait in the vestibule area until the person(s) they are meeting come to greet them. All visitors are required to wear a Visitor's badge. **Students are not allowed to bring visitors to school, as Chelmsford High School cannot take responsibility for persons not assigned to the school as a student.** In rare circumstances the principal may make an exception to this policy. Students must submit a written request to the principal asking for permission to bring a visitor to school in advance of the visit. Visitors must present the school with documents to allow for emergency medical treatment and emergency contact numbers.

Voter Registration

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

Work Permits

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

V. Student Opportunities

Extracurricular Activities

Extracurricular Eligibility Policy

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

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

There will be many clubs and activities offered this school year. The full list of clubs will be posted on the website by the first or second week in October.

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

1. Students involved in extra-curricular activities must remember that they are representing CHS at all times and should conduct themselves in an exemplary manner during the school day and during activities.
2. Students must check in to school by 10:30 a.m. and remain in school for the remainder of the day in order to participate in after-school activities.3. Any student suspended from school is also suspended from all activities on that day(s) as well.
4. Any student while a member of an extra-curricular activity involved in taking, dispensing, possessing, consuming alcohol, vapes or drugs; stealing, hazing, vandalizing during school or activities, as a participant or as a spectator will be subject to the following penalties in addition to penalties outlined in the Discipline Code:
 - a. First violation: The student shall lose eligibility for 2 weeks b. Second violation: The student will lose eligibility for twelve (12) consecutive weeks.
 - c. If, after the second violation, the student becomes a participant of a school-approved treatment program, the student may be certified by the Principal for reinstatement in school activities.
 - d. If an officer/editor/leader of an activity is involved in violation of the above rule, that leadership position will be revoked.
 - e. If a student is involved in a first offense in one activity and then is involved in violation in another activity, the second offense penalty will be invoked.
5. Activity members must use the transportation arranged by the school to attend programs away from CHS. With the advisor's permission, activity members may return home with a parent or guardian.
6. Activity members are responsible for all equipment and uniforms issued to them.
7. School facilities will not be used without the supervision of an advisor.
8. In order to be eligible to compete during the first marking term, a student must have earned a final passing grade in four ten (10) credit classes in the previous academic year. During the

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school year, students must have passed four ten (10) credit classes in the previous marking term to remain eligible.

9. All students participating in extra-curricular activities must pay the activity fee and fill out the Extra-curricular Activities Registration Form to receive their activity card. All students who register and pay are responsible for abiding by the preceding policy.
- 10. If a student misses, skips or does not attend their detention, he/she will not be permitted to attend ANY after-school event (i.e. Athletics, Dances, Clubs, or any school sponsored after-school activity) until the missed detention(s) are served.**

Publications and Policy for Non-Authorized Publications and Circulations

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

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

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

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

Non-Authorized

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

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

Student Election Process

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

- Notice of all elections for Student Government or special elections will be announced at least two weeks prior to being held.
- For school-wide or house elections, nomination papers must be completed by all those who choose to run. Nomination papers should be signed by members of the appropriate group indicated on the nomination paper. Nomination papers must be turned in by the

candidate to the Student Council Advisor; they will not be accepted after the time and date specified as the deadline.

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

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School Dances

Dances are for Chelmsford High School students, so students may be asked to present their CHS IDs upon entrance. The only exceptions to the CHS student requirement are the Junior Cotillion and the Senior Prom. Students must be present the day of the event by 10:30 a.m. and remain in school for the remainder of the day in order to attend. Once admitted, no one can leave the hall and be re-admitted without prior approval. All tickets will be sold in advance. Tickets will not be sold at the door unless previous permission has been granted by the Principal. No student will be admitted without a ticket. At each dance, there are faculty members who act as chaperones. They have the right to have any unruly or rowdy individual(s) removed from the premises. Chaperones have the right to restrict dancing which can be viewed as dangerous and/or offensive. No student will be allowed into a dance later than 60 minutes after the dance has begun, unless previous arrangements have been made through the Principal and/or Deans. All Student Handbook rules and regulations are in full force at all school dances. **Only current CHS students are permitted to attend regular school dances.**

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School Sponsored Social Events

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

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CHS Clubs and Activities

Mission

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

Bona Fide Club/Activity

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

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

Code of Conduct for Class/Student Council Officers and Representatives

It is expected that students elected to the position of class officers and representatives will set an example for the student body through their behavior, conduct and leadership. Any behavior deemed inappropriate for class officers and representatives may result in removal from office by the

Principal. In addition, taking, dispensing, or possessing drugs or alcohol, stealing and vandalizing in school or at school functions will automatically result in removal from office.

Interscholastic Athletics*

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

Mission and Vision:

The goal of the Department of Athletics is consistent with the School's mission: *to foster PRIDE in the pursuit of excellence*. Athletics teaches life skills including **Perseverance, Respect, Integrity, Dedication, and Empathy**. Our goal is to provide a rigorous athletic program which complements and supports a challenging academic program by teaching students to persevere, to work well with others, and to compete at everything they do. The Department of Athletics strives for excellence as it develops the leadership capabilities of student-athletes in an environment that unites achievement in competition with academic excellence, sportsmanship, and community service.

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

Interscholastic Sports Offerings

The emphasis at each level of competition is:

VARSITY - Very Competitive/Instructional

JUNIOR VARSITY - Somewhat Competitive/Instructional

FRESHMEN/JVB - Instructional

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

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

Winter Sports (Tryouts start Monday after Thanksgiving)

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

Spring Sports (Tryouts start the 3rd Monday in March)

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

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

Pre-Tryout Requirements Necessary for Participation

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

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

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

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

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

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

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

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

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

2. Medical/Physical Exams

All students who plan to participate in athletics must have written proof of a current physical exam signed by a physician. Per MIAA regulations, physical exams are valid for 13 months. A student athlete will NOT be allowed to participate once an exam has expired. It is strongly recommended that an annual exam be scheduled in July or August of each year. Such an exam would cover a student for an entire school year.

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

3. Insurance

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

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

4. Academic Requirements for Athletic Eligibility

A student must secure during the last marking period preceding the contest (e.g. second quarter marks and not semester grades determine third quarter eligibility) a passing grade

in the equivalent of five subjects. To be eligible for the fall season, students are required to have passed five major subjects in the previous academic year. The academic eligibility of all students shall be considered as official and is determined only on the date when the report cards for the ranking period have been issued to the parents of all students. Incomplete grades may not be counted toward eligibility. Summer school courses taken and passed to make up a failed course (or loss of credit) may be counted for fall eligibility.

5. Age Requirement (per MIAA rules 59 and 60)

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

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

Athletic Fee

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

Tiered Fee System:

1st Sport = \$300
2nd Sport = \$250
3rd Sport = \$200

Chelmsford High School Team and School Oriented Information

Tryouts/Team Selection

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

sport to another after teams have been chosen must receive consent from both coaches and the Director of Athletics.

Team Commitment:

Each Member of our athletic teams MUST:

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

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

School/Family Vacations, Extended Absences

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

Daily Team Attendance

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

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

Playing Time

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

Team Captains

A captain's position is a privilege and not a right. Before accepting the captain's role, please realize that it comes with greater responsibility than other members of the team. Coaches decide how team captains are selected based on identified criteria. This may include character, coach-ability, communication skills, athletic ability, etc. They may be elected by the team or appointed by the coach - this process is communicated to the students ahead of time. Captains may also be appointed on a game by game basis. It is expected that team captains be the leaders of their team and should

be ready to assume duties as outlined by their coach. Captains are expected to communicate with the coach, team, and Athletic Director in the event of any problems that may affect the team or its members. Captains may be asked to meet with the Athletic Director, and/or Principal during the school year to discuss the athletic program. Captains of team may be relieved of their position for violation of team, athletic department, or school rules.

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

Team Rules and Regulations

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

CHELMSFORD HIGH SCHOOL REGULATIONS

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

Academic Achievement

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

School Discipline Obligations

Student-athletes with school disciplinary obligations are expected to fulfill those obligations before reporting to an athletic practice/game. Students cannot expect, and should not request, disciplinary action to be postponed or canceled for any athletic reason. *The athletic department reserves the right to remove or suspend a student-athlete from a team for disciplinary problems. It is expected that our student-athletes be model citizens both in and out of school.*

School Attendance and Tardiness

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

Athletic Trainer/Training Room

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

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

Athletic Injuries

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

Hazing

Hazing is any conduct or method of initiation into any student organization or team, which willfully or recklessly endangers the physical or mental health of any student or person. Hazing is a crime under Massachusetts Law and will not be tolerated. (See Mass. Gen. L. Chapter 269, Section 17 through 19). There is to be **NO** initiation of any kind to be a member of any team at Chelmsford High School. Students and coaches found in violation may be dismissed from participation in the athletic program.

Deleted: For further information refer to Mass. State Law- Chapter 536, Sections 16-19)

Chemical Health and Athletic Conduct Penalties

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

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

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

- If after the second or subsequent violations the student of his/her own volition becomes a participant in a school approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events. The director or a counselor of a chemical dependency treatment center must issue such certification.

- If a captain of a team is involved in a violation of the above rule, the captaincy will be revoked.
- If a penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year.
- If a student is suspended for a first offense in one sport and then is involved in a second violation in another sport, the second violation penalty will be invoked.

Language or gestures

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

Sportsmanship

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

Disciplinary Action

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

Transportation

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

Athletic Facilities/Building Access

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

Locker Room/Security

Students have an obligation and responsibility to care for all athletic equipment issued to them, as well as personal belongings. Equipment and uniforms should be stored in a locked locker at all

times when not in use. **Chelmsford High School cannot be responsible for lost or stolen belongings of student-athletes.** In the event of items being lost or stolen the student must contact the coach immediately. Please lock all belongings brought into the locker rooms. In the event that your assigned locker does not work properly, contact your coach immediately.

Equipment/Uniforms

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

Athletic Awards

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

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

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

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

Baseball and Softball

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

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

Indoor and Outdoor Track

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

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

Cross Country

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

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

Gymnastics

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

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

Managers

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

Varsity Jackets

In April of 2021 the Booster Club decided to discontinue the purchase of jackets for athletes due to cost. With the loss of revenue for 18 months for the booster club it would become impossible to furnish all players with jackets. As a result the Booster Club will now direct their funds towards helping teams directly and for facility upgrades.

Varsity Jackets will still be available to purchase from Center Sports in Chelmsford. The Booster Club will distribute a process for which jackets can be ordered through Center Sports and deadlines for fittings/payment. Players will receive their varsity letters at Awards Nights as well as the patches for their jackets of the sports they have competed in to go on their jackets.

Players will now be able to purchase and wear a jacket after their first Varsity Season of a sport and add to that jacket throughout high school. Currently players could not receive a jacket until they have received 2 varsity letters per sport on top of participating in 50% or more of Varsity Contests. This will allow the student-athletes to get more use out of their jackets.

If there are student-athletes who would like a jacket but cannot afford the jacket, they can apply to the Booster Club for financial help and the Booster Club will review on a case by case basis.

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

Team Banquet Guidelines

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

Smartphone/Cell Phone

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

Social Media

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

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

1. Before participating in any online community, understand that anything posted online is

available to anyone in the world. Any text or photo posted online is completely out of your control at the moment it is placed online, even if you limit access to your site.

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

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

Parent/Guardian Communication Guide

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

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

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

Communication Coaches Expect from Parents

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

Appropriate Concerns to Discuss with Coaches

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

Issues Not Appropriate to Discuss with Coaches

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

Communication Protocol/Conflict Resolution

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

Step 1: player goes directly to coach

Step 2: player & parent go directly to coach

Step 3: player goes directly to Athletic Director

Step 4: player & parent go directly to Athletic Director

MIAA Rules and Regulations

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

Rule 40-Out of Season Activity

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

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

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

Rule 48 and 49 Sportsmanship/Taunting

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

Rule 51 and 58 - Student Eligibility

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

Rule 62 - Chemical Health/Alcohol/Drug/Tobacco

This rule is in effect from the first practice date for any sport in the fall until the completion of the final sport team in the spring or the end of the academic year, whichever comes last. Once found in violation of the Chelmsford High School Chemical Health Policy (Page 11); students will be assessed the Chelmsford High School penalties regarding school sponsored events (for example: dances,

other teams sporting events) AND will lose contest eligibility based on MIAA Rule 62. Students found in violation will not be able to participate in scrimmages or play days until their full penalty has been served.

VI. Student Behavior

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

Card Playing and or Gambling

Card playing (for gambling purposes)
or gambling of any kind is strictly prohibited at Chelmsford High School.

Dress

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

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

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

Cell Phones, Smart Phones, and/or Electronic Devices

Schools exist for the main purpose of education. That goal cannot be achieved if the student's focus is being drawn away from the tasks at hand. With the preponderance of technological devices, and availability of to retrieve, share, and analyze information on these electronic devices, these tools should be used to enhance the learning experience for our students. As such, these devices cannot be used in classrooms. **Cell phones may be permitted in specific classes where its use is warranted.**

Deleted: for the purposes of communication or entertainment without the prior permission of the instructor

Deleted: The student should request this permission from the teacher prior to each intended use of the classroom technology.

(Digital Photography, Digital Filmmaking) Students are expected to comply with the classroom expectations set forth by their instructors regarding the use of this technology.

With the potential for these devices to compromise the academic integrity of tests, quizzes, and other assessments, students are reminded to keep these devices away during assessments unless consent is provided by the classroom teacher. If a student is found to have a device out during a test, the electronic device may be confiscated and the student may be subject to the consequences outlined in the honor code section of the handbook.

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

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

Sexual Harassment Code of Conduct for Students

Please refer to the District Handbook.

Technology: 1:1 Initiative or Bring Your Own Device

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

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

Frequently Asked Questions:

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

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

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

- Classrooms, Learning Commons

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

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

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

- Absolutely not! Students are not required to bring their own personal computing devices, even if they own one. Students who do not bring personal devices will be provided with a school-owned computing device when digital tools are being used to enhance learning in the classroom.

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

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

Q: What if my personal computing device is stolen?

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

Unauthorized Recordings

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

VII. Student Attendance, Dismissal, and Tardiness

School Attendance Philosophy

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

Attendance Policy

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

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

Attendance and special circumstances

It is recognized that, in certain circumstances, students may need to be out of school and that no option or alternative is possible. We do, however, strongly encourage doctor and dentist appointments, college interviews, college tours, and other personal appointments be scheduled after school hours or on weekends. All absences will be considered unexcused until a parental note explaining the absence is presented to the house secretary.

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

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

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

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

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Appeals Process

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

The procedure for the appeals process is as follows:

1. An appeal must be initiated by a written request by the parent/guardian of a student, or by the student (if 18 years of age or older), who has exceeded the absence limitations. The written appeal should include, but may not be limited to, the unusual circumstances which

warrant such an appeal. The appeal should be addressed to the Principal and must be initiated within ten school days of the time that the student is notified of his/her failure to comply with the attendance policy.

2. The Principal or his/her designee will meet with the student and his/her parent or guardian to review the appeal and render a decision. Each decision shall be made within five school days, and a written copy of the decision shall be forwarded to the student and his/her parents or guardian.
3. The parent/guardian or student has the right to appeal the decision of the **Principal or designee**, within five school days of receiving the decision, to the Superintendent of Schools.

Consequences for Unexcused Absences

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

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

Dismissal

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

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Dismissals without a note, the parent or guardian must report to the Vestibule to dismiss their child.

Tardiness

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

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

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

Consequences for Unexcused Tardies:

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

Students are not to go anywhere in the building until they have been officially recorded in school. Any student who arrives late, does not check in at the House office, and fails to attend class will be assessed a cut class and issued detentions.

VIII. Academic Procedures

Academic Honor Code

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

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

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

Cheating

The following will be considered cheating:

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

Plagiarism

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

The following will be considered plagiarism:

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

Consequences for Cheating or Plagiarism

1. ~~School policy is that~~ the student will receive a zero for the entire assessment. A student will not be allowed the opportunity for make-up of any kind. ~~The classroom teacher does.~~

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however, have the final decision on the consequence for this violation. Teachers will clearly define any modification to this policy in their course expectations.

2. A conference may be held with the student, teacher, and the student's Dean.
3. Parents/guardians will be notified of the Academic Honor Code offense by the teacher.
4. Students will be required to attend an after-school session on cheating and plagiarism.

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

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

Preventing Cheating and Plagiarism

Students

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

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

Parents and Guardians

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

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

Teachers

1. Review the Academic Honor Code with students during the first week of each semester.
2. Review the concept of plagiarism and citing sources when giving assignments.
3. Take immediate action when a violation related to the Academic Honor Policy is determined.
4. Retain original marked copy of assessment in question.
5. Counsel the student.
6. Follow consequence procedures.
7. Provide all pertinent information and written work to the Academic Honor Committee within two school days of notification of appeals request.

Administrators

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

Academic Honor Committee

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

Appeal Process and Procedure

1. Review Documents
 - a. Hearing officer receives letters of appeals from the student's Dean.
 - b. Hearing officer requests documents from the teacher.
 - c. Hearing officer convenes the committee.
 - d. The Academic Honor Committee will meet to examine all evidence submitted by the teacher, student, parents and all parties connected with this case, including but not limited to the associated assignment, original corrected documents, and any related statements.
2. Grant Hearing
 - a. After reviewing all documentation, the Academic Honor Committee shall grant a hearing.
 - b. The Hearing Officer is responsible for notifying all parties involved in writing as to the time, date, and place of the hearing, and the specific reasons for it. All parties must acknowledge receipt of this notice in writing.

3. Rules for Hearing

- a. The accused/accuser must be free from psychological or physical intimidation or coercion.
- b. The hearing shall be private unless both parties agree that it be open.
- c. Both parties shall be given the opportunity to testify, to present witnesses, and to present evidence.
- d. Any party to the hearing may be afforded the following rights:
 - i. The right to be accompanied and advised by counsel.
 - ii. The right to present evidence, written arguments and oral arguments.
 - iii. The right to prohibit the introduction of any evidence at the hearing that has not been disclosed to the Academic Honor Committee at least three school days before the hearing.
 - iv. The right to written findings of fact and decision.

4. Hearing

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

5. Right to Appeal

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

GRADUATION REQUIREMENTS

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

In addition to meeting the CHS course requirements below, all students in the Commonwealth are required to meet certain performance criteria on the Massachusetts Comprehensive Assessment System (MCAS). To receive a high school diploma, students must meet the minimum score established by the state in ELA, Math, and Science in order to successfully meet the threshold for graduation.

Department/Academic Area	Classes of 2023, 2024, 2025 & 2026
English	40 credits *
Mathematics	40 credits
Science	30 credits
Social Studies	30 credits **
World Language	20 credits ***
Arts (Fine/Performing/Practical)	15 credits ****
Physical Education	10 credits
Health Education	10 credits
Other Courses/Electives	45 credits
Total Credits for Graduation	240 credits

Deleted: earn scaled scores of at least 240 on the grade 10 ELA and Mathematics tests, or earn a scaled score between 220 and 238 on these tests and fulfill the requirements of an Educational Proficiency Plan (EPP). Students must also earn a scaled score of at least 220 on one of the Science, Technology, Engineering MCAS (i.e., Biology, Chemistry, Introductory Physics, or Technology-Engineering).

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* Writing for High School and Reading for High School are required for 9th graders who are in English 9.

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

*** Two years of the same World Language.

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

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

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

COURSE LEVELS

All of our courses are designed to prepare our students for the rigors of college and other post-

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

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

LEVEL AP: Advanced Placement Courses

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

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

For more detailed information follow the course description as described in the AP Course Description booklet - apcentral.collegeboard.com/highered

LEVEL 1: Honors 1 College Preparatory Courses

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

LEVEL 2: College Preparatory Courses

Classroom activities are designed with a varying amount of teacher assistance. Through a variety

of instructional strategies, learned skills and concepts are rein-forced with increasing emphasis on interpretation, analysis, and other higher-level thinking. Homework assignments are both short and long-term in duration and allow students to practice and explore skills and concepts in more depth.

POLICY FOR PROGRAM CHANGE CONSIDERATION

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

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

All students are expected to stay in their assigned classes for the first month of the semester, unless an obvious need for change exists. Obvious need might include:

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

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

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

The deadlines for making these changes are as follows:

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

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

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

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

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

Appeal of Denied Schedule Change

1. Students who wish to appeal a denied schedule change must request a meeting with their Dean, their guidance counselor, and any faculty member, department coordinator, or curriculum coordinator who has denied the change. Parents/guardians must attend this meeting.
2. A copy of the appeal form will be distributed to the student, his or her guidance counselor, and each affected teacher.
3. If the problem is not resolved at the Dean's level, students and their parent/guardian should request an appeal hearing with the Principal at which all interested parties will be present.

Senior Year Schedule Changes

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

Homework

Purpose

Homework is an important component of student learning; thus, student performance on homework is considered when grading students' achievement in a course. The assignments not

only allow the students to practice skills and concepts that were covered in class, but also are designed to challenge students to apply their knowledge in new contexts. Through completion of assigned homework, the students are also preparing for the agenda of the next class meeting. Long-range assignments are given to allow students to explore a topic in more detail and to practice time management skills. The type of assignments and the length of time required to complete such work will differ according to the level of instruction.

Homework over Vacations

Recognizing the importance of time away from classroom learning, no homework will be given during vacations.

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Homework and Student Absences

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

Roles

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

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

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

Extra Help/ Peer Tutoring

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

Grading

Chelmsford High School uses a one-hundred-point numeric grading system as a means of reporting on student's progress toward the course expectations published by each teacher and distributed and discussed at the outset of the course (i.e., at the start of the school year for a full year course,

and at the start of the semester for a semester course). Mid-Term progress reports are published on the X2 family portal at the midpoint of each quarter. The grade on the progress report reflects a snapshot of the student's performance at the given time. Report cards are published on the X2 family portal at the end of each quarter. The exact dates of publication are provided on our website on an annual basis. The teacher of record can best answer questions about your child's performance.

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

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

A weighted average of the quarter grades and performance on semester exams is used to determine Semester grades and Final Year grades. For a semester-long five-credit course, grades are calculated according to the following formula: each quarter is worth 47.5% of the semester grade, and the end-of-course, semester exam is worth 5%. The final grade for a yearlong (two-semester) ten credit course: each quarter is worth 23.75% and the final exam is worth 5%. Our numerical grading system is then converted into a weighted grade point average (GPA) that takes into account the academic level of the course. The weighted GPA is calculated annually (with senior GPA being calculated at the conclusion of first quarter and second quarter in accordance with the college application process). Numerical grades are converted to a grade point value according to the chart below. Courses are weighted according to difficulty. The quality points are then multiplied by the credit value of the course. The total quality points are divided by the total credits to yield the GPA. A weighted GPA accurate to three decimal places is computed at the end of each semester. Rank is determined by putting these weighted averages into descending sequences.

GRADE POINT AVERAGE				
	AP	H	CP	CP2
100	5.00	4.70	4.30	4.00
99	5.00	4.70	4.30	4.00
98	5.00	4.70	4.30	4.00
97	5.00	4.70	4.30	4.00
96	4.70	4.30	4.00	3.70
95	4.70	4.30	4.00	3.70
94	4.70	4.30	4.00	3.70

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93	4.70	4.30	4.00	3.70
92	4.30	4.00	3.70	3.50
91	4.30	4.00	3.70	3.50
90	4.30	4.00	3.70	3.50
89	4.00	3.70	3.40	3.20
88	4.00	3.70	3.40	3.20
87	4.00	3.70	3.40	3.20
86	3.70	3.40	3.10	2.90
85	3.70	3.40	3.10	2.90
84	3.70	3.40	3.10	2.90
83	3.70	3.40	3.10	2.90
82	3.50	3.10	2.90	2.70
81	3.50	3.10	2.90	2.70
80	3.50	3.10	2.90	2.70
79	3.20	2.90	2.70	2.40
78	3.20	2.90	2.70	2.40
77	3.20	2.90	2.70	2.40
76	2.90	2.70	2.40	2.10
75	2.90	2.70	2.40	2.10
74	2.90	2.70	2.40	2.10
73	2.90	2.70	2.40	2.10
72	2.60	2.30	2.00	1.80
71	2.60	2.30	2.00	1.80
70	2.60	2.30	2.00	1.80
69	2.30	2.00	1.70	1.50
68	2.30	2.00	1.70	1.50
67	2.30	2.00	1.70	1.50
66	2.30	2.00	1.70	1.50
65	2.30	2.00	1.70	1.50
64	2.00	1.70	1.30	1.00
63	2.00	1.70	1.30	1.00
62	2.00	1.70	1.30	1.00
61	2.00	1.70	1.30	1.00
60	2.00	1.70	1.30	1.00
<60	0	0	0	0

Confidentiality

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

Alternative Ways of Acquiring Credit

Typically, students at Chelmsford High School accumulate graduation credits in courses that are offered in the regular day program. However, credit recovery may make it necessary for credits to be acquired through alternative means. Credit recovery allows students to make up credit for subjects failed or subjects in need of strengthening.

Alternative Sources of Credit

Summer School: Chelmsford High School offers a comprehensive summer school program. It is not the intent of summer school to have students use the 4-5-week program to supplant the rigors of a full year course, but to allow students who have shown some serious effort during the year to gain credit towards promotion or graduation. Therefore, the Deans, acting on recommendations of teachers and counselors, shall determine who shall or shall not be permitted to attend class for credit. Students approved for summer school shall have attended classes for at least 75 percent of the preceding academic year in order to qualify for credit upon successful completion of the course. Attendance shall be defined by the student's absences, dismissals, suspensions and/or tardies. Successful completion of the course will mean, in most cases, that credit will be awarded. The grades earned in summer school will not be used in calculating class rank.

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Rules for Acquiring Alternative Credit

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

For Students Who are Repeating a Failed Course

1. Entrance Requirements
 - a. Failure in the original course
 - b. Teacher recommendation to High School Administration
2. Requirements for Earning Credit
 - a. Course that offers a minimum of 40 hours for 10 credits
 - b. No more than 2 class absences and must complete course
 - c. Mastery of concepts as outlined in course of studies
3. Type of Credit

- a. Numerical grade
- b. Passing grade of 60
- c. Credit not counted in class rank
- d. Transcript will show course of credit

Student Jobs and Mentors:

There are certain responsibilities that students have that require time during the school day to complete. Additionally, many students volunteer to mentor students in certain programs.

Student Jobs: Students who want to participate in this program must be a class officer or a yearbook editor. They have to complete an application form and be in good standing academically, behaviorally, and be in good standing for attendance.

- Class Officers
- Yearbook editors
- House Office Help

Student Helpers: Students who want to participate in this program have to complete an application form and be in good standing academically, behaviorally, and be in good standing for attendance.

- P. A.V.E. program
- Resiliency Program
- NECC Program
- Science Lab Techs

Limitation of Alternative Credits

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

Alternative Education Night School Program

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

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

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

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

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

Dual Enrollment:

Dual enrollment courses allow for students to take college-level courses at a discounted rate, and earn credit toward both high school completion and their future college degrees. Completing concurrent enrollment classes helps to ease the transition from high school to college, allows students to get a head start on their college careers, and provides meaningful and challenging academic experiences to qualified students who otherwise may not have access to an early college experience.

Chelmsford High School has a partnership with Middlesex Community College offering ~~over~~ 20 dual enrollment classes. The courses will be taught by CHS staff during the students' regular academic schedule but will align with the Middlesex Community College curricula. Students are encouraged to talk to their guidance counselor about this program.

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IX. Student Recognition Programs

Academic Achievement

Gold Medal Scholars

Chelmsford High School honors its five highest-ranking senior students each year by designating them as Gold Medal Scholars. The top-ranking student is the Class Valedictorian; the next highest is the Class Salutatorian. The determination of the Gold Medal Scholars is made at the conclusion of

the seventh semester. In order to qualify as a Gold Medal Scholar, senior students must have completed their last 3 semesters at Chelmsford High School.

Salutatorian

The second highest-ranking member of the senior class is declared the salutatorian, a

Valedictorian

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

Academic Honor Lists

Students from all four high school class levels can earn this recognition.

- High Honors:** Students who receive an average of 90 - 100 for all leveled courses.
- Honors:** Students who receive an average of 85 - 89.99 for all leveled courses.
- Dean's List:** Students who receive an average of 80 - 84.99 for all level courses.

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

Awards Events

Student Awards: Students are recognized for great performances and contributions for Academics and Extracurricular Activities. Students who have earned a wide variety of academic and extracurricular awards are presented those awards late in the month of May or in mid-June. There are 4 ~~dates~~ dedicated to each high school class level.

Athletic: Student-athletes are recognized for their accomplishments. Students from each team are recognized in three categories – most valuable athlete, most improved athlete, and scholar athlete.

Department Awards

Department awards are presented for outstanding scholastic achievement. Students are recognized at the Senior Student Awards Event. Awards are presented from each department – Art, Business, English, World Language, Mathematics, Music, Science, Social Studies, and Wellness (Health/PE/FCS).

Pride Awards

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

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National Honor Society

Membership criteria and selection procedures are as follows:

1. Candidates must be members of the junior or senior class.
2. Candidates must have attended Chelmsford High School for at least one semester, prior to acceptance.
3. **Scholarship:** Candidates must have a **3.75** weighted grade point average, at the end of the fourth semester for juniors, and at the end of the sixth semester for seniors. Academically qualified students will be asked to complete a student activity form, listing co-curricular activities, community service activities, leadership positions, work experience, recognition, and awards. Activity forms will be reviewed by the Chelmsford High School Governing Board of the National Honor Society.
4. **Service:** Students must have completed and be able to document 25-30 hours of community service.
5. **Leadership:** Using the student activity form, candidates will document leadership positions and will write a paragraph describing their leadership experiences, using the following NHS Constitution guidelines.

The student who exercises leadership:

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

The student of character:

- Takes criticism willingly and accepts recommendations graciously
- Consistently exemplifies desirable qualities
- Demonstrates respect for and tolerance of differences in others
- Cooperates by complying with school rules concerning property, programs, and policies both inside and outside the classroom
- Demonstrates the highest standards of honesty and reliability
- Shows courtesy, concern, and respect for others
- Demonstrates perseverance and application to studies

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

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

The CHS National Honor Society Faculty Council will review all materials to determine qualified candidates. Students not accepted may appeal in writing to the high school Principal within five school days of notification.

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

Other Honor Societies

National English Honors Society

Membership in NEHS is open to juniors who have a 3.75 cumulative GPA and who have earned the following average in each of their respective Freshmen, Sophomore, and Junior English courses:

- 95 or higher in English CP courses
- 92 or higher in English Honors courses
- 88 or higher in AP English (at the end of Semester 1)

Qualified students will be required to complete an application for faculty and board review. In addition, consideration for application may also be given to those students whose final English course averages meet the above criteria for at least 2 of their 3 years.

Seniors who did not qualify for application as Juniors, but whose final Junior year English course average, as well as their Senior English course T1 grade, meet the above criteria, may apply in the fall of their Senior year. Their application will require a brief English department faculty reference attesting to their continued growth in their English studies.

French Honor Society

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

Spanish Honor Society

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

Tri-M Honor Society

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

Recognition from Outside of CHS

John and Abigail Adams Scholarship

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

Stanley Z. Koplik Certificate of Mastery

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

National Merit Finalists

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

National Merit Semi-Finalists

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

National Merit Commended Students

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

"Student of the Month"

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

“Students of the Year”

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

X. Student Discipline

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

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

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

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

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

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

Emergencies

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

Search & Seizure

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

Disciplinary System

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

Detention

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

Suspensions

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

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Expulsion Policy

Under the provisions of Massachusetts General Law, Ch. 71, Section 37H, any student found on school premises or at school-related events, who is in possession of a weapon, or drugs, or who assaults any educational staff member or supervising adult may be subject to expulsion by the high school Principal (please see Acts of Misconduct for specifics). A Special Education student who violates a school rule leading to expulsion shall be subject to exclusion. Exclusion is defined as placing the student in another education setting, not at Chelmsford High School. If expelled or excluded, a student must be notified in writing of an opportunity for a hearing before the Principal. A student will have the opportunity at the hearing to present evidence on his/her behalf which may impact the student's case. A student who has been expelled by the high school Principal has the right to appeal the Principal's decision to the Superintendent of Schools.

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Partnership with Local Authorities

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

Acts of Misconduct

The following are merely examples of conduct that may lead to disciplinary action. Students are expected to conduct themselves in an appropriate manner at all times. Students who choose to engage in behavior that is inconsistent with an appropriate educational environment, whether or not specifically listed, could be subjecting themselves to disciplinary action up to and including expulsion. The administration reserves the right to review potential consequences of the case based on the severity of the violation and based on the particular facts and circumstances of the situation.

1.0 Dangerous Weapons

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

1.1 Possession of any weapon or dangerous object

1st Offense

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

2nd Offense

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

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

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

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

Drug Searches with Police and K-9s

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

Breathalyzer

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

Disciplinary Action for Breathalyzer

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

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

2.0 Alcohol and Drugs

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

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

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

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

2.1 Possession of and/or Being under the Influence of Alcohol and/or Marijuana

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1st Offense:

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

2nd Offense:

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

2.2 Being under the Influence of Drugs

1st Offense:

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

2nd Offense:

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

2.3 Possession of Drugs

1st Offense:

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

2nd Offense:

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

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

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

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

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

2.6 Drug, Alcohol and Vaping Paraphernalia

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

1st Offense:

- Parent notification
- Up to 5-day suspension

2nd Offense:

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

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

1st Offense:

- Parent notification
- Notification to proper authorities
- Up to 5 days suspension

2nd Offense:

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

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

1st Offense:

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

2nd Offense:

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

-

3.0 Fire/Chemical/Biological Hazards

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

1st Offense:

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

2nd Offense:

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

4.0 Threatening, Harassing, and/or Physically Assaulting Staff

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

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

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

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

1st Offense:

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

2nd Offense:

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

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

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

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

1st Offense:

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

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Deleted: Parent notification

Deleted: Up to 6 days after school detention

Deleted: 2nd Offense:

Deleted: Parent notification

Deleted: Up to 5 days out-of-school suspensions

severity of the offense

2nd or subsequent violations:

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

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

1st Offense:

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

2nd Offense:

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

5.3 Assault of a School Community Members

1st Offense:

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

2nd Offense:

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

6.0 Physical Altercations

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

6.1 Fighting

1st Offense:

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

2nd Offense:

- Parent notification
- Notification to proper authorities if necessary

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- 5-10-day suspension
- 3rd or More Offenses:
- Parent notification
- Notification to proper authorities
- 10-day suspension

6.2 Premeditated Attack

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

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

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

1st Offense:

- Parent notification
- Notification to proper authorities
- Up to 5-day suspension
- Expectation for full restitution

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2nd Offense:

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

8.0 Destruction of School or Personal Property

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

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

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

9.0 Smoking and Tobacco

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

All offenses will result in parent notification plus the following:

1st Offense:

- Minimum 3-day detention
- \$100 fine

2nd Offense:

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

3rd and Subsequent Offenses:

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

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

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

10.0 General School Misconduct

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

- Propping open exterior doors or admitting anyone without the permission from a staff member is not permitted.
- Substantially disrupting school or classroom activities in a repeated or flagrant manner.
- Being present in a part of the school building or grounds for no legitimate reason.
- Failure to have a pass may lead to after school detention.
- Any form of insubordination, including refusing to identify yourself properly upon request by a staff member, refusing verbal directives from a staff member,
- Engaging in verbal abuse, profanity, or obscenity (including inappropriate gestures).

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- Engaging in loitering, either in the halls or the bathrooms, throughout the school day or after school.
- Engaging in dangerous behavior such as excessive horseplay, snowball throwing, etc., which endangers oneself or others.
- Forging of notes, parking permits, or any other school form.
- Gambling/card playing.
- Provoking or encouraging others to break school rules.
- Failure to report to the assigned area.
- Possession of banned electronic devices.
- Failure to sign into school properly.
- Possession and distribution of pornographic or offensive materials.
- Dangerous driving of an automobile on school grounds.
- Providing building access to individuals through locked door
- Any disruption to the school day.

Deleted: Inappropriate use of technology and school equipment.

11.0 Demonstrations

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

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

Students leaving the building without permission will be subject to discipline. The Principal continues to encourage students to voice their opinions in constructive ways and through positive means.

12.0 False Emergency

Signaling a false emergency (e.g., causing a false fire alarm, reporting, calling in or faxing a false situation) or threatening verbally or in writing to commit a crime is a serious offense. Such an action puts the safety of our entire student population and staff at risk, and unnecessarily endangers the safety of the emergency personnel who must respond quickly. While such emergency personnel are attending to the false emergency at CHS, the safety of the entire town is compromised. In addition, the signaling of false emergencies might diminish the serious response by those who need to evacuate our building and would cause disastrous results during a real emergency.

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

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

13.0 Leaving School Grounds

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

1st Offense:

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

2nd Offense:

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

3rd and Subsequent Offenses:

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

14.0 Unauthorized Use of Technology

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

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14.1 Unauthorized Recording

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Students may not record other students, staff or visitors without the express permission* from administration or a staff member

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1st Offense:

- **1-day in-school detention**
- **parent notification**

2nd Offense:

- **3-day out-of-school suspension**
- **Parent notification**

3rd and Subsequent Offenses:

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

14.2 Possession and/or distributions of pornographic materials

- Immediate notification of the authorities
- Parental notification
- Up to 5-day suspension

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

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CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: August 1, 2022
Re: Approval of 2022/23 Employee Handbook Updates

Attached please find a copy of the district's Employee Handbook. I have attached the red-lined version showing the updates incorporated by Diane Carey, Director of Human Resources, and school committee counsel's office.

I recommend the Committee vote to approve the updated Employee Handbook at the regular school committee meeting on August 2, 2022.

Chelmsford Public Schools



Employee Handbook

Published ~~2021~~2022

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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This table of contents is designed to enable employees to navigate to each section of this handbook by clicking the embedded link. To do this, click on the section heading you are interested in viewing which will enable you to click on the link of the section. Breadcrumbs ("back to t.o.c." links) will enable you to return to the table of contents when desired.

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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 [\(CPS\)](#). 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-employees](#) 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-employees](#) will find the contents and the manner with which this handbook is electronically presented to be convenient and useful in support of [your-their](#) 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.

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.

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School Governance

The Chelmsford Public Schools is led by a 5-member School Committee ~~and 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 ~~one (1)~~ 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, 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 Education, 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 in navigate navigating~~ the upcoming academic year:

- [Chelmsford Public Schools Home Page](#)
- **Error! Hyperlink reference not valid.**[2022-2023 Academic Calendar](#)

- [School Cancellation and Delays](#)

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

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, [genetic information](#) 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

- [Full Time Hire Checklist](#)
- [Part Time Hire 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~~[Human Resources](#).

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

Payroll Documents

- **Error! Hyperlink reference not valid.**[2022 W-4](#)
- [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 County 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~~~~web-based~~ Absence Management program utilized by the district to secure substitute coverage and record absences for staff. Once ~~you~~ ~~employees~~ have completed all new hire paperwork ~~you~~~~they~~ will receive an email with ~~your~~ login information and a link to ~~your~~~~their~~ 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 regularly scheduled to work-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 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 marriage license (if enrolling spouse)

- [Blue Cross Blue Shield Enrollment Form](#)
- [CPS Bi-Weekly Deduction Calculations for Benefits](#)
- [Town of Chelmsford Insurance Rates](#)
- [PPO Policy Description](#)
- [HMO Policy Description](#)
- [HMO Select Policy Description](#)
- [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 Biweekly 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~~ **employees** 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 **er** contribute to the cost of health insurance premiums.

Vision Insurance [Blue Cross Blue Shield 20/20 Vision](#)

- Employees can choose between individual, Individual +1, Family coverage
 - [Blue Cross Blue Shield 20/20 Enrollment Form](#)
 - [Blue Cross Blue Shield 20/20 Vision Insurance Policy](#)
 - [CPS Biweekly Deduction Calculations for Benefits](#)
 - [Town of Chelmsford Insurance Rates](#)

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 Biweekly 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~~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 Biweekly Deduction Calculations for Benefits](#)
 - [Flex Spending Policy Description](#)
 - [Flex Spending Dependent Care Policy Description](#)
 - [Flex Spending List of Eligible Expenses](#)
 - [Flex Spending ~~Benny~~-Benefits Card](#)

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 Form](#)
- [List of 403b Providers](#)
- [IRS Loan Rules for 403b Plans](#)
- [TSA 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 [the Massachusetts Interlocal Insurance Association \(MIIA\)](#) 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 ([EAP](#)) 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 ~~should beget~~ directed to the Office of Human Resources. ~~Employees wishing to make a request Send your requests_~~ for an appointment to view ~~your~~ ~~their~~ personnel record ~~may send the request~~ via email to: Nancy Sousa at ~~sousan~~ sousan@chelmsford.k12.ma.us or ~~Rebyn Corbett~~ [Christina Bradshaw](mailto:bradshawt@chelmsford.k12.ma.us) at bradshawt@chelmsford.k12.ma.us

Address Change

~~If you have had~~ [Employees who 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. ~~Employees should are to Please fill it~~ out the form to the best of ~~your~~ their ability and send to the Office of Human Resources 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 at ~~(Error! Hyperlink reference not valid.~~ bradshawt@chelmsford.k12.ma.us). The Office of Human ~~resources~~ 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 County Retirement System](#)
- [Great West Retirement Services](#)

Exit interviews

Should the time come for ~~you-an employee~~ to leave Chelmsford Public Schools, we value hearing about ~~your-the employee's~~ 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~~Diane Carey at (**Error! Hyperlink reference not valid.**careyd@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 website](#)
- [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](#)
 - **Error! Hyperlink reference not valid.** ~~[Link to DESE resources](#)~~ [Link to DESE FAQs](#)

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Professional Development Plans and Points (PDPs)

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"> 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 	<ul style="list-style-type: none"> At least 15 PDPs in content
<ul style="list-style-type: none"> At least 15 PDPs related to Sheltered English Immersion or English as a Second Language 	<ul style="list-style-type: none"> At least 15 PDPs related to Sheltered English Immersion or English as a Second Language
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> At least 15 PDPs in pedagogy

- 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

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"> • A minimum of 30 PDPs in content 	<ul style="list-style-type: none"> • 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.

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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 Human Resources](#) for questions related to licensure renewal or acquisition. [\(back to t.o.c.\)](#)

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 \(IPDP\) FAQs](#)
- [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 ¹). Others are reviewed by staff annually (Marked with superscript ²). 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~~ Protocols

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

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

[Bloodborne Pathogen Training²](#)

[EpiPen Training²](#)

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

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

[Restraint Prevention & Behavior Support Module²](#)

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

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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 Training²](#)
[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 Training²](#)

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; [M.G.L. Chapter 71, Section 2A](#)) 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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Commented [1]: I am unaware of any requirement in the law or regulations that requires that smoking be banned within 20 feet of a school building.

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

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

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~~ ~~employees~~ have questions or a parent requires assistance, please email Kelly Rogers, Department Coordinator of Reading and ~~ELL~~ ~~the~~ [English Language Learning Department](#) ~~(ELL)~~. Depending on the request, it may take up to a week to fulfill.

Employee Rights & Responsibilities

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

All Chelmsford Public School ~~Employees~~ ~~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 \(File GBEC\)](#)
[State of MA Conflict of Interest/Ethics training](#)
[Summary of Conflict of Interest Law](#)
[CPS Summary of State and Federal Employment Law](#) ¹
[Student Discipline Module](#) ²
[Idea 504 Training](#) ²
[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

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

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-employees~~ have a responsibility to the public, to the Chelmsford Public Schools and to ~~your-their~~ fellow employees to adhere to certain rules of behavior and conduct. The purpose of these rules is not to restrict ~~your-an employee's~~ rights, but rather to be certain that ~~you-employees~~ 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

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

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-The employee's~~ supervisor will

discuss and clarify the expectations and standards of ~~your~~the employee's 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

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

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~~the employee's benefit as well as the benefit of the School Department. If ~~you~~employees have any questions concerning any work or safety rule, or any of the unacceptable activities listed, employees are encouraged to please~~see~~ their~~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.

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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-employee(s) 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-an 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~~an easy access to sections of the various collective bargaining agreements which may be useful to ~~you~~employees (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

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: August 1, 2022
Re: Bullying Prevention and Intervention Plan Updates

Attached please find a copy of the district's Bullying Prevention and Intervention Plan designed to satisfy the requirements of M.G.L. c. 71, § 37O, added to chapter 92 of the Acts of 2010, entitled *An Act Relative to Bullying in Schools* as signed by the Governor in May 2010. I have attached the red-lined version showing the updates incorporated by school counsel's office.

I recommend the Committee vote to acknowledge receipt of the updated plan at the regular school committee meeting on August 2, 2022.

BULLYING INTERVENTION PLAN



Revised Fall ~~2018~~2022

Chelmsford Public Schools
230 North Road
Chelmsford, MA 01824

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APPENDIX

- A: Bullying Prevention and Intervention Incident Reporting Form
- B: In Class Curriculum and Instruction Relative to Bullying
- C: In School Curriculum and Instruction Relative to Bullying
- D: Bullying Rubrics at Each School Level

Introduction

The following draft plan was developed by a team of Chelmsford educators to clearly define the manner in which the Chelmsford Public School System will develop and implement Bullying Prevention and Intervention Plans (“the Plan”) to ensure the emotional and physical safety of our students. This plan is modeled after the Massachusetts Department of Elementary and Secondary Education Model Bullying Prevention and Intervention Plan and includes the years of professional development and bullying rubrics and procedures created by the staff of the Chelmsford Public Schools. It is designed to satisfy the requirements of ~~by~~ M.G.L. c. 71, § 37O, added to chapter 92 of the Acts of 2010, entitled *An Act Relative to Bullying in Schools* as signed by the Governor in May 2010. It has been revised in fall 2013 and summer 2014 to comply with amendments to the law.

Leadership

District and school leadership at all levels in the Chelmsford Public Schools will play a critical role in the ongoing development and implementation of the ~~plan~~ Plan in the context of other whole school and community efforts to promote a positive and safe school climate. Leaders have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. Leadership also has the responsibility for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying. It is also the responsibility of leaders to communicate to the greater school and local community regarding the ~~plan~~ Plan.

Any changes to the Plan will involve consultation with teachers, school staff, professional support personnel, school volunteers, community representatives, local law enforcement agencies, students, parents and guardians. Such individuals will receive written notice of any such changes to the Plan, and will have the opportunity to publicly comment and providing their input.

Priority Statements

The Chelmsford Public Schools maintain a respectful environment for all. As such, we are committed to providing all students with a safe learning environment that is free from bullying and cyberbullying, where all school community members treat one another with respect and appreciate the rich diversity in our schools. This commitment is an integral part of our district’s comprehensive efforts to promote learning, eliminate all forms of violent, harmful, and disruptive behavior, and enable students to achieve their personal and academic potential and become successful members of our increasingly diverse society.

We understand that members of certain student groups may be more vulnerable to becoming targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, or mental, physical, developmental or sensory disability, ~~or sensory, disability~~, or by association with a person who has or is perceived to have one or more of these characteristics.¹ We will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing. See Appendix B and Appendix C (detailing steps taken in and outside of the classroom to address and/or prevent bullying).

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Added protected categories as listed in the statute, MGL c. 71, Section 37O.

¹ Please see further information on additional policies and protections for individuals in protected categories on Page 12.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, [property immediately adjacent to school grounds](#), ~~or~~ in school-related activities, [or through the use of technology or any electronic device owned, leased or used by the school](#). We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

Definitions

Aggressor, is a student or a 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 who engages in bullying, cyberbullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or by a 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 of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to ~~himself or herself~~[themselves](#) or of damage to ~~his or her~~[their](#) property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying, is bullying through the use of technology or [any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications or postings, instant messages via text, social media or other such avenues of communication, or facsimile communications](#), ~~electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.~~ Cyberbullying also includes the creation of a web page or blog where the creator assumes the identity of [another person or the knowing impersonation of another person as the author of the posted content or messages, where the creation or impersonation satisfies the definition of bullying as listed above.](#) See M.G.L. c. 71, § 37O for the [full](#) legal definition of cyberbullying.

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Expanded definition of cyber-bullying in accordance with statute.

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Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation, is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

School grounds, includes any property on which a school building or facility is located or property that is owned, leased or used by the Chelmsford Public Schools for a school-sponsored activity, function, program, instruction or training.

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Staff, includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target, is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

Training and Professional Development

Assessing needs and resources. At least once every four years beginning with 2015-16 school year, the district will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the school or district will annually report bullying incident data to the Department.

Annual staff training on the Plan. At the building level, annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by law, the content of school-wide and district-wide professional development will be informed by research and will include information on:

- developmentally/age appropriate strategies to prevent bullying;
- developmentally/age appropriate strategies for immediate, effective interventions to stop bullying incidents;
- information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- information on the incidence and nature of cyberbullying; and
- Internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs

(IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Access to Resources and Services

A key aspect of promoting positive [and safe](#) school climates is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed by the following:

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A. Some in-district Chelmsford Public School resources include:

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- School Counselors
- School Nurses
- Clinical Psychologists
- Health/PE Department Head
- Peer groups
- Mentoring programs
- After school activities
- Extended Day Programs
- Second Step Liaisons
- Staff study groups

Depending on the case, these individuals can assist schools in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors.

B. Some out-of-district resources include:

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- Clinical health care agencies
- Chelmsford Police Department
- Middlesex District Attorney/Project Alliance
- Group homes
- Department of Children Services
- Private nurseries
- Crisis hotlines
- Live Smart
- Food banks
- Medical facilities
- Counseling agencies

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The Chelmsford Public Schools will make referrals to these outside services when appropriate. Referrals will comply with the student records [laws and](#) regulations.

C. Students with disabilities; As required by M.G.L. c. 71 B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines that the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of [his/her/their](#)

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disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

Academic and Non-Academic Activities

Chelmsford's beliefs are integrated into all academic and non-academic activities.

- A. Specific age-appropriate bullying prevention approaches. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

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- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

- B. General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

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- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

****Please see Appendices A and B for examples of in class and in school curriculum and instruction relative to bullying prevention.**

Policies and Procedures for Reporting and Responding to Bullying and Retaliation

A. Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. Chelmsford Public Schools' staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously.

Use of an Incident Reporting Form is not required as a condition of making a report (**See Appendix A**). The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the school or district will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff

A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline. In fact, if the staff member witnesses the incident, he/she will immediately call the student on that behavior in such a manner as to not escalate the situation.

2. Reporting by Students, Parents or Guardians, and Others

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee [by either submitting the Incident Report Form, orally reporting the instance, or otherwise make the principal or designee aware of the instance](#). Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

B. Responding to a report of bullying or retaliation.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; predetermining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary. The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

2. Obligations to Notify Others

a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the principal will, consistent with the Plan, the Memorandum of Understanding (MOU) with the Chelmsford Police Department and with applicable school or district policies and procedures, consult with the Chelmsford School District's "Law Enforcement Unit", if any, and other individuals the principal or designee deems appropriate.

C. Investigation. The principal or designee will investigate promptly all reports, whether oral or written, of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation, the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whomever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

D. Determinations. The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target feels safe and is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1)

determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

If the school principal or a designee determines that bullying or retaliation has occurred, the principal or designee shall inform the parents or guardians of the ~~victim~~ target about the ~~department's~~ Department of Elementary and Secondary Education's ~~Problem Resolution System~~ and the process for seeking assistance or filing a claim through the ~~Problem Resolution System~~. Please see below for more information on how to seek assistance or file a claim through the problem resolution system.

Commented [3]:
Changed to 'target' for consistency, since the policy uses the word "target" throughout

E. Responses to Bullying.

1. Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(2)(v). Skill building approaches that the principal or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; ~~and~~
- making a referral for evaluation.

2. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the rubrics developed for each level. The rubrics are developed as a guide for principals or designees and do not prohibit them from using their ~~judgment~~ discretion when assigning consequences. Discipline procedures for students with disabilities

are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA) and Section 504 of the Rehabilitation Act, which should be read in cooperation with state laws regarding student discipline. If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur. Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

****Please see Appendix C for school level rubrics for responses to bullying. The rubrics are based on the work of Stan Davis, author of Schools Where Everyone Belongs.**

Collaboration with Families

- A. Parent education and resources.** The school or district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the PTOs, School Councils, Special Education Parent Advisory Council, or similar organizations.
- B. Notification requirements.** Each year the school or district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The school or district will post the Plan and related information on its website.

Prohibition against Bullying and Retaliation

Acts of bullying, which include cyberbullying, are prohibited:

- (i) on school grounds and property immediately adjacent to school grounds, at a school sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- (ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

Problem Resolution System

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <https://www.doe.mass.edu/prs/intake/default.html>~~http://www.doe.mass.edu/pqa~~, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information is also available at the Superintendent's office.

Relationship to Other Laws

No person shall be discriminated against in admission to Chelmsford Public Schools or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, ancestry, sex, gender identity or expression, religion, national origin, mental, physical, developmental or sensory disability or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies. To the extent that a person believes that he or she has been discriminated against based on account of race, color, ancestry, sex, gender identity or expression, religion, national origin, mental, physical, developmental or sensory disability or sexual orientation., the person may file a complaint under the District's non-discrimination and harassment policies and procedures, in addition to under this Plan.

Additionally, to the extent that complaints allege discrimination or harassment based on account of race, color, ancestry, sex, gender identity or expression, religion, national origin, mental, physical, developmental or sensory disability or sexual orientation, in addition to bullying, they shall also proceed under the District's non-discrimination and harassment policies and procedures. Individuals can receive a copy of those policies and procedures at the main office of each school building. In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H1/2, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior regardless of whether the Plan covers the behavior.

Appendix A

CHELMSFORD PUBLIC SCHOOLS BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

1. Name of Reporter/Person Filing the Report: _____
(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)
2. Check whether you are the: ☐ Target of the behavior ☐ Reporter (not the target)
3. Check whether you are a: ☐ Student ☐ Staff member (specify role) _____
☐ Parent ☐ Administrator ☐ Other (specify) _____
- Your contact information/telephone number: _____
4. If student, state your school: _____ Grade: _____
5. If staff member, state your school or work site: _____

6. Information about the Incident:

Name of Target (of behavior): _____

Name of Aggressor (Person who engaged in the behavior): _____

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

Location of Incident(s) (Be as specific as possible): _____

7. Bystanders: (List people who saw the incident or have information about it):

Name: _____ ☐ Student ☐ Staff ☐ Other _____

Name: _____ ☐ Student ☐ Staff ☐ Other _____

Name: _____ ☐ Student ☐ Staff ☐ Other _____

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if necessary.

9. Signature of Person Filing this Report: _____ Date: _____
(Note: Reports may be filed anonymously.)
10. Form Given to: _____ Position: _____ Date: _____
- Signature: _____ Date Received: _____

FOR ADMINISTRATIVE USE ONLY

II. INVESTIGATION

1. Investigator(s): _____ Position(s): _____

2. Interviews:

☐ Interviewed aggressor Name: _____ Date: _____

☐ Interviewed target Name: _____ Date: _____

☐ Interviewed witnesses Name: _____ Date: _____

Name: _____ Date: _____

3. Any prior documented Incidents by the aggressor? ☐ Yes ☐ No

If yes, have incidents involved target or target group previously? ☐ Yes ☐ No

Any previous incidents with findings of BULLYING, RETALIATION ☐ Yes ☐ No

Summary of Investigation:

(Please use additional paper and attach to this document as needed)

III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation:

☐ YES

☐ NO

☐ Bullying

☐ Incident documented as _____

☐ Retaliation

☐ Discipline referral only _____

2. Contacts:

☐ Target's parent/guardian Date: _____

☐ Aggressor's parent/guardian Date: _____

☐ Law Enforcement Date: _____

3. Action Taken:

☐ Loss of Privileges ☐ Detention ☐ SST referral ☐ Suspension

☐ Community Service ☐ Education ☐ Other _____

4. Describe Safety Planning: _____

Follow-up with Target: scheduled for _____ Initial and date when completed: _____

Follow-up with Aggressor: scheduled for _____ Initial and date when completed: _____

Follow-up with Reporter: scheduled for _____ Initial and date when completed: _____

Report forwarded to Principal: Date _____ Report forwarded to Superintendent: Date _____

(If principal was not the investigator)

Signature and Title: _____ Date: _____

Appendix B

In Class Curriculum and Instruction Relative to Bullying -Below is an account of what is or has been done in classrooms to address bullying in our district

Classroom Instruction

Grade	Description of Curriculum/Instruction
PreK-1	Second Step- Researched—Based program that feels like play but builds critical social and school-readiness skills that can help young children achieve more skills regarding how to get along with others. Guidance Counselor <u>are</u> in every elementary to support Second Step. Guidance Counselors support classroom teachers with trainings and make connection with literature. <i>*Empathy and Kindness and Problem-Solving CASEL Core Competency Skills: —Self-Awareness, Self-Management, Social-Awareness, Relationships Skills, and Responsible Decision Making.</i>
1-5	Second Step- Researched -Based program for <u>students in</u> Grades 1–5 <u>to</u> help students develop strong bonds to school, solve problems without anger, and treat others with compassion. These social skills support academics and form the foundation for happy, healthy kids who succeed. Guidance Counselors are in every elementary school to support Second Step. Guidance Counselors support classroom teachers with trainings and make connection with literature. <i>*Empathy and Kindness and Problem-Solving CASEL Core Competency Skills: —Self-Awareness, Self-Management, Social-Awareness, Relationships Skills, and Responsible Decision Making.</i>
6-8	Second Step- Researched—Based program <u>for students in Grades 6-8 to that helps</u> students learn the protective skills to make good choices and stay engaged in school despite the pitfalls of substance abuse, bullying, cyber bullying, and peer pressure. <i>*Recognizing and Bullying and Harassment and Managing Relationships and Social Conflicts CASEL Core Competency Skills: —Self-Awareness, Self-Management, Social-Awareness, Relationships Skills, and Responsible Decision Making.</i>
9-12	Character Strong-- —Research-Based program for students in Grades 9-12 to help students with a <u>9th-12th grade</u> social and emotional learning curricula and professional learning services <u>that is focused on fostering the whole student with vertically-aligned lessons that teach SEL and character, side-by-side.</u> <i>*Practicing Perspective-Taking, Understanding Social Supports, Practicing Social Supports, Strengthening Empathy with Perspective-Taking (Grade 9), Understanding Mental Health, Understanding Well-Being (Grade 10), Hearing Others' Stories, Assessing Individual and School Barriers to Belonging, Addressing Barriers to Belonging (Grade 11), Understanding Effective Empathy, Expanding Our Circle of Empathy, Practicing Perspective-Taking (Grade 12). CASEL Core Competency Skills: —Self-Awareness, Self-Management, Social-Awareness, Relationships Skills, and Responsible Decision Making.</i>
	<i>*Denotes specific lessons dedicated to creating a safe, supportive environment for vulnerable populations in the school community and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment.</i>
7	The 7th grade Health Curriculum continues with the Second Step philosophy which enables students to learn about and discuss the different forms of harassment and how to make positive decisions regarding conflict. We also have a comprehensive program for internet safety and cyber bullying. That program is the <u>research-based</u> program NetSmartz. This program helps the students to see how dangerous and hurtful putting information on the internet can be. They also learn the proper channels to take to report such bullying.
8	The 8th grade Health Curriculum deals with the different types of relationships that students engage in. They learn the warning signs of destructive behaviors (bullying, dating violence, etc.) and how to resolve these conflicts through the proper channels

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9	<p>HEALTH CLASSES: LIFE MANAGEMENT SKILLS is a required course for Chelmsford High School freshman. The course is outlined by themes implementing the three areas of the health triangle which incorporates building personal physical wellness, mental wellness and social wellness. This course uses the “Bullying Continuum” <u>four-day</u> lesson plan to build knowledge of the definitions of bullying, aggressor, bystander etc., the initial impact on the victim, and the link between the long-term impact, self-medication, depression and suicide. Students are given the opportunity to express their thoughts and ideas through writing, open discussion and teamwork. The entire Life Management Skills curriculum reinforces the objectives of these lessons throughout the semester by empowering students with the tools necessary to personally LIVE SMART physically, mentally and socially.</p>
10-12	<p>HEALTH CLASSES: During these years, the students are offered a variety of electives that support the current Mass State Frameworks. These classes also support the issues that teens are facing today especially bullying and how to handle themselves and help others during these times. The courses that are offered are Reality Check and The Power of Choice Check.</p> <p>Reality Check is an elective for junior and senior students at Chelmsford High School. The course is outlined by themes implementing the three areas of the health triangle which incorporates building personal physical wellness, mental wellness, and social wellness. This course uses the “Words that Hurt” <u>two-day</u> lesson plan to define bully, aggressor, bystander etc. It was updated to fit the current state and district guidelines. Students openly identify prevalent use of hurtful words and phrases used at Chelmsford High School, through text messaging and social networking sites. They use a discussion protocol to listen as others share the impact they have witnessed, heard of and personally felt. Students work together to create personal challenges and challenges within their peer group to break down the communication barriers to allow for reflection of the serious impact such behavior can have on the individuals, groups of students, and the school community as a whole. The entire Reality Check curriculum reinforces the objectives of these lessons throughout the semester by empowering students with the tools necessary to personally LIVE SMART physically, mentally, and socially.</p>
9	<p>FRESHMAN LITERATURE: Throughout the ninth-grade<u>ninth-grade</u> year, the English department uses its curriculum as a lens for students to understand themselves and their role in the world. A major focus of this role is their interactions with those around them. Naturally, this is a great way to incorporate bullying prevention by scaffolding the concepts that contribute to bullying and exploring them through literature and then connecting them to the students’ lives. Attached is a very brief overview of what is taught in 9th grade literature.</p>
10-12	<p>SOCIOLOGY & PSYCHOLOGY: During these classes, students learn and discuss the internal and external factors as to why people are aggressors. Also, during this class, they are taught about the different social interactions and how they can know the differences between them. Throughout this course curriculum the students learn to deal with the social stigmas attached to these factors and interactions. Attached is a very brief overview of what is taught during this class</p>
9-10	<p>MEDIA and LITERACY: Exploring how media and communication tools shape our relationship to society, each other, and ourselves...what that means for 21st century learners and activists...and what we can do about it. As a part of our study of media literacy, students are exposed to the positive and negative aspects of the World Wide Web and social media. Students will learn the constructive intent of these media, as well as how to deconstruct them for thorough knowledge. One additional goal will be to instruct students on creating positive digital footprints.</p>

**Denotes specific lessons dedicated to creating a safe, supportive environment for vulnerable populations in the school community and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment.*

Appendix C

In School Curriculum and Instruction Relative to Bullying - Below is an account of what has been done outside of the classroom to address bullying (e.g., assemblies, study groups, speakers, workshops, etc.)

Grade	Brief Description of Activity
K-4	Full time Guidance Counselor in every elementary school to support Second Step. Guidance Counselors support classroom teachers with trainings, make connections with literature and teach classroom and small group guidance lessons utilizing the Super flex curriculum. Grade level meetings and assemblies address bullying; reinforce Second Step principles and positive social interaction skills. Other activities include bulletin board displays promoting pro-social values, school improvement goals that relate to emotional and social well-being, study groups and book groups, codes of conduct and a rubric that clearly defines bullying and the associated consequences. Students are consistently reminded of bus rules and expectations, cafeteria, recess and playground rules. School council parent discussions related to school improvement plan goals, specialists using Second Step problem solving strategies and vocabulary, PSP and IPSP Training in Second Step, and new teacher training at elementary level also occur.
5-8	Both Middle Schools have study groups pertaining to bullying and bullying prevention. These groups have been working to inform not only staff, but students and parents as well, of all aspects of bullying and prevention. Grade level meetings and assemblies address bullying and reinforce Second Step principles and positive social interaction skills. For example, both schools have worked closely with MARC (Massachusetts Aggression Reduction Center), based out of Bridgewater State University, to provide age-appropriate information to students and staff. Also, the middle schools have after school groups such as Live Smart which supports students in their ability to make positive decisions and reinforce the importance of a healthy lifestyle . Both middle schools participate in a Live Smart week, where each discipline in the school addresses a theme that is introduced each day and integrated into lessons. Other avenues include school improvement goals that relate to emotional and social well-being, book groups, student codes of conduct, and a rubric that clearly defines bullying and the associated consequences.
5-8	Guidance Counselors are supporters of the Second Step programs. The guidance counselors also go into classrooms to support the information that the Anti-Bullying groups, at each school, have established.
9	Kickoff Program for 9 th grade orientation, Summer training/orientation /monthly meetings, PLUS Block- four years advisee/advisor training, PLUS Parent Seminar- Social Networking, House System promotes small school connections
10	PLUS Parent Seminar social network issues, House System
11 -12	Training for Mentors –Kick off Program, Captains meetings, PLUS Parent Seminar social network, House System

K-12	Professional Training for all staff in the understanding of the new Anti-Bullying law and how we, as a school system, can implement it into our schools. This training/presentation is offered through the Middlesex Partnerships for Youth.
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Appendix D

Elementary Bullying Rubric

Behavior	1 st offense	2 nd offense	3 rd offense	Beyond three
Teasing or Exclusion - name-calling - whispering - making fun of someone - spreading rumors - hurting feelings -telling others not to be friends with someone	Loss of 1 recess Verbal and/or written apology given Or Complete the "Think about it" form with principal, counselor, or parent as homework assignment	Loss of 2 recesses (1 per day) Complete the "think about it" form with principal, counselor, or parent as homework assignment Parent called	Loss 3 recesses (1 per day). Revise the "Think about it" form Suggest that Parent imposes an appropriate consequence at home. Parent called	Develop an individual behavior plan w/ Counselor Parent and student meets w/ Principal and Counselor
Behavior	1 st offense	2 nd offense	3 rd offense	Beyond three
Hitting -pushing - -slapping --grabbing	Loss of 1 recess Parent called Suggest that parent imposes appropriate consequence at home	Loss of 3 recesses(1 per day) Complete the "think about it" form Parent called	Loss of 5 recesses (1 per day) Revise the "think about it" form Parent called	Develop an individual behavior plan w/ Counselor Parent and student meets w/Principal and Counselor
Behavior	1 st offense	2 nd offense	3 rd offense	Beyond three
Severe hitting, threats of violence or severe harassment - threatening - racial, ethnic or sexual comments	Loss of 5 recesses (1 per day) Complete the "think about it" form Parent Conference Severity of incident will dictate overall consequences	Develop an individual behavior plan w/ Counselor Parent Conference Possible in-school or out of school suspension as determined by the severity of the incident	Student closely monitored throughout the school day Severity of incident will dictate additional consequences including contact and possible meeting with Police Elementary Liaison	

Middle School Bullying Rubric

Bullying: Definitions

Teasing (name calling, insulting, invading personal space, intimidating body language, or other behavior that would hurt others' feelings or make them feel bad about themselves)

Exclusion (starting rumors, telling others not to be friends with someone, gossiping, insulting, cyber-bullying, cutting in-line, or other actions that would cause someone to be without friends)

Physical Behavior (pushing, shoving, slapping, putting hands on others, defacing property, stealing/hiding property, tripping, knocking books)

Severe Physical Behavior (punching, kicking, and similar actions that may injure others)

Threat of Serious Violence (includes verbal and written threats, on-line and text messages)

Harassment (racial, ethnic or sexual name calling or other severe harassment)

Bullying: Rubric for disciplinary consequences

Behavior	1st offense	2nd offense	3rd offense	Beyond three
Teasing or Exclusion Emotional/ Non-Physical	1. Reflection Worksheet 2. Student calls Parent 3. 1 Quiet Lunch	1. Reflection Worksheet 2. Student calls Parent 3. 2 Quiet Lunches	1. Reflection Worksheet 2. Student calls Parent 3. 3 Quiet Lunches 4. After School Detention	Develop individual plan.
Physical Behavior / Hitting Physical	1. Reflection Worksheet 2. Student calls Parent 3. 2 Quiet Lunch 4. 1 after School Detention	1. Reflection Worksheet 2. Student calls Parent 3. 3 Quiet Lunches 4. 2 after School Detentions	1. Reflection Worksheet 2. Student calls Parent 3. 1 (or more) days O.C.C. Only Classes Consequence Student reports to main office and is escorted to and from all classes	Develop individual plan.
Severe Physical Behavior, Threats of violence, Severe Harassment Severe Physical/ Emotional	1. Reflection Worksheet 2. In/out of school suspension based on severity of offense 3. Parent called	1. Reflection Worksheet 2. In/out of school suspension based on severity of offense 3. Parent called	1. Reflection Worksheet 2. In/out of school suspension until individual plan is developed. 3. Parent called	Revise individual plan.

Chelmsford High School Bullying Rubric

Any student who feels unsafe or harassed should speak to his/her counselor, his/her Dean, a staff member or the Principal immediately. Any member of the CHS community who is aware of a student feeling unsafe or harasses should report this to a counselor, a dean, a staff member or the Principal immediately.

Behavior	1st offense	2nd offense	3rd offense	Beyond three
Emotional/ Non-Physical -cyberbullying -insulting -threatening -intimidating -humiliating by word or deed -retaliation to a target -vandalizing possessions	Up to 6 detentions Parental Notification Possible notification of proper authorities	Up to 5 day suspension Parental Notification Possible notification of proper authorities	3 to 5 day suspension Parental Notification Notification of proper authorities	5 to 10 day suspension Parental Notification Notification of proper authorities
Physical Assault	Up to 5 day suspension Parental Notification Notification of proper authorities	Up to 10 day suspension Parental Notification Notification of proper authorities Possible Pre- Expulsion or Pre-exclusion hearing	10 day suspension Parental Notification Notification of proper authorities Pre-Expulsion or Pre-exclusion hearing	10 day suspension Parental Notification Notification of proper authorities Pre-Expulsion or Pre-exclusion hearing

Behavior Rubric for Preschool

Examples of Possible Verbal Bullying Behavior	Intent	Interventions
<ul style="list-style-type: none"> -name calling -telling others not to be friends with someone -teasing -telling others to run away from someone 	<p>The behavior must be considered in the context that it happened and there must be discernible INTENT TO HURT.</p>	<ul style="list-style-type: none"> -process with students (target and bully) -model correct language -use 2nd step language -“think about it form” -inform Preschool Facilitator at 2nd and 3rd offense -parent will be informed by PS Facilitator at 2nd 3rd offense
Examples of Possible Physical Bullying Behaviors	Intent	Interventions
<ul style="list-style-type: none"> -hitting -spitting -biting -scratching -kicking -head butting -pushing 	<p>The behavior must be considered in the context that it happened and there must be discernible INTENT TO HURT.</p>	<ul style="list-style-type: none"> -write up incident report -inform PS Facilitator on 1st, 2nd, 3rd offense -process with students (target and bully) -model correct behavior -consult with psychologist -consult with behaviorist -institute behavior plans as needed -PS Facilitator will inform parents -refer to special ed if appropriate

These rubrics are intended to be a guide when dealing with issues of bullying/harassment. School administration decisions are final and may deviate from what is listed in the rubric.

Approval of Field Trip and Travel Requests

1.) Chelmsford High School

World Language Department

Spanish Student Exchange Program

Malaga, Spain

February School Vacation, 2023

2.) Chelmsford High School

World Language Department

French Student Exchange Program

Paris & Rouen, France

April School Vacation, 2023

3.) Chelmsford High School

Fine Arts Department

Amsterdam, Brussels & France

April School Vacation, 2023

FIELD TRIP APPLICATION FORM

CHELMSFORD PUBLIC SCHOOLS

230 North Road, Chelmsford, MA 01824
Phone (978) 251-5100

Teacher Sub(s) Needed:

YES ☒ NO ☐

☒ Full-Day Sub(s)

☐ Half Day Sub(s)
needed for: AM / PM

SCANNED
2/15/22

to R. Carbert
for SC approval

Please fill out application form completely. Please print. * Apply for only one trip per form.

School Requesting Permission: ☒ CHS ☐ PARKER ☐ McCARTHY

☐ BYAM ☐ CENTER ☐ HARRINGTON ☐ SOUTH ROW

Day(s) of Week for Trip: MON ☐ TUE ☐ WED ☐ THUR ☒ FRI ☒ SAT ☒ SUN

wed
before Feb 15-
Sun Feb 26th

Trip Date: 2 / 15 / 23 If Overnight Trip, Return Date: 2 / 26 / 23

Requests for school day field trips should be made at least thirty calendar days in advance. All overnight trip requests should be two months in advance and will be submitted to the School Committee for final approval.

Faculty Trip Sponsor: Jessica Nallet Cell Phone: 978 387 5572

Grade, Group, Class(es) or Course(es): CHS Spanish 9-12

Total Number of Students: currently 6 Number of Male 4 Number of Female 2

Number of Students Assigned Per Chaperone: 1

Total Number of Chaperones: Depends on # Students Number of Male Number of Female

Non-faculty chaperones must be over 25 years of age and must have a CORI submitted at time of application.

Faculty/Chaperones (Names): Jess Ferronetti, Leila Perez, Wanda,

Jess Nallet, Patricia Sanchez Cell Phone #: 978 387 5572

Faculty/Chaperone with Epi-Pen Designation (Name):

If applicable

Is a Nurse Needed? Yes ☐ No ☒

Prior to booking a field trip, speak to your building school nurse to evaluate if there are individuals with special or medical needs participating in this trip. If yes, the nurse will need to evaluate whether a parent, staff member, or nurse will be required to attend the trip with student.

Reviewed by:

Signature of School Nurse

Date

Event/Purpose of the Trip: Spanish exchange program

Curriculum Standard Addressed by Trip (Reason for the Trip)

World Language Framework 2021

Destination: Please see attached itinerary (_____) _____
Facility _____ Facility Telephone _____

Facility Street Address _____ City _____ State _____

Estimated Leave Time: _____ a.m. / p.m. Estimated Return Time: _____ a.m. / p.m.

No. of Regular School Buses Needed: _____ No. of Wheel Chair Accessible Buses Needed: _____

District Transportation Department will try to secure bus(es) from Transportation Company. Transportation to and from school takes precedent over any other field trip transportation request. After your bus request is processed, you will receive a quoted price and written confirmation from the Transportation Department. If no Chelmsford buses are needed, what are your alternate transportation arrangements?

(Changes in plans must be reported to the Principal's Office before the day of the trip.)

Bus Pick-Up Location (be specific) _____

Equipment Space Needed (such as music instruments): Yes _____ NO _____

Equipment: _____
Please indicate if bus space is needed for equipment. All equipment (athletic, music, or luggage) must be secured, must not obstruct the vision of the bus driver, and the bus aisle must be kept clear.

Meal Plans: _____

TRIP COST/FUNDING

Price per Bus: \$ _____ Total Cost of Bus Transportation \$ Please see attached itinerary

Total Price of event \$ _____

Additional Costs _____ \$ _____

Total Cost of Trip \$ _____

School/Org. to pay for: _____ \$ _____

Student paying \$ _____ per person for: _____ \$ _____

Please list any other circumstances that may affect the trip:

Submitted by:

Signature of Trip Sponsor

3/14/22
Date

Approved by:

Signature of Dept. Head/Coordinator

3/14/22
Date

Signature of Building Principal

3-15-22
Date

If an overnight trip, attach an itinerary and lodging information complete with name, location, & phone

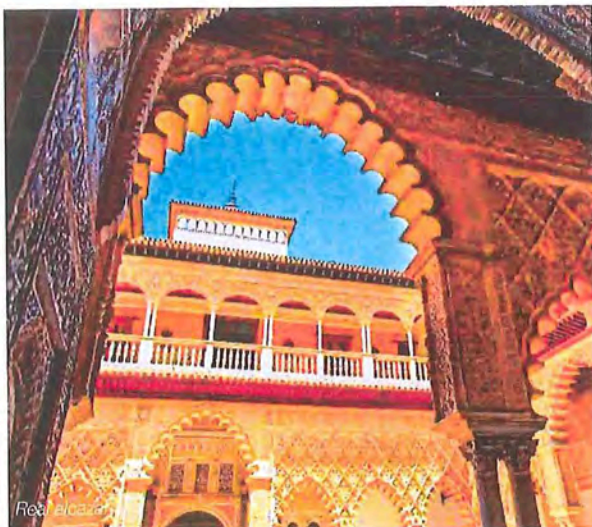


City view cathedral

Exchange Program in Málaga

15 Feb 2023 - 26 Feb 2023 | 12 days

¡Bienvenidos a España!, a land where the Old World mixes with modernity in art, architecture, and culture. Some of the world's greatest civilizations have left their mark on the Iberian peninsula creating a fascinating mix of Roman, Moorish and Gothic sites for you to visit.



Real alcazar

WHY SEND YOUR STUDENTS ON A FORUM LANGUAGE EXPERIENCE?

you will benefit from...

*E*xpertise of more than 28 years in the field,
*M*ore value for your investment in education,

while students benefit from...

*P*rivate tailor-made educational tours,
*O*pportunities to engage with locals,
*W*isdom and a greater interest in learning,
*E*nhancement on college applications,
*R*espect and understanding of other cultures

**Day 1 - FLIGHT TO SPAIN (WEDNESDAY)**

- Fly to Spain.

Day 2 - EXCHANGE IN MALAGA (THURSDAY)

- Bienvenido a España! Upon arrival, you will be greeted by your bilingual Forum Tour Manager who will help you board your bus to transfer to your partner school.
- Board your private bus and transfer to your partner school to meet your host family and your exchange partners.
- Start your exchange program. While living with a host family, you will find out that Spanish is more than a textbook language. You will eat Spanish food, meet Spanish people, and have an excellent opportunity to practice your Spanish in real-life situations.
- Dinner and night accommodation with your host family.

Day 3 - EXCHANGE IN MALAGA (FRIDAY)

- Have breakfast with your host family.
- Attend school with your exchange partner. Activities and workshops may be organized at the school during your visit (to be confirmed with your partner school).
- Dinner and night accommodation with your host family.

Day 4 - WEEKEND WITH HOST FAMILY (SATURDAY)

- Spend the rest of the weekend with your host family and get to learn more about the local culture while practicing your Spanish!

Day 5 - WEEKEND WITH HOST FAMILY (SUNDAY)

- Spend the rest of the weekend with your host family and get to learn more about the local culture while practicing your Spanish!



Day 6 - EXCHANGE PROGRAM (MONDAY)

- ❑ Have breakfast with your **host family**.
- ❑ Attend school with your exchange partner. Activities and workshops may be organized at the school during your visit (to be confirmed with your partner school).
- ❑ Dinner and night accommodation with your host family.

Day 7 - EXCURSION TO NERJA AND FRIGILIANA

- ❑ Have breakfast with your **host family**.
- ❑ Board your private bus to Nerja.
- ❑ Known for its powdery beaches, historic caves, and panoramic Mediterranean views, **Nerja** also hosts several masterpieces of architecture, such as the Aqueduct Eagle and the Balcón de Europa.
- ❑ Meet your **local guide** who will help you make the most out of your visit by providing you with details, highlights, and insights.
- ❑ Enjoy a meal with your group in a local restaurant.
- ❑ Later, head towards **Frigilliana**, another charming village in the Andalusian mountains. Enjoy some leisure time to wander through the picturesque streets of this "white pueblo" and to buy some souvenirs for back home.
- ❑ Return to you host family for dinner and night accommodation.

Day 8 - EXCHANGE PROGRAM (WEDNESDAY)

- ❑ Have breakfast with your **host family**.
- ❑ Attend school with your exchange partner. Activities and workshops may be organized at the school during your visit (to be confirmed with your partner school).
- ❑ Dinner and night accommodation with your host family.



Day 9 - EXCHANGE PROGRAM (THURSDAY)

- ❑ Have breakfast with your host family.
- ❑ Attend school with your exchange partner. Activities and workshops may be organized at the school during your visit (to be confirmed with your partner school).
- ❑ Dinner and night accommodation with your host family.

Day 10 - SEVILLA (FRIDAY)

- ❑ This morning, say a fond goodbye or "hasta pronto" to your host family.
- ❑ After your farewell, board your private bus to **Sevilla**. Besides being Andalusia's capital city and rich with Moorish heritage, **Sevilla** is also known as the birthplace of Flamenco and the city where the most amazing Easter processions take place.
- ❑ Head to a **local market** and browse among the vendors as you enjoy the colors and smells of traditional Spanish produces. You will need to get some ingredients for the following cooking workshop.
- ❑ Roll up your sleeves for a hands-on **cooking workshop** where you'll learn the basics of traditional Spanish cuisine and enjoy your creation as your meal.
- ❑ Get ready to explore the historical and artistic point of view of the city as you enjoy a **walking tour**. Discover the most spectacular monuments, shopping district, and the maze of narrow streets and alleys of the Barrio Santa Cruz. Visit the **Santa Cruz Quarter** and explore the narrow streets and alleys of the **old Judería** (Jewish quarter).
- ❑ Tour the lavish **Real Alcázar**, the royal palace of both Moorish and Christian rulers for 11 centuries. Explore its stunning use of Mudejar architecture and walk among the peacocks in the enchanting gardens.
- ❑ Discover **Plaza de España**, a semi-circular brick building with a mixture of Baroque, Renaissance and Moorish styles, located inside Plaza María Luisa.
- ❑ Enjoy a meal with your group in a local restaurant.
- ❑ Night accommodation at your hotel.



Day 11 - GRANADA-MALAGA (SATURDAY)

- ❑ Board your private bus to your next destination.
- ❑ Located at the foot of the Sierra Nevada mountains, **Granada** is blessed with Moorish heritage dating back more than 700 years.
- ❑ Meet your **local guide** who will help you make the most out of your visit by providing you with details, highlights, and insights.
- ❑ Visit the **Alhambra**, the lavish fortress and palace of the Moorish monarchs of Granada whose reign lasted 780 years until 1492, when the Kingdom fell to the hands of Catholic monarchs. Its name derives from its Arabic description as "Al-hamra" or "the red one," attributed to the hue of its outer walls.
- ❑ Explore the **Albaicín**, Granada's old Arab quarter. Walk up the "calle de las teterías" to the "Mirador de San Nicolás", and enjoy the amazing view of the Alhambra and Sierra Nevada Mountains.
- ❑ Board your private bus and return to **Málaga**.
- ❑ Enjoy a farewell meal with your group in a local restaurant.
- ❑ Night accommodation at your hotel.

Day 12 - DEPARTURE (SUNDAY)

- ❑ Today, say a fond "¡adiós!" to your tour manager and transfer by private bus to the airport for your flight back home.

EXCHANGE OVERVIEW

An exchange program is a once-in-a-life time opportunity for students to truly explore, understand, and dive deep into another culture and language! As students fully immerse into the life of their host family and school, they'll experience a type of personal growth and empowerment that can only happen in this unique setting. Students not only travel but host their exchange partners resulting in a lifelong bond between both students and families.

HOSTING A VISITING STUDENT

Your primary responsibility as a host family is to create a welcoming and safe environment for your visiting student. We encourage you to get to know your student and spend time with her/him both inside and outside the home. Visiting students look forward to learning about American culture and customs and practicing their English in daily life. In addition to providing three daily meals for their visiting student, families also provide transportation for the Spanish students between their homes and the school. Prior to hosting, you will receive a profile form with information about your student.

SCHOOL EXCHANGE UNDERSTANDING

Your exchange is organized directly between your school and the partner school. Schools are responsible for the exchange program portion of the itinerary and for selecting and organizing host families. Forum is responsible for flight bookings, optional excursions not organized by the schools, insurance and collecting trip payments. In regard to the exchange partnership, Forum only serves to match the partner schools and advise the schools as they organize their program together. Forum cannot be held responsible for the components organized directly by the schools.

Teachers should agree beforehand what hosting arrangements will be made if the final number of students participating in the exchange differs between schools (e.g. additional host families are recruited, the number of students traveling is reduced to match the partner school). Forum cannot guarantee that schools will have the same number of participants traveling and, therefore, cannot be held responsible if the number of traveling students differs between schools.

COLEGIO SAN ESTANISLAO DE KOSTKA (Jesuita) - Málaga
C/ Juan Sebastián Elcano, 185
29017 - Málaga
Málaga - Spain
952 290 250
<http://www.fundacionloyola.es/sanestislao/>

Program cost per person*

26+ participants	\$2446
22 - 25 participants	\$2493
18 - 21 participants	\$2573
14 - 17 participants	\$2694

Payment schedule

January 31 2022	\$500
March 15 2022	\$800
April 20 2022	\$700
May 25 2022	\$400
September 30 2022	Balance

Trip Program includes:

- ✓ Round-trip airfare* from Logan International Airport to Malaga Airport
- ✓ Departure taxes and airline fuel surcharges of \$562 per traveler
- ✓ 2 night(s) multiple occupancy (3/4 students per room with private bath) in quality three-star hotels – single beds not guaranteed
- ✓ Accommodation with your host family during the exchange program
- ✓ Meals at hotel and local restaurants - Breakfast: 2 / Lunch: 1 / Dinner: 2 (includes one beverage and a vegetarian option).
- ✓ Meals with your host family (exceptions may apply)
- ✓ All cultural and aforementioned visits, activities, tours, and admissions as per itinerary.
- ✓ Classes and workshops (to be confirmed by the partner schools)
- ✓ Service of a dynamic professional bilingual Forum Tour Manager with the group on tour.
- ✓ Ground transportation while in Europe

Trip Program does not include:

- ✗ Airline baggage fees
- ✗ Rooming and Adult Supplements:
 - Twin Room Guarantee Supplement \$50 pp/night or Single Room Guarantee Supplement \$100 pp/night
 - Adult Activity Supplement \$12 pp/day
- ✗ Meals not indicated in your itinerary
- ✗ Tips are at your discretion – these are standard guidelines:
 - Forum Tour Manager: 5 Euros per day, per traveler
 - Bus Drivers: 1 Euro per day, per traveler
 - For all other services (restaurant staff, local guides, transfer drivers, etc) tips would be at your discretion. We recommend setting aside approximately 5 USD per day / per person to have money available to tip based on the service received.

Date of quote: Jan 05, 2022 | Prices are valid until: Jan 31, 2022 | Your Forum Tour Consultant: Nadia Comerford

* All services listed on the proposal are subject to availability. In the event of not being able to book a desired service or supplier, it will be replaced by a similar item of equal standard and value.

* Airlines have the legal right to increase fuel surcharges to flight tickets after bookings have been made. In the event of an increase in airline taxes and/or fuel surcharges, Forum reserves the right to update prices accordingly.

* Forum Language Experience has purchased the Student Protection Plan from Travel Insured International on behalf of all participants. If you would like to purchase the optional Cancel For Any Reason benefit, you must choose it at the time of enrollment, and the additional fee MUST be included with your first trip deposit. The total cost for this upgrade is \$30.38. *CFAR is not available to residents of NY*

* Forum has quoted this package at an exchange rate of 1 Euro = 1.21 Dollar. In the event of a significant change in the exchange rate, Forum reserves the right to update prices accordingly.

Forum Language Experience, Forum by Prométour and Forum are all used interchangeably.
 Forum Language Experience is a member company of Prométour Inc.
 California Seller of Travel License number: 2061627-40

To reserve your spot:

- 1** Create a **user account** - Scan this QR code with your smartphone or go to: <https://enrollmentbyprometour.com/travel/1295/tk/jA4h3i>
- 2** Once your user account has been created, you will receive an email to **activate** it.
- 3** Complete the **Enrollment Form** online with a **\$500** deposit by **January 31, 2022**.



Additional enrollment & passport instructions:

- ☐ When you enroll, please have the following information ready:
 - Payment method (Forum Language Experience accepts credit / debit card, checks or money orders)
 - Automated monthly payment option available upon enrollment
 - Valid passport - must be valid for at least 6 months AFTER your trip return date
 - Don't have a passport? You can enroll now and enter your passport details later. We advise that you apply for your passport as soon as you finish the trip enrollment form. Passport information must be entered no later than three months before departure. If you do not have passport information entered at that time, your trip may be cancelled and Forum cancellation fees will apply.
- ☐ You can make payments, review your traveler information, and view trip details through your account.

Need Support? **We're here to help!** 

Contact us at:



support@forumbyprometour.com



1-888-282-0991



forumlanguageexperience.com



Mon-Thu from 7:30AM to 5:00PM PST
Fri from 8:00AM to 4:30PM PST

FIELD TRIP APPLICATION FORM

CHELMSFORD PUBLIC SCHOOLS

230 North Road, Chelmsford, MA 01824

Phone (978) 251-5100

Teacher Sub(s) Needed:

YES _____ NO _____

_____ Full-Day Sub(s)

_____ Half Day Sub(s)
needed for: AM / PMPlease fill out application form completely. Please print. * Apply for only one trip per form.School Requesting Permission: X CHS _____ PARKER _____ McCARTHY _____

_____ BYAM _____ CENTER _____ HARRINGTON _____ SOUTH ROW

Day(s) of Week for Trip: MON _____ TUE _____ WED _____ THR _____ FRI _____ SAT _____ SUN

Trip Date: 4 / 17 / 2023 If Overnight Trip, Return Date: 4 / 21 / 2023

Requests for school day field trips should be made at least thirty calendar days in advance. All overnight trip requests should be two months in advance and will be submitted to the School Committee for final approval.

Faculty Trip Sponsor: Mairin Chagnon Cell Phone: 203-710-7614Grade, Group, Class(es) or Course(es): Upperclassman French Students (4CP, 4H, AP)Total Number of Students: Unknown Number of Male _____ Number of Female _____Number of Students Assigned Per Chaperone: Unknown

Total Number of Chaperones: _____ Number of Male _____ Number of Female _____

Non-faculty chaperones must be over 25 years of age and must have a CORI submitted at time of application.

Faculty/Chaperones (Names): Mairin Chagnon, Jessica Nollet, more TBDCell Phone #: 203-710-7614

Faculty/Chaperone with Epi-Pen Designation (Name): _____

If applicable

Is a Nurse Needed? Yes _____ No X

Prior to booking a field trip, speak to your building school nurse to evaluate if there are individuals with special or medical needs participating in this trip. If yes, the nurse will need to evaluate whether a parent, staff member, or nurse will be required to attend the trip with student.

Reviewed by:

Signature of School Nurse

Date

Event/Purpose of the Trip: Cultural Exchange with French Students

Curriculum Standard Addressed by Trip (Reason for the Trip)

Throughout the next two school years (2021-2023) we will be forming relationships with and communicating with French

penpals to create an authentic exchange. Students will have the opportunity to stay with their pen-pals and their families and experience life in France.

Destination: Paris, France; Rouen, France ()
Facility Facility Telephone
Facility Street Address City State

Estimated Leave Time: _____ a.m. / p.m. **Estimated Return Time:** _____ a.m. / p.m.

No. of Regular School Buses Needed: _____ **No. of Wheel Chair Accessible Buses Needed:** _____

District Transportation Department will try to secure bus(es) from Transportation Company. Transportation to and from school takes precedent over any other field trip transportation request. After your bus request is processed, you will receive a quoted price and written confirmation from the Transportation Department. If no Chelmsford buses are needed, what are your alternate transportation arrangements?

(Changes in plans must be reported to the Principal's Office before the day of the trip.)

Bus Pick-Up Location (be specific) _____

Equipment Space Needed (such as music instruments): Yes _____ NO _____

Equipment: _____

Please indicate if bus space is needed for equipment. All equipment (athletic, music, or luggage) must be secured, must not obstruct the vision of the bus driver, and the bus aisle must be kept clear.

Meal Plans: _____

TRIP COST/FUNDING

Price per Bus: \$ _____ **Total Cost of Bus Transportation** \$ _____

Total Price of event \$ _____

Additional Costs _____ \$ _____

Total Cost of Trip \$ 2964.00

School/Org. to pay for: _____ \$ _____

Student paying \$ _____ **per person for:** _____ \$ _____

Please list any other circumstances that may affect the trip:

Submitted by:

Signature of Trip Sponsor

Date

Approved by:

Signature of Dept. Head/Coordinator

Date

Signature of Building Principal

Date

If an overnight trip, attach an itinerary and lodging information complete with name, location, & phone

June 17, 2022

To: Dr. Lang and Member of the Chelmsford School Committee
From: Lauren Cochran
Subject: Trip to Amsterdam, Brussels and Paris

Dear Dr. Lang and Members of the School Committee:

I have traveled abroad with students for the last 17 years. In that time, I had very few incidents with students. One time a principal, who was on the trip, fractured a shoulder. Other than that, students have been safe under my care. This year as you know, a student tested positive for covid on the way back and I remained with her. Luckily, I always take 1 chaperone per every six students so we were in no way side tracked on the return trip.

I'm once more asking permission to take a trip to Amsterdam, Brussels and Paris. The itinerary is attached. It would include a trip to Anne Frank's home and Van Gogh along with the Louvre. The cost to students will be \$3,750.00. It would be once more with EF Tours who I now trust implicitly after my latest experience. I've asked Tim Chase and Martha Robinson, the new advisors for the musical and theatre guild, to join me on this trip.

Thank you for your kind attention to this matter. With your permission, I would like to start recruitment as soon as possible.

Sincerely,



Lauren Cochran
CHS Fine Arts Teacher

FIELD TRIP APPLICATION FORM
CHELMSFORD PUBLIC SCHOOLS

230 North Road, Chelmsford, MA 01824
Phone (978) 251-5100

Teacher Sub(s) Needed:
YES _____ NO _____
_____ Full-Day Sub(s)
_____ Half Day Sub(s)
needed for: AM / PM

Please fill out application form completely. Please print. * Apply for only one trip per form.

School Requesting Permission: ☒ CHS _____ PARKER _____ McCARTHY _____

_____ BYAM _____ CENTER _____ HARRINGTON _____ SOUTH ROW

Day(s) of Week for Trip: MON _____ TUE _____ WED _____ THR _____ FRI _____ SAT _____ SUN _____

Trip Date: April 11, 2023 If Overnight Trip, Return Date: April 2023

Requests for school day field trips should be made at least thirty calendar days in advance. All overnight trip requests should be two months in advance and will be submitted to the School Committee for final approval.

Faculty Trip Sponsor: LAUREN Cochran Cell Phone: 978-500-0069

Grade, Group, Class(es) or Course(es): FINE ARTS Trip

Total Number of Students: _____ Number of Male _____ Number of Female N/A

Number of Students Assigned Per Chaperone: 6-8 unlimited

Total Number of Chaperones: 3+ Number of Male _____ Number of Female _____

Non-faculty chaperones must be over 25 years of age and must have a CORI submitted at time of application.

Faculty/Chaperones (Names): LAUREN Cochran Tim Chase
Martha Robinson Cell Phone #: _____

Faculty/Chaperone with Epi-Pen Designation (Name): L. Cochran
If applicable

Is a Nurse Needed? Yes _____ No ☒

Prior to booking a field trip, speak to your building school nurse to evaluate if there are individuals with special or medical needs participating in this trip. If yes, the nurse will need to evaluate whether a parent, staff member, or nurse will be required to attend the trip with student.

Reviewed by:

Signature of School Nurse

Date

Event/Purpose of the Trip: Fine Arts Trip

Curriculum Standard Addressed by Trip (Reason for the Trip)

Destination: Amsterdam, Bridge St, France ()
Facility Facility Telephone

Facility Street Address City State

Estimated Leave Time: _____ a.m. / p.m. Estimated Return Time: _____ a.m. / p.m.

No. of Regular School Buses Needed: _____ No. of Wheel Chair Accessible Buses Needed: _____

District Transportation Department will try to secure bus(es) from Transportation Company. Transportation to and from school takes precedent over any other field trip transportation request. After your bus request is processed, you will receive a quoted price and written confirmation from the Transportation Department. If no Chelmsford buses are needed, what are your alternate transportation arrangements?

(Changes in plans must be reported to the Principal's Office before the day of the trip.)

Bus Pick-Up Location (be specific) High School

Equipment Space Needed (such as music instruments): Yes _____ NO _____

Equipment: _____

Please indicate if bus space is needed for equipment. All equipment (athletic, music, or luggage) must be secured, must not obstruct the vision of the bus driver, and the bus aisle must be kept clear.

Meal Plans: Breakfast & Lunch include

TRIP COST/FUNDING

Price per Bus: \$ _____ Total Cost of Bus Transportation \$ _____

Total Price of event \$ _____

Additional Costs \$ _____

Total Cost of Trip \$ 3,750 per.

School/Org. to pay for: 0 \$ 0

Student paying \$ 3750 per person for: _____ \$ 3750

Please list any other circumstances that may affect the trip: include

Submitted by: [Signature] 6-13-22
Signature of Trip Sponsor Date

Approved by: [Signature] 6/17/22 [Signature] 6/17/22
Signature of Dept. Head/Coordinator Date Signature of Building Principal Date

If an overnight trip, attach an itinerary and lodging information complete with name, location, & phone



GET IN TOUCH

DAY 3

Amsterdam



Zoe Simpson



GET IN TOUCH

Travel Dates

2023

APR 13

APR 15 – APR 22

APR 24

Earliest
departure

Requested
dates

Latest
return

Departing from

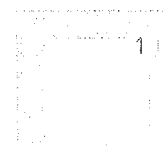
Boston (MA)

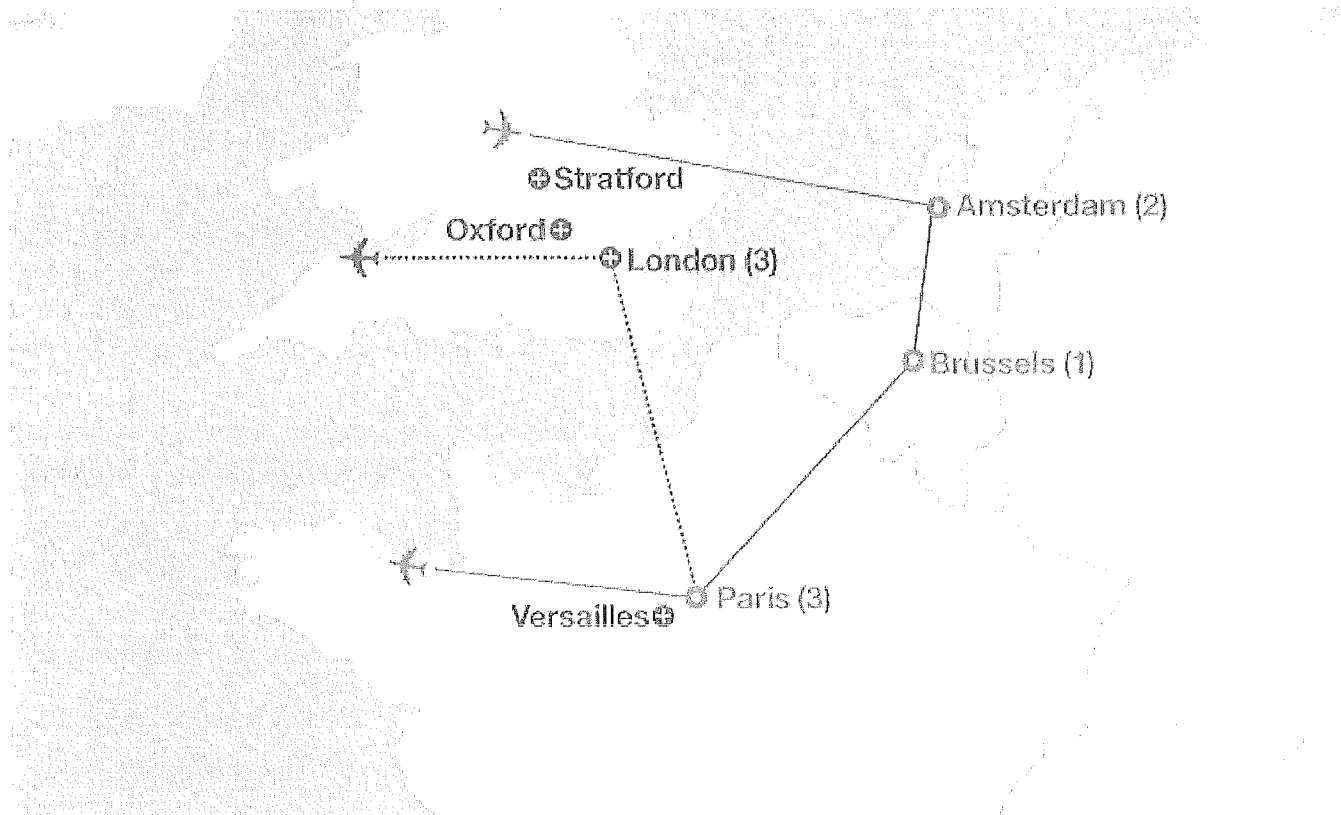
Flights & Hotels

We'll post details here as soon as they're available.



Hello! Do you have questions
about your upcoming tour? 🙋





Meet your Tour Director at the airport

Take a walking tour of Amsterdam's canals

Take a guided tour of Amsterdam

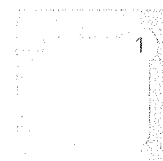
With your expert local guide you will see:

- Royal Palace
- Westerkerk

Visit Anne Frank's House

Volendam and Zaanse Schans

Hello! Do you have questions
about your upcoming tour? 😊





GET IN TOUCH

DAY 3

Amsterdam



winding, cobblestone streets past charming shops and crooked houses. Enjoy cheese- and clog-making demonstrations as well as a visit to a windmill.

Travel to Brussels

Make some treats during a Belgian chocolate workshop

Take a tour of Brussels

With your Tour Director you will see:

- European Union buildings
- Grand-Place
- Atomium

Travel to Paris

Walking tour of the Latin Quarter

Catch a glimpse of Notre-Dame Cathedral

Enjoy dinner in the Latin Quarter

Take a guided tour of Paris

With your expert local guide you will see:

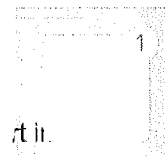
- Place de la Concorde
- Champs-Élysées
- Arc de Triomphe
- Les Invalides
- Eiffel Tower



Versailles

Enjoy an excursion to the grand palace the most lavish style imaginable. On a tour, stroll through the elegantly landscaped

Hello! Do you have questions about your upcoming tour? ☺





GET IN TOUCH

DAY 3

Amsterdam



Visit the Louvre



Art activity in Paris

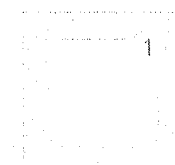
Inspire your inner artist with a drawing or painting activity in the “City of Art.” After a lesson on perspective, composition, measuring, and drawing, create your own Parisian masterpiece that you can bring home as a personalized souvenir.

Visit the Fragonard Perfume Factory

Explore Paris on your own



Hello! Do you have questions
about your upcoming tour? 🗺️





GET IN TOUCH

DAY 3

Amsterdam



Zoe Simpson



GET IN TOUCH

Travel Dates

2023

APR 13

APR 15 – APR 22

APR 24

Earliest
departure

Requested
dates

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return

Departing from

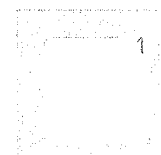
Boston (MA)

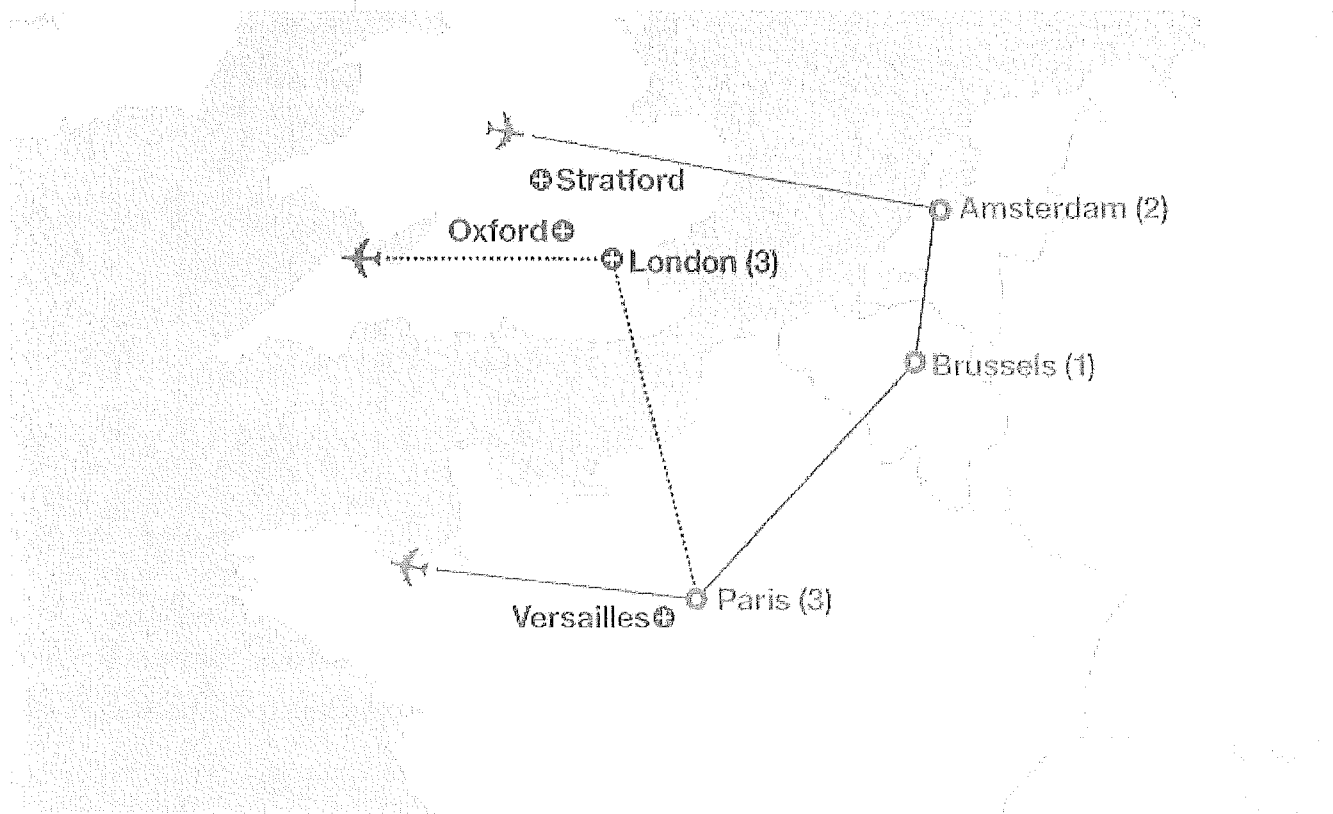
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Take a guided tour of Amsterdam

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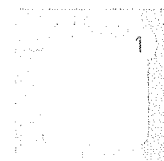
- Royal Palace
- Westerkerk

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Volendam and Zaanse Schans



Hello! Do you have questions
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Walking tour of the Latin Quarter

Catch a glimpse of Notre-Dame Cathedral

Enjoy dinner in the Latin Quarter

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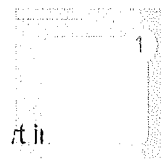
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- Champs-Élysées
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Art activity in Paris

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Explore Paris on your own

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