



Chelmsford School Department School Committee

Notice of Public Meeting

Email Posting to townclerk@townofchelmsford.us Thank you.

Filed with Town Clerk:

As required by G.L. c. 30 A, §18-25

DATE: Tuesday December 20, 2022 **TIME:** 6:00 p.m. **ROOM:** Conf. Room 1

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

The Chelmsford School Committee (CSC) intends to conduct an in-person meeting on the date and time specified. 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 December 20, 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 December 6, 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. Spotlight on the Departments: English
2. Spotlight on the Departments: ELL, Reading and Title I Services
3. Addressing Hate in School Sports Conference

4. FY2024 Capital Plan Update
5. October 1, 2022 Student Enrollment Report
6. Recommended Revision to 2022/23 School Calendar
7. Proposed 2023/24 School Calendar
8. Personnel Report: November 2022
9. Approval of Field Trip Requests

REPORTS

1. Liaison Reports

ACTION/NEW ITEMS

1. Request for Reports & Updates

PUBLIC COMMENTS:

The School Committee will hear from members of the public on general matters of education interest. 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
December 6, 2022
Meeting Minutes**

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

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

Call to Order

6:05 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 also 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 November 15, 2022

Mr. Doherty moved that The School Committee approve the minutes of the regular School Committee meeting held on November 15, 2022. Mr. Moses seconded. Motion carries 5-0.

2. Approval of the minutes of the regular school committee meeting of November 21, 2022

Mr. Doherty moved that The Committee approve the minutes of the regular School Committee meeting held on November 21, 2022. Mr. Moses seconded. Motion carries 5-0.

CHS Students Representative Announcements

Keya shared that on November 17, 18 and 19th, CHS presented the musical *Legally Blonde* which was a huge success! She congratulated the cast, crew and students. The “Snowball Dance” scheduled for December 2nd, will take place at a later date. Several colleges recently visited CHS including: The Savannah College of Art and Design; Bridgewater State and Regis College.

Lana added that CHS had their “Pep Rally” in the gym before Thanksgiving which was a fun start to Thanksgiving break. The school was able to donate nearly 4,000 items to the Merrimac Valley Food Bank. This was run by the 2023 class officers and Boy Scout Troop 81. The Class of 2023 held a bake sale at the Chelmsford Commons tree lighting. All winter sports have begun! Tomorrow is an early release day for all students.

Good News

Dr. Hirsch shared that the Unified Basketball Team held a celebratory ceremony. Photos from this event will be included in this week’s newsletter. Ms. Newcomb added that several Committee members attended *Legally Blonde* and found it to be “an outstanding performance”! Mr. Doherty shared her enthusiasm for the musical. Dr. Hirsch stated that there will be many live musical performances during December. They may be viewed on Chelmsford Telemedia for those who are unable to attend. Mr. Doherty reminded all that tomorrow night there will be a parent event at CHS for parents of eighth graders.

Public Comments

None.

New Business

1. Spotlight on the Schools: Parker Middle School

Principal Jeff Parks and Parker Middle School students Maya Barry and Dom LaRosa joined the meeting this evening to provide an update on the current year at their school. Dr. Parks shared that this year is off to a good start and how pleased he is to have students and staff in attendance for what is promising to be a “return to normal” year. Events so far this year included a 5th and 6th Grade Social. A 7th and 8th grade dance will take place this Friday. Additionally, after school activities and clubs are being enjoyed along with school concerts! Field trips as well as family and staff events have fully resumed. Parker 7th graders also collected enough food to feed over 30 families for Thanksgiving and the whole school contributed to The Chelmsford Food Pantry. Thanks to school social worker, Julia Gannon, for spearheading the 7th grade collections!

Student collaborations in the classrooms have resumed. The 1:1 initiative is in its fourth year, but despite student access to their own Chromebooks there continues to be a nice balance between on-screen and in-person sharing. Parker is almost fully-staffed, but like most other schools are still needing to hire some paraprofessionals. In accordance with Parker’s Strategic Plan which provides for equity and academic equity for all students, a language-based program has started in grade five. Four additional staff members have been hired and have joined the special education team. A partnership with the New England Center for Children continues to provide special programs and is in its eighth year. Dr. Parks shared that the school is in its second year of a revised grading practice. Honor Roll is now focused strictly on academics. Middle school parent conferences were initiated this year with successful feedback. Prior to turning this presentation over to Maya and Dom, Principal Parks shared his belief in the importance of students having a voice in the school as well as active leadership opportunities.

Maya spoke first of the student P.R.I.D.E. representatives. This group is made up of 25 students from grades 7 and 8 who have been nominated by staff and has existed for 12 years. These students receive leadership training and organize and conduct events for the Parker community. Both Maya and Dom are

members. The students were included in a student leadership conference held at SNHU in November. They met with and collaborated with over 200 middle schoolers from New England. Photos are shared in the slide show accompanying tonight's presentation.

Maya next spoke of the Student Ambassadors program which began in 2020. The 32 students each represent their home rooms and are from grades 5-8. This is an elected position and focuses on monthly service projects for Parker. This month they are collecting blankets for cancer patients.

Dr. Parks spoke of ongoing work for the proposed middle school transition. The Transition Committee is comprised of McCarthy and Parker staff. Dom spoke of a survey which was sent to all 6th and 7th graders. They had a response of about 50% of students. The questions are shared in tonight's slide show. Students are looking forward to a tour of McCarthy and are hoping Ozzie will be able to visit them there! They are also looking forward to being reunited with their friends from elementary school. The presentation was well-received by The School Committee. More planning for the transition will take place after the December vacation.

2. Tri-Board Budgetary Meeting: Monday December 12, 2022 at 6:00 p.m.

Dr. Lang reminded The Committee of the meeting next week with the Tri-Board.

3. Proposed FY2024 Budget Calendar

Dr. Lang included a memorandum in tonight's packet suggesting a time line for the FY2024 Budget. He will present the budget at the February 7th meeting. The meeting on February 28, 2023, will be posted as a public hearing on the budget. If additional hearing opportunities are needed that will take place at the March 7th regular meeting. The Committee is fine with this schedule for the FY24 Budget.

4. Recommended FY2024 Budget Transfers

This transfer will support an update for the Harrington School teacher's lounge.

Mr. Doherty moved that The School Committee approve the FY2023 local operating budget transfer for the Chelmsford Public Schools as presented. Mr. Moses seconded. A roll call vote was taken. Motion carries 5-0.

5. CHS Athletic Events – Ticketing Update

Included in tonight's agenda packet is a memorandum from Ms. Johnson-Collins providing details for the "Go Fan" ticketing platform (adopted by Chelmsford Public Schools in November 2021) which is being used for CHS athletic events. Dan Hart, Athletic Director, collaborated with Ms. Johnson-Collins to prepare this agenda item. Those who wish to attend athletic events can use "Go Fan" or click on the QR code at the venue gate which can be scanned on cell phones. Additionally, "Go Fan" provides a point-of-sale machine at the gate which accepts debit and credit cards. All proceeds are placed in the Athletic Revolving Fund to help with equipment purchases and coach stipends. The one-dollar fee "convenience fee" for "Go Fan" is included in the price of the ticket and is covered by The District. Tonight's packet also includes the fee schedule for tickets. Dr. Lang assured all that The District is providing necessary information for this process to go smoothly.

Liaison Reports

Ms. Santos attended the Harrington PTO meeting. They had a successful "Holiday Store" and have an upcoming "Special Person Dance". She also attended the McCarthy PTO meeting and heard good feedback on The Middle School Transition Committee and the recent forum for families. The Parker and McCarthy PTO's are planning to meet together soon.

Mr. King shared that CHIPS had a great turnout at their open house and collected over \$1,000 thanks to their basket raffle. They expressed appreciation to The District for helping to support staff appreciation events. SEPAC will hold a virtual meeting this Thursday. The link for this may be found on their Facebook page. Ms. Santos added that the Harrington and McCarthy PTOs also expressed thanks for support for teacher appreciation events.

Mr. Doherty attended the CHS PTO meeting. They are beginning to prepare for the "After Prom Breakfast" on May 30th.

Dr. Lang was pleased with the recent attendance at the webinar addressing the transition for the two middle schools. He will begin virtual office hours tomorrow for parents with questions on the transition. One will be held monthly. Staff meetings have already begun around logistics for realignment.

Action/New Items

The Policy Subcommittee will be sharing information at the first meeting in January. The Handbook will be presented then as well.

Ms. Newcomb would like to involve the state reps in the New Year! She would also like an update on E-Sports. Mr. Moses would like an update on the open space.

Public Comments

None

Adjournment (7:06 p.m.)

Mr. Doherty moved to adjourn. Mr. Moses seconded. Motion carries 5-0.

*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: December 18, 2022

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

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

**Chelmsford
Public
Schools
English Department
Grades 5-12
December 20, 2022**





CHELMSFORD
P U B L I C S C H O O L S

FACULTY

CHS: 13.2 teachers

Parker: 12 teachers

McCarthy: 13 teachers

STANDARDS: Reading Literature, Reading Informational Texts, Reading Foundational Skills (5), Writing, Speaking and Listening, Language

Grades 5-8 department work: Regular data meetings to track student growth



Grades 5-6 department work: Fountas and Pinnell Classroom



Interactive Read Aloud
Reading Mini-Lessons
Phonics/Word Study
Guided Reading
Book Clubs
Independent Reading

**Grades 5-6 department work:
Fountas and Pinnell Classroom and Lesley
University**



Grades 7-8 department work: HMH Into Literature

The logo for HMH Into Literature features the text "HMH Into Literature" in a white, sans-serif font, centered on a teal background. A yellow wavy line separates the teal background from a dark blue background at the bottom.

HMH Into Literature[®]

Grades 9-12: iXL and NEASC



Grades 9-12: Dual Enrollment Offerings

Modern World Literature

Modern American Literature

Writing for College

Journalism



Grades 9-12 Clubs and Activities



SIGMA TAU DELTA
INTERNATIONAL ENGLISH HONOR SOCIETY



Grades 5-12: Paper Tutoring

McCarthy: 476 essay reviews

Parker: 702 essay reviews

CHS: 894 essay reviews

PAPER

***There & their,
they're not the
same!***

We are ~~their~~ there for you
every step of the way.

Homework help

Chat with a tutor 24/7 • Writing review • All academic subjects

app.paper.co



Thank you!

**English Department
Grades 5-12**

December 20, 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: December 18, 2022

Re: Spotlight on the Departments: ELL, Reading & Title I Services

Attached please find a PowerPoint presentation provided by Ms. Kelly Rogers, Department Coordinator for Reading, English Language Learners, and Title I Services. I look forward to hearing the presentation and discussing the work that is ongoing in the district with respect to these subject areas.



ELL/READING/TITLE 1 UPDATE

Chelmsford Public Schools

ENGLISH AS A SECOND LANGUAGE PROGRAM

HIGHLIGHTS

78 Languages Spoken in The District

- Spanish
- Portuguese
- Gujarati

Support For Students

- Extended School Year Program
- After School Tutoring
- ELL Academic Tutor - High School
- ELL Mentor Program

Support For Families

- Language Line - 24/7 On-Demand Phone Interpretation to Communicate With Families
- ELL Smores Newsletter Sent to EL Families - Quarterly
- International Institute of New England - Support for Afghan Refugees and Immigrants

Family Engagement Opportunities

- ELL Night
- ELL Picnic
- ELPAC



READING DEPARTMENT

K-12/LITERACY K-4

HIGHLIGHTS



ELEMENTARY

- K-3 Foundations Coaching
- Tier II Foundations PD for Reading Specialists
- K-4 Fountas & Pinnell Classroom Writing PD

MIDDLE SCHOOL

- Grade 7 Collaborative Reading Project with McCarthy and Parker

HIGH SCHOOL

- Blended Reading Model to Support All Student Needs

TITLE 1 HIGHLIGHTS



Program Model

- 3 Qualifying Elementary Schools/2 Middle Schools
- Data -Informed Decisions to Determine TI Student Eligibility and Support

Support for Students

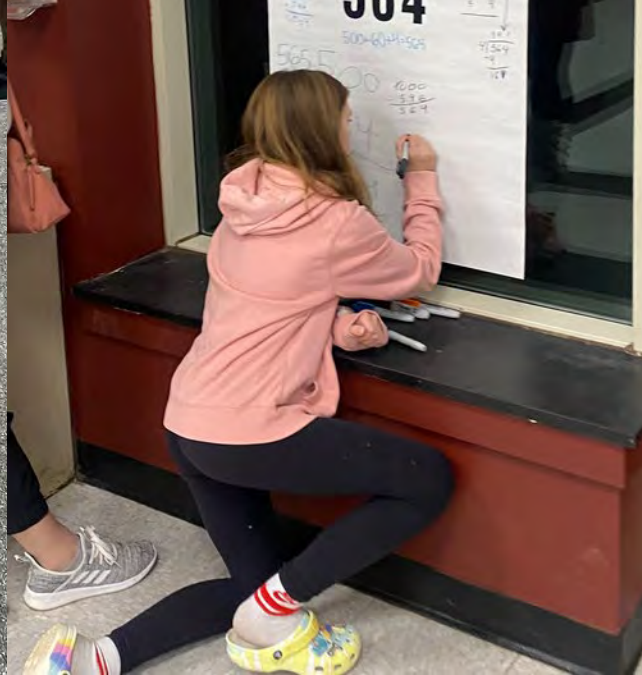
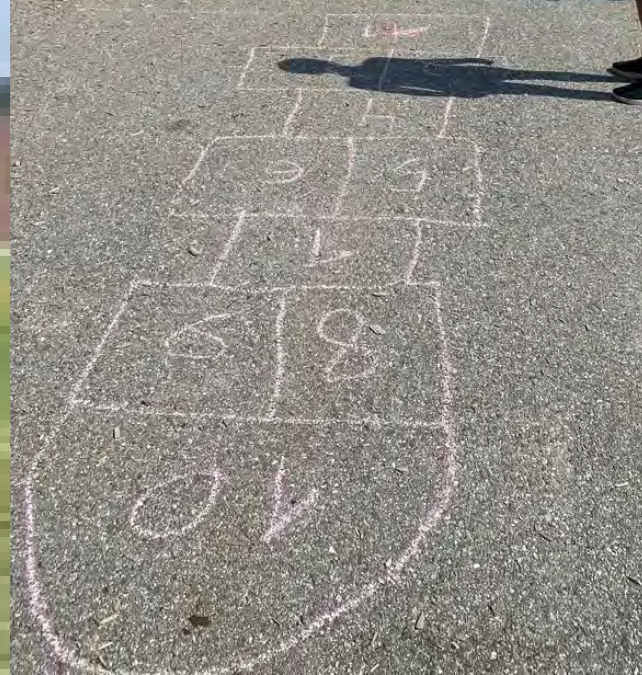
- 12 Title I Reading and Mathematics Interventionists (K-4)
- 2 Middle School Mathematics Interventionists (Grades 5 -6)

- Small Group Targeted Instruction

Family Engagement Opportunities

- Title I Information Night
- Building Readers Newsletter
- Partner With Chelmsford Public Library







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: December 18, 2022
Re: Addressing Hate in School Sports Conference

CHS Principal Murray, Athletic Director Hart, and I attended an event on December 8, 2022 titled Addressing Hate in School Sports. This one-day conference was sponsored by Massachusetts Attorney General Maura Healey, Massachusetts Department of Education (DESE), Massachusetts Interscholastic Athletic Association (MIAA), and the Massachusetts Association of School Superintendents (MASS), as a result of recent hate and bias incidents in athletics occurring in communities across the Commonwealth of Massachusetts. I have attached a copy of the program materials. We remain committed to providing a healthy, safe and positive environment for all students at Chelmsford High School.

ADDRESSING HATE IN SCHOOL SPORTS

DECEMBER 8, 2022 | TD GARDEN, BOSTON

Conference Agenda

8:15AM – 9:00AM **Attendee Check-In & Breakfast**
Hub Entryway & 4th Floor Concourse

9:00AM – 10:00AM **Welcome & Conference Kick-Off**
TD Garden Arena

Event Emcees:

Abigail Taylor, Chief, Civil Rights Division, Office of the Attorney General
Elise Yannett, Director of Strategic Initiatives, Office of the Attorney General

Featured Speakers:

Maura Healey, Attorney General & Governor-Elect, Massachusetts
Jeffrey C. Riley, Commissioner, MA Department of Elementary & Secondary Education
Dr. Dianne Kelly, President, MA Association of School Superintendents
Dr. Robert Baldwin, Exec. Dir., MA Interscholastic Athletic & School Administrators' Associations
Glen Thornborough, Chief Revenue Officer, Boston Bruins & TD Garden
Rich Gotham, President, Boston Celtics
Josh Kraft, President, Kraft Family Philanthropies
Sarah McKenna, Senior Vice President of Fan Services & Entertainment, Boston Red Sox
Adrienne Smith, Wide Receiver, Boston Renegades and Founder & CEO, Gridiron Queendom
Colleen Coyne, President, The Boston Pride

10:00AM – 10:15AM **Keynote Speaker**
TD Garden Arena

Former NBA All Star and Boston Celtics Guard Dana Barros

10:25AM – 11:15AM **Breakout Session 1**

A) Experiences from the Field

TD Garden Arena
(blue circle)

B) Recognizing Bias & Best Practices to Address Hate

Legends
(orange triangle)

Liza Hirsch, Director, Children's Justice Unit, Office of the Attorney General
Phil Fogelman, Education Director, Anti-Defamation League of New England
Mike Rubin, Asst. Director, MA Interscholastic Athletic & School Administrators' Associations

11:25AM – 12:15PM **Breakout Session 2**

B) Recognizing Bias & Best Practices to Address Hate

TD Garden Arena
(blue circle)

Liza Hirsch, Director, Children's Justice Unit, Office of the Attorney General
Phil Fogelman, Education Director, Anti-Defamation League of New England
Mike Rubin, Asst. Director, MA Interscholastic Athletic & School Administrators' Associations

A) Experiences from the Field

Legends
(orange triangle)

12:25PM – 1:15PM **Positive & Inclusive Sports Environment**

TD Garden Arena

Nevin Cagle, Diversity & Inclusion Specialist, Return on Inclusion
Marcita Thompson, Vice President, Fenway Park Tours, Boston Red Sox
Joseph Cooper, Endowed Chair of Sport Leadership & Administration, UMass Boston
Jeffrey Lopes, Trainer, Northeastern Center for the Study of Sport in Society
Jason Hoye, Principal, Natick High School

1:15PM – 1:30PM **Next Steps: Toward Building an Inclusive Sports Culture**

TD Garden Arena

Lisa Markland, Lead Consultative Trainer, Northeastern Center for the Study of Sport in Society

1:30PM – 1:35PM **Closing Remarks**

TD Garden Arena

Abigail Taylor, Chief, Civil Rights Division, Office of the Attorney General

1:35PM – 2:00PM **Lunch**

4th Floor Concourse



ADDRESSING HATE IN SCHOOL SPORTS

DECEMBER 8, 2022 | TD GARDEN, BOSTON

Action Plan:

Preventing and Addressing Hate in Sports

School District Name: _____ Your Name and Position: _____

PREVENT

List three things your district or team can do to promote a positive sports culture and prevent hate:

1.	
2.	
3.	

ACT QUICKLY

Based on what you learned today about effective responses to hate incidents, how will you respond when you hear or see hate-based language or misconduct: (Both in the moment, and following the incident)

1.	
2.	
3.	

REPORT

How can your district or team ensure that student athletes as well as athletic staff know how and when to report hate or bias:

1.
2.
3.

COMMIT

List 5 things you personally will do to in the next 30 days to prevent and address hate and bias in your district or team:

1.
2.
3.
4.
5.

ATTORNEY GENERAL'S OFFICE GUIDANCE *for* SCHOOL ATHLETIC STAFF *on* HATE INCIDENTS

School sports can help students develop leadership and teamwork skills, foster diversity and inclusion, and bring communities together. But achieving these goals takes work. School administrators, athletic directors, coaches, referees and other adult leaders must collaborate to provide safe and supportive environments for student athletes – and prevent biased and hateful behavior from occurring in the locker room or on the field. The Massachusetts Attorney General's Office is providing this Guidance to assist school communities in their continuing efforts to keep bias and hate out of sports and help ensure school athletics live up to their potential.

Athletic Directors, coaches, referees, and team staff should:

- **PAY ATTENTION:** Be watchful for problematic behavior by student athletes, parents, and spectators, including the use of slurs, bias-related jokes, insults, taunting, or other misconduct that involves race, ethnicity, religion, sexual orientation, gender identity, or other personal characteristics.
- **BE THE ADULT IN THE ROOM:** Put a stop to problematic behavior when you see it, and avoid leaving players unsupervised, including in locker rooms, before and after practices, and during team travel.
- **PROVIDE LEADERSHIP:** Take affirmative steps to develop a positive team culture. Provide programming and training about bias and hate in sports. Make it easy for student athletes to report hateful and biased behavior to any trusted adults and through the existing school infrastructure for reporting.
- **REPORT PROBLEMS:** Schools have legal responsibilities to address bias-related bullying and harassment. These responsibilities extend to all school-sponsored activities, including sports. Any incidents of potential bullying or harassment must be reported to appropriate school officials – whether they occur in the locker room, on the field, during team travel, or “off-campus.” Schools that fail to identify and address problems may violate students’ civil rights, so prompt communication about anything concerning is the best approach.

Hazing on sports teams often involves biased and hateful behavior. Hazing is any harmful conduct or method of initiating players onto a team. Hazing is a crime in Massachusetts. Athletic Departments must provide information to students on hazing each year and make certain they have compliant policies and procedures in place to prevent hazing. Athletic staff should report any hazing activity to appropriate school officials or law enforcement. Failure to report hazing to law enforcement may be a crime in certain circumstances.





THE COMMONWEALTH OF MASSACHUSETTS OFFICE OF THE ATTORNEY GENERAL

ONE ASHBURTON PLACE
BOSTON, MASSACHUSETTS 02108

MAURA HEALEY
ATTORNEY GENERAL

(617) 727-2200
(617) 727-4765 TTY
www.mass.gov/ago

Attorney General Office's Guidance on Schools' Legal Obligations to Prevent and Address Hate and Bias Incidents

The Office of the Attorney General has recently engaged with school administrators, teachers, staff, parents, students, and community members who are concerned about hate incidents in the Commonwealth's elementary and secondary schools, and who are reexamining the role of schools in preventing and addressing these incidents. Student misconduct that involves hate, bias, or prejudice can have a devastating impact on victims and severely disrupt the school environment. State law requires schools to take steps to prevent this type of misconduct and respond when it occurs. This Guidance is designed to assist schools in their continuing efforts to combat hate and foster a safe, supportive, and inclusive educational environment, consistent with their legal obligations.

Massachusetts Prohibits Bias-Related Bullying and Harassment in Schools

The Massachusetts Anti-Bullying Law (G.L. c. 71, § 37O) and Student Anti-Discrimination Act (G.L. c. 76, § 5) require schools to take steps to prevent bias-related bullying and harassment by students and respond effectively when it occurs.¹ Bullying and harassment are similar, but not identical, types of misconduct. Bullying generally includes any repeated, targeted behavior that harms a student or disrupts the school environment. Although not all bullying is bias-related, bullying often stems from or involves bias, prejudice, or hate. Harassment is conduct that creates, or contributes to the creation of, an intimidating or hostile environment for a student because of their race, color, religion, national origin, sex, gender identity, or sexual orientation. Like bullying, harassment can take many forms, including verbal statements, online or social media activity, graffiti, and violent or threatening physical conduct. Unlike bullying, harassment does not have to be repeated or targeted at a particular victim. A single, severe hate incident may create an intimidating or hostile environment—so too may a series or pattern of incidents.

Schools should understand that the protections against harassment provided by the Anti-Discrimination Act are closely analogous to those provided by Title VI of the Civil Rights Act

¹ Federal law also imposes requirements on schools to address bias-related misconduct by students. *See, e.g.*, 42 U.S.C. § 2000d *et seq.* ("Title VI") (covering race, color and national origin); 20 U.S.C. § 1681 *et seq.* ("Title IX") (covering sex); 42 U.S.C. § 12131 *et seq.* (Americans with Disabilities Act) (covering disability).

of 1964.² However, Title VI applies only to harassment based on race, color, or national origin, whereas the Anti-Discrimination Act extends the same protections to cover religion, sex, gender identity, and sexual orientation. While schools' responsibilities under Massachusetts law are independent of federal law, school officials may use longstanding federal guidance applying Title VI as a complementary resource that addresses many of their obligations under the Anti-Discrimination Act.³

Schools Must Respond to Hate and Bias Incidents Involving Students

Schools must take prompt and effective action to address hate incidents involving students. When a school receives notice of an alleged hate incident, it has a legal responsibility to investigate and to respond to any bullying or harassment that is found to have occurred. Because hate incidents may involve bullying, harassment, or both bullying and harassment, schools must ensure that their response complies with both the Anti-Bullying Law and the Anti-Discrimination Act. Moreover, even if a school determines that a hate incident does not rise to the level of bullying or harassment, it should still address behavior that violates its code of conduct or other disciplinary rules. Among other issues, a school may violate the Anti-Discrimination Act if it fails to address misconduct and that misconduct continues and eventually creates or contributes to an intimidating or hostile environment.

The legal obligations imposed by the Anti-Bullying Law and the Anti-Discrimination Act are not limited by the physical boundaries of the school campus. Schools are responsible for addressing incidents that occur at school or school-related events, including activity on school buses to and from school or school-related events.⁴ Schools are also responsible for addressing "off-campus" bullying or harassment that has a serious carry-over effect on the victim at school.⁵

² Under the Anti-Discrimination Act and Title VI, students may not be discriminated against, excluded from, or denied the advantages or benefits of school programs because of their protected characteristics. See G.L. c. 76, § 5; 42 U.S.C. § 2000d. This broad prohibition requires schools to protect students from peer harassment that unreasonably interferes with their education—that is, harassment that creates an intimidating or hostile school environment. See 603 CMR §§ 26.07(2) and 26.08 (schools must take steps to prevent harassment and respond when it occurs); see also United States Department of Education, "[Dear Colleague Letter: Harassment and Bullying](#)" (discussing legal obligations to address harassment under Title VI and other federal laws); United States Department of Education, "[Race and National Origin Discrimination: Frequently Asked Questions](#)."

³ Courts generally look to interpretations of federal statutes when applying similar state statutes, and protections against harassment and hostile environment discrimination are generally as extensive or more extensive under Massachusetts civil rights law as under federal law. See, e.g., *College-Town, v. Mass. Com'n Against Disc.*, 400 Mass. 156, 163-64 (1987); see also "[Dear Colleague Letter: Harassment and Bullying](#)" (acknowledging that state laws may provide "additional civil rights protections" for students).

⁴ An incident that occurs during remote learning, or on a remote learning platform, should generally be treated as occurring in school or at a school-related event. Further, schools must be aware that incidents that involve social media, texting, or other online activity may qualify as in-school incidents even if some of the activity originates outside of school during non-school hours. Because of its pervasive presence in students' lives, social media activity, in particular, may contribute to in-school bullying or harassment regardless of when or where it originally occurs.

⁵ Specifically, schools must address off-campus bullying and harassment that create or contribute to a hostile environment at school—as well as off-campus bullying that infringes on a victim's rights or causes a substantial disruption at school. See, e.g., G.L. c. 71, § 370(b).

If a school determines that an incident involves bullying, it must take steps to stop the bullying behavior, protect the victim, and restore their sense of safety at school. Schools must have specific plans in place to deal with bullying that targets a student based on their race, color, religion, national origin, sex, gender identity, sexual orientation, or disability, among other characteristics.⁶ The Department of Elementary and Secondary Education (DESE) offers comprehensive guidance concerning schools' responsibilities under the Anti-Bullying Law.

Schools must also evaluate whether a hate incident has created or contributed to an intimidating or hostile school environment.⁷ Some misconduct that does not qualify as bullying—for example, because it is not repeated—may still qualify as harassment that creates or contributes to an intimidating or hostile environment. Further, some misconduct that qualifies as bullying may also trigger responsibilities under the Anti-Discrimination Act. And a school's responsibilities under the Anti-Discrimination Act may differ from its obligations under the Anti-Bullying Law. As such, a school that labels an incident as "bullying," and limits its response accordingly, may fail to identify or properly address violations of students' civil rights.

When a school receives notice of an incident that may involve harassment, it must conduct a prompt and impartial investigation that is sufficiently thorough to determine whether an intimidating or hostile environment exists for any affected student.⁸ A school may receive notice that harassment is occurring in any number of ways. For example, harassing conduct may be reported to an administrator, may be witnessed by a teacher, or may be so open and notorious as to place the school on notice that it is occurring. A student does not need to report that they are being harassed, identify the conduct at issue as "harassment," or request that the school intervene in order to be protected by the Anti-Discrimination Act.⁹ If a school determines that harassment has occurred, it must take appropriate remedial action to end the harassment, prevent it from recurring, and eliminate the intimidating or hostile environment. Depending on the severity of the situation, a school may need to undertake systemic changes, including altering relevant policies and procedures and implementing training and educational programs, to effectively respond to an intimidating or hostile environment.

⁶ See G.L. c 71, § 370(d)(3).

⁷ Harassment creates an intimidating or hostile school environment when it is sufficiently severe or pervasive to unreasonably interfere with a student's educational performance or ability to participate in, or benefit from, school programs, activities, and services.

⁸ Upon receiving notice of a hate incident, schools should also consider whether the alleged incident is serious enough (e.g., a hate crime) to necessitate outreach to law enforcement. The model Memorandum of Understanding for School Resource Officers, released by the Office of the Attorney General, the Department of Elementary and Secondary Education, and the Executive Office of Public Safety and Security, offers guidelines for involvement of and information sharing with law enforcement. The Office reminds schools that, under state law, they must not involve law enforcement in traditional school discipline issues, and they should only make law enforcement referrals where the incident rises to the level of criminal conduct that poses real and substantial harm or threat of harm to the well-being of students or others in the school community or to property of the school.

⁹ A school cannot turn a blind eye to information it learns as part of an investigation: if an investigation into an initial incident uncovers evidence of additional harassing conduct, the school is responsible for investigating and addressing that conduct as well. See, e.g., 603 CMR § 26.07(2) (schools are responsible for addressing harassment "when they have knowledge of its occurrence").

Schools must take a balanced approach to imposing discipline when responding to hate incidents. On the one hand, an inadequate disciplinary response can encourage bias-related misconduct and contribute to the creation of, or exacerbate, an intimidating or hostile environment. On the other hand, schools must ensure that any disciplinary action is both consistent with laws and regulations regarding school discipline and an effective response to the misconduct at issue. In particular, schools should carefully consider alternative measures before suspending or expelling students.¹⁰ In addition to state legal requirements, “[r]esearch has shown that suspending students from school for non-violent offenses, and particularly suspending them repeatedly, has limited effectiveness in improving their behavior.”¹¹ Evidence-based approaches, such as Positive Behavioral Interventions and Supports (or PBIS), may be more effective at deterring bias-related misconduct and remediating an intimidating or hostile environment.

Schools should be confident that they can effectively respond to harassment and bias-related bullying without infringing on legal protections for student speech. Most incidents of bullying and harassment involve either conduct or types of speech—including threats and fighting words—not protected by the First Amendment or state law. Further, schools may discipline students for protected speech that causes, or is likely to cause, a substantial disruption or interferes with the rights of others, including the right to attend school free from bullying or harassment.¹² Additionally, schools may always respond to hateful speech with their own speech condemning bias and hate; by providing support for the victim and their community; and by conducting outreach, training, and educational programs.

Schools Must Take Affirmative Steps to Prevent Hate and Bias Incidents

Schools cannot wait until after a hate incident has occurred to take action. State law and DESE regulations require schools to take affirmative steps to create a positive school climate where all students feel safe, supported, and respected, and to implement rules, policies, and procedures to combat bullying and harassment. Schools that neglect these obligations risk creating an environment in which hate incidents are more likely to occur and are more difficult to address. To comply with state laws and regulations, schools must fulfill the following affirmative responsibilities:

- Review curriculum to ensure that it promotes tolerance and does not perpetuate discriminatory or demeaning stereotypes;¹³

¹⁰ See G.L. c. 71, § 37H¾; 603 CMR § 53.05.

¹¹ Department of Elementary and Secondary Education, “Advisory on Student Discipline under Chapter 222 of the Acts of 2012” (Feb. 28, 2015).

¹² See *Tinker v. Des Moines Ind. Com. School Dist.*, 393 U.S. 503, 509-10 (1969); G.L. c. 71, § 82. Schools may generally sanction students for otherwise protected speech, including political speech, that “crosses the line...[into] bullying and harassment.” See *Norris v. Cape Elizabeth High School*, 969 F.3d 12, 29 & n. 18 (1st Cir. 2020). While school officials are owed significant deference in determining when speech crosses this line, they must make certain that students are not sanctioned because the beliefs or positions they have expressed are unpopular, discomfoting, or “merely offensive to the listener.” *Id.*

¹³ See 603 CMR §§ 26.05(1) and (2).

- Provide students at all grade levels the “skills, knowledge, and strategies” necessary to prevent and respond to bullying and harassment;¹⁴
- Develop and implement plans to support and protect students who are vulnerable to becoming victims of bullying or harassment because of their race, color, religion, national origin, sex, gender identity, sexual orientation, or disability, among other identifying characteristics;¹⁵
- Prohibit students from engaging in bullying or harassment and prescribe disciplinary measures that may be imposed for violations;¹⁶
- Implement comprehensive policies and procedures for reporting, investigating, and responding to bullying and harassment;¹⁷ and
- Train administrators, teachers, and staff to successfully implement anti-bullying and anti-harassment policies and procedures, including by providing teachers with sufficient professional development opportunities to ensure that they can carry out the educational requirements above.¹⁸

Schools Should Adopt Best Practices to Help Them Implement Their Legal Obligations

Schools are encouraged to develop educational programs, prevention initiatives, and remediation measures that both incorporate best practices and meet the particular needs of their local community.

Based on the research and input of national and local experts, and consistent with schools’ legal obligations, the Office recommends that all schools in the Commonwealth consider the following best practices, among others:

- *Engagement with the School Community.* Building a climate of inclusivity where every student, no matter their racial, ethnic, or other identity, feels safe and valued requires ongoing learning and work by the entire school community, including administrators, teachers, staff, students, and parents. Adults within the school community hold a special responsibility, given their positions of power and authority. If they fail to comprehensively address hate or bias incidents among students, or if they engage in hateful or biased conduct or speech themselves, they may be signaling that such behavior is acceptable.

¹⁴ See G.L. c. 71, § 37O(d)(3).

¹⁵ See G.L. c. 71, § 37O(d)(3).

¹⁶ See G.L. c. 71, § 37O; 603 CMR § 26.08(1).

¹⁷ See G.L. c. 71, §§ 37O(d)(1)-(3); 603 CMR §§ 26.07(1)-(2), (4) and 26.08(1).

¹⁸ See G.L. c. 71, §§ 37O(d)(4) and (e)(2); 603 CMR 26.07(3).

- *Underlying Causes and Difficult Conversations.* In order to prevent, identify, and appropriately address hate, bias and prejudice, the school community should engage with related issues, such as the role of unconscious bias, the histories of marginalized groups, and the continuing impact of racism in our society. Schools should ensure that the school community receives the appropriate training and education to understand these issues and incorporate a shared understanding into the school culture. In addition, schools should train teachers and others in how to engage in and moderate difficult conversations. Districts should also consider offering guidelines and skills support on the use of hurtful terms in classrooms studying relevant history and literature. This set of work can often benefit from conversation and engagement with those who have relevant cultural expertise.
- *Transparency.* Hate incidents can have a significant and disruptive impact on the school community and are frequently the subject of broad community interest. Schools should strongly consider issuing a prompt and clear communication to the school community when a hate incident occurs, particularly when dealing with incidents that are serious, public, or likely to be the subject of rumors and gossip. The communication should vigorously condemn hateful or biased conduct, explain the steps that the school is taking to address the incident, and reaffirm the shared values of the school community, such as respect for differences and a commitment to inclusivity, equity, and safety for all students. The communication may also direct readers to resources or provide contact information for students who want to talk or have information to share. Email communications from the Framingham, Wellesley, and Marblehead school districts provide examples. Any such communication must comply with applicable privacy laws and regulations, including the Federal Educational Rights and Privacy Act (or FERPA).
- *Student Leadership.* Schools should foster and support student leadership groups representing marginalized communities (e.g., Black Student Union, Asian American Students Association, Gay-Straight Alliance/Gender Sexuality Alliance). Not only do student leadership groups support students and their allies and help build resilience, they increase acceptance and understanding among the school community and contribute to a positive school climate.
- *Notification to Parents of LGBTQ Students.* Schools should consider the unique concerns around notifying parents of LGBTQ students about bullying and harassment related to sexual orientation or gender identity/expression. For example, parents may not be aware of their child's sexual orientation or gender identity/expression. For additional information and guidance, consult DESE's *Guidance on Notifying Parents When A Student Has Been Bullied Based on Sexual Orientation or Gender Identity/Expression.*

The Office of the Attorney General is committed to securing the civil rights of all students in the Commonwealth. If you have questions about this Guidance or other civil rights concerns, you may contact the Office online or at 617-963-2917.

Dated: November 17, 2020



MAURA HEALEY
ATTORNEY GENERAL

THE COMMONWEALTH OF MASSACHUSETTS
OFFICE OF THE ATTORNEY GENERAL
ONE ASHBURTON PLACE
BOSTON, MASSACHUSETTS 02108

(617) 727-2200
(617) 727-4765 TTY
www.mass.gov/ago

Resource List for Schools

Addendum to Attorney General Office's Guidance on Schools' Legal Obligations to Prevent and Address Hate and Bias Incidents

The below resources are presented as a sampling of approaches to this topic and are not endorsed by the Attorney General's Office.

Teaching Tolerance

PURPOSE:

- *Teaching Tolerance's* mission is to help teachers and schools educate children and youth to be active participants in a diverse democracy. With an emphasis on social justice and anti-bias, *Teaching Tolerance* provides free resources for K-12 educators to supplement their curriculum, inform their practices, and create civil and inclusive school communities where children are respected, valued, and welcome participants.

LINK:

- <https://www.tolerance.org/>

FORMAT:

- Classroom Resources
 - Lessons and Learning Plans
 - Student Texts and Tasks
 - Teaching Strategies
- Professional Development
 - Workshops and Trainings
 - Facilitator Guides
 - Webinars and Podcasts
- Publications

CONTENT:

- *Teaching Tolerance's* classroom resources provide a range of materials. For those unsure where to begin, *Teaching Tolerance* recommends its Social Justice Standards, which include anchor standards and corresponding grade-level outcomes.
- *Teaching Tolerance's* professional development tools include scheduled workshops, trainings by request, learning modules, self-assessments, and other resources to help

educators enhance their teaching strategies and help administrators shape their school communities.

- Relevant publications include *Critical Practices for Anti-Bias Education* and *Responding to Hate and Bias at School*, which contains sections on before a crisis occurs, when there's a crisis, and after the worst of the crisis is over.
-

Anti-Defamation League (ADL)

PURPOSE:

- *ADL* is an anti-hate organization with a focus on the development of materials, programs, and services to build bridges of communication, understanding, and respect among diverse groups. The *ADL* has a regional New England office.

LINK:

- <https://www.adl.org/>

FORMAT:

- Educational Programs and Trainings
- Tools, Strategies, and Discussion Guides
- Lesson Plans
- Webinars and Podcasts
- Reading Lists

CONTENT:

- *ADL's anti-bias prevention programs and trainings* assist educators and students in understanding and challenging bias behavior and include school-wide programs and workshops for students, professional development workshops for educators and a school climate improvement framework. The *Anti-Defamation League's* signature programs include A World of Difference Institute, No Place for Hate, and Words to Action.
 - *ADL's tools, strategies, and discussion guides* help educators and students promote safe, respectful, and inclusive learning environments. The resources include classroom tips and strategies and discussion and activity guides.
 - *ADL's collection of K-12 curricula* include lesson plans and multi-grade units that promote critical thinking and assist educators in teaching current events topics through the lens of diversity, bias, and social justice.
 - *ADL's education webinars* assist educators and parents in building inclusive and respectful learning environments and provide important information on curricula resources related to bias.
-

Facing History and Ourselves

PURPOSE:

- *Facing History and Ourselves* uses lessons of history to challenge teachers and their students to stand up to bigotry and hate. *Facing History's* resources address racism,

antisemitism, and prejudice at pivotal moments in history, helping students connect choices made in the past to those they do and will confront in their own lives.

LINK:

- <https://www.facinghistory.org/>

FORMAT:

- Educator Workshops, Courses, and Seminars
- Webinars
- Self-Guided Workshops
- Teaching Strategies
- Lesson and Unit Plans

CONTENT:

- *Facing History and Ourselves* provides learning opportunities for educators via in-person professional development and webinars to add more tools to their teaching toolbox.
- *Facing History and Ourselves* also provides sample lesson plans that include activities and resources for teaching current events, integrating the study of history and literature, and encouraging students to connect past events to current events in order to reflect on the choices they make today.

Learning First Alliance

PURPOSE:

- The goal of *Learning First Alliance* is to equip educators to create a healthy school culture and prevent acts of hatred and bias to protect and educate students. *Learning First Alliance* is composed of a dozen education organizations, including AASA/the School Superintendents Association, the American Federation of Teachers, the National Association of Elementary School Principals, the National Association of Secondary School Principals, the National Education Association (NEA), the National PTA, and the National School Boards Association.

LINK:

- <https://learningfirst.org/>

FORMAT:

- Guide
- Recommended Resources

CONTENT:

- *Learning First Alliance's* guide helps schools create safe and supportive learning communities.
- *Learning First Alliance* also directs schools to additional materials from its member organizations (e.g., NEA, National PTA).

National Association of School Psychologists (NASP) Guidance for Reinforcing Safe, Supportive and Positive School Environments for All Students

PURPOSE:

- *NASP's* mission states that parents, caregivers, and educators have a critical responsibility to help children and youth feel safe and secure and learn how to engage with others of differing viewpoints in a peaceful, tolerant, and respectful manner. Schools play a critical role in this process by creating a positive learning environment for all students.

LINK:

- <https://www.nasponline.org/>

FORMAT:

- Guidance

CONTENT:

- The *NASP Guidance for Reinforcing Safe, Supportive and Positive School Environments for All Students* provides tips for supporting children and youth in schools, emphasizing the role of schools in creating positive learning environments for all students and educators' role as facilitators for respectful discussions.

Massachusetts Department of Elementary and Secondary Education's Safe Schools Program for LGBTQ Students

PURPOSE:

- The *Safe Schools Program* is a joint initiative of the Department of Elementary and Secondary Education and the Massachusetts Commission on LGBTQ+ Youth that offers various resources and services to help schools implement state laws impacting LGBTQ+ students.

LINK:

- <http://www.doe.mass.edu/sfs/lgbtq/>

FORMAT:

- Training and Technical Assistance
- Curricula
- GSA Leadership Council

CONTENT:

- The *Safe Schools Program* provides schools with program assistance for LGBTQ+ students by offering training programs for educators and student leaders on topics related to sexual orientation, gender identity, and school climate.

- The *Safe Schools Program* also offers curricula resources, including model units, inclusive materials, and an inclusive reading list, that will help students value the contributions of LGBTQ+ individuals and understand their place in history, literature, and other fields.
 - The *Safe Schools Program* website offers additional resources, including references to applicable state laws, guidance, and model policies.
-

GLSEN

PURPOSE:

- *GLSEN's* mission is to ensure that every member of every school community is valued and able to learn and grow in a safe school environment regardless of gender identity, gender expression, or sexual orientation.

LINK:

- <https://www.glsen.org/>

FORMAT:

- Lesson Plans
- Professional Development Workshops
- Educator Guides
- Model District Policy
- Safe Space Kits
- Webinars

CONTENT:

- *GLSEN* provides educators with curricula materials, including sample standards and lesson plans to foster a collaborative and inclusive classroom for LGBTQ+ students, improve school climate, and build leadership.
- *GLSEN's* educator guides offer resources for specific Days of Action (e.g., Ally Week, Day of Silence) and for bringing LGBTQ+ visibility into the curriculum.
- *GLSEN's* professional development resources include an educator training program with a series of modules, often offered by local *GLSEN* chapters.
- *GLSEN's* model district policy aims to foster a welcoming educational environment that is free of discrimination and stigma for all students while complying with local, state, and federal harassment, discrimination, and bullying laws to ensure a safe school climate for all.
- *GLSEN* also offers a position statement on restorative discipline and a Claim Your Rights document for students.
- *GLSEN* has a local Massachusetts chapter.

Safe Schools and Communities Program of Greater Boston PFLAG

PURPOSE:

- *Greater Boston PFLAG's* mission is to help change attitudes and create an environment of understanding through education, support, and advocacy so that LGBTQ+ family members, friends, and individuals can live in a world that is safe and inclusive.

LINK:

- <https://gbpflag.org/>

FORMAT:

- Trainings
- Workshops

CONTENT:

- *Greater Boston PFLAG's* [Safe Schools and Communities Program](#) offers customizable trainings for students, parents, educators, and administrators to foster a more inclusive environment.

History UnErased

PURPOSE:

- *History UnErased* works to provide educators with the training and resources they need to contextualize LGBTQ+ history to create an inclusive U.S history curriculum for K-12 schools. *History UnErased* is based in Lowell.

LINK:

- <https://unerased.org/>

FORMAT:

- Training
- Instructional Resources
- Educator Resource Guide
- Peer-to-Peer Support

CONTENT:

- *History UnErased's* curriculum and instructional resources are targeted to grades six through 12 and are aligned with Massachusetts and national standards. The educator resources include live, virtual training sessions, educator guides for each thematic module, and online discussion forums.

Welcoming Schools

PURPOSE:

- *Welcoming Schools* is a professional development program that provides training and resources to elementary school educators to embrace family diversity, create LGBTQ+ and gender inclusive schools, prevent bias-based bullying, and support transgender and non-binary students. *Welcoming Schools* is a program of the *Human Rights Campaign (HRC) Foundation*.

LINK:

- <http://www.welcomingschools.org/>

FORMAT:

- School- and District-Based Trainings
- Lesson Plans
- Recommended Student Books
- Videos

CONTENT:

- *Welcoming Schools* facilitators conduct professional development trainings for educators in elementary schools and districts to help school staff work together to identify areas of change within the school and to provide strategies to make sure that all students feel included.
- *Welcoming Schools* lesson plans are designed to make classrooms more welcoming, inclusive, and safe. They are aligned with the Common Core Standards and can be integrated into social emotional learning (SEL) and anti-bullying programs.
- *Welcoming Schools* has videos for educators to show in their community to help foster a safe and more welcoming classroom environment.

Gender Spectrum

PURPOSE:

- *Gender Spectrum* works to create a gender-inclusive world for all children and youth by collaborating with families, organizations, and institutions to increase our understanding of gender and the implications of evolving views.

LINK:

- <https://www.genderspectrum.org/>

FORMAT:

- Guidance
- Toolkits

- Model Policies
- Support Plans
- Assessment Tool
- Signs and Forms

CONTENT:

- *Gender Spectrum* provides a wide range of resources such as model policies, toolkits, and support plans to create classrooms that are welcoming to children within any school community.
- *Gender Spectrum's* guidance, Schools in Transition, provides practical recommendations and field-tested tips on supporting transgender students in schools.

The National Association for the Education of Young Children (NAEYC): Anti-Bias Education for Young Children and Ourselves

PURPOSE:

- *NAEYC* is a professional membership organization focused on creating and promoting high-quality early education (birth through age 8) through development of curriculum, policy, and research. *NAEYC* has published a resource book entitled *Anti-Bias Education for Young Children and Ourselves*.

LINK:

- <https://www.naeyc.org/resources/pubs/books/anti-bias-education>

FORMAT:

- Curriculum Guidelines

CONTENT:

- *Anti-Bias Education for Young Children and Ourselves* provides early educators a resource for developing inclusive curricula and classrooms.

Teaching Young Children to Understand and Accept Differences

PURPOSE:

- *Teaching Young Children to Understand and Accept Differences* provides educators and schools with strategies to promote the creation of a community that supports all dimensions of human differences. With a focus on young learners, it helps educators introduce a working concept of diversity that addresses the impact of social stereotypes, bias, and discrimination in children's development and interactions.

LINK:

- <https://lesley.edu/article/teaching-young-children-to-understand-and-accept-differences>

FORMAT:

- Teaching Strategies

CONTENT:

- *Teaching Young Children to Understand and Accept Differences* provides educators, especially early childhood professionals, with five teaching strategies that can be incorporated into learning environments to work towards creating an anti-bias classroom.
 - *Teaching Young Children to Understand and Accept Differences* also directs educators and others to *Leading Anti-Bias Early Childhood Programs: A Guide for Change* for program leaders working to create a culture for anti-bias work.
-

Teaching for Change

PURPOSE:

- *Teaching for Change* helps teachers draw connections to real world issues and empower students to raise questions about the world around them and participate in building a more equitable society. *Teaching for Change*'s tools include opportunities for family engagement.

LINK:

- <https://www.teachingforchange.org>

FORMAT:

- Lessons
- Recommended Student Texts
- Articles
- Videos

CONTENT:

- *Teaching for Change* provides educators with downloadable lessons, recommended classroom books, articles, videos, and a collection focused on the development of an anti-bias curriculum.
 - *Teaching for Change* offers curated content in specific areas, including Teaching Central America, Challenge Islamophobia, and Civil Rights Teaching.
-

Reimagining Integration: Diverse and Equitable Schools (RIDES)

PURPOSE:

- *RIDES* is a project of the Harvard University Graduate School of Education that helps schools promote diversity, equity, and true integration, recognizing that having students of different races in school together does not automatically translate to educational equity. *RIDES* works with schools and districts to disrupt systemic inequality by building individual and team capacity to tackle race and racism and supporting the use of improvement tools, practices, and examples.

LINK:

- <https://rides.gse.harvard.edu/>

FORMAT:

- Coaching Tools
- Assessments
- Sample Policies
- Instructional Strategies
- Articles and Podcasts

CONTENT:

- *RIDES* provides a variety of resources designed to support work in improving equity outcomes, suggest strategies, and highlight promising practices for educators and administrators.
 - *RIDES* recommends The Systemic Improvement Map and the ABCD Themes as the two primary entrance points to its tools.
-

Tools to Fight Hate: Know Your Rights Palm Card

PURPOSE:

- *Lawyers for Civil Rights (LCR)* aims to foster equal opportunities and fight discrimination on behalf of people of color and immigrants through legal action, education, and advocacy.

LINK:

- <http://lawyersforcivilrights.org/>

FORMAT:

- Handout/Palm Cards

CONTENT:

- *LCR's Know-Your-Rights Palm Cards* provide students, parents, educators, and administrators with a brief overview of how to protect themselves and others from hate crimes.
-

Ten Ways to Fight Hate: A Community Response Guide

PURPOSE:

- The *Southern Poverty Law Center* is dedicated to fighting hate and bigotry and to seeking justice for the most vulnerable members of society through litigation, education, and other forms of advocacy. *Ten Ways to Fight Hate: A Community Response Guide* offers an educational tool for local communities.

LINK:

- <https://www.splcenter.org>

FORMAT:

- Guide

CONTENT:

- The *Southern Poverty Law Center's Ten Ways to Fight Hate* is guidance that offers ten ways to fight hate and discrimination and provides a whole-community approach.
-

Courageous Conversation

PURPOSE:

- *Courageous Conversation* helps educators address race and racial disparities through safe, authentic, and effective dialogue in order to uncover personal and institutional biases that prevent students from reaching their fullest potential. *Courageous Conversation* is a project of the *Pacific Educational Group*.

LINK:

- <https://courageousconversation.com/>

FORMAT:

- Dialogue Protocol
- Seminar

CONTENT:

- *Courageous Conversation* is a protocol for effectively engaging in, sustaining, and deepening interracial dialogue. Through its Framework for Systemic Racial Equity Transformation, *Courageous Conversation* helps educators address persistent racial disparities intentionally, explicitly, and comprehensively.
 - *Pacific Educational Group* also offers a two-day seminar, *Beyond Diversity*, designed to help leaders, educators, students, parents, administrators, and community participants understand the impact of race on student learning and investigate the role that racism plays in institutionalizing achievement disparities.
-

Interaction Institute for Social Changes (IISC)

PURPOSE:

- *IISC's* mission is to build collaborative capacity in individuals, organizations (including school districts), and networks working for social justice and racial equity.

LINK:

- <https://interactioninstitute.org/>

FORMAT:

- Trainings and Workshops
- Leadership Development
- Facilitation
- Strategic Planning

CONTENT:

- *IISC* leads workshops and trainings to provide participants with the opportunity to learn and practice the skills and tools of collaboration so that they can design meetings and build and run organizations with greater social impact.
 - *IISC* provides a range of services that help to facilitate inclusive organizational conversations and build collaborative and equitable leadership.
-

The National SEED Project (SEED)

PURPOSE:

- *SEED* partners with schools to develop *SEED* leaders who guide their peers in conversational communities to create multicultural equitable classrooms and drive change toward social justice. *SEED* believes that, to create the most effective environments for learning and flourishing, schools need curricula, teaching methods, and workplace practices that are gender fair, multiculturally equitable, socioeconomically aware, and globally informed. *SEED* is a project of the Wellesley Centers for Women at Wellesley College.

LINK:

- <https://www.nationalseedproject.org/>

FORMAT:

- Trainings
- Online Community
- Regional Events and Workshops

CONTENT:

- *SEED* offers a seven-day New Leaders Week that prepares new participants to lead *SEED* seminars in communities where they are already employees or members. It also offers a three-day training that helps experienced leaders to hone their skills.
 - *SEED* also provides an online community that helps *SEED* leaders support each other and share resources.
-

VISIONS, Inc.

PURPOSE:

- *VISIONS*'s mission is to equip individuals and organizations with the tools needed to thrive in a diverse world, to remove structural and cultural barriers that prevent full and

equitable participation, and to help create environments where differences are recognized, understood, appreciated, and utilized for the benefit of all.

LINK:

- <https://www.visions-inc.org/>

FORMAT:

- Workshops and Trainings
- Organizational Development Consultation
- Youth Engagement
- E-Learning

CONTENT:

- *VISIONS* offers tiered workshops and trainings focused on topics such as identifying unconscious bias and misinformation, communicating more effectively across difference, recognizing barriers to inclusion, and facilitating change in groups and organizations to create an environment of inclusion.
 - *VISIONS* consults with organizations to assess organizational culture and address the challenges unique to them.
 - *VISIONS* provides workshops, technical assistance, and training for youth and the adults who support them. Workshops are co-facilitated by youth trained to teach peer leadership skills.
-



School Sports and Bias:

Best Practices and Resources for
Athletic Directors, Coaches, and
School Administrators



© 2022 Anti-Defamation League
All rights reserved

Printed in the United States of America

No part of this publication may be reproduced or utilized in any form or by any means, electronic or mechanical, or by an information storage and retrieval system for any purposes other than intended and described in this publication without permission in writing from the publisher.

Anti-Defamation League
605 Third Avenue
New York, NY 10158-3560
(212) 885-7700/885-7800
www.adl.org

Athletic directors, coaches and school administrators play vital roles in creating a sports environment where all student-athletes can feel included and thrive. Cultivating an equitable and inclusive team, arena, and school community requires ensuring that historically marginalized students feel welcome and safe, and values of fair play and respect are upheld by all.

This toolkit is a resource to help athletic directors, coaches, and school administrators strengthen their responses to sports-based incidents of bias and bigotry. Whether it be a racist “joke,” slur, stereotype, act of exclusion or some other manifestation of implicit or explicit bias, all school community members must be committed to addressing bias-related incidents in the sports arena. This is in large part because standing idly by in the face of a bias-related incident can have a lasting impact. Failing to effectively respond to bias incidents tacitly condones harmful words and actions and sends a message that school safety and equity are not community priorities. By addressing and confronting harmful language and behaviors, athletic directors, coaches, and other school staff can actively promote greater safety, inclusion, and equity on and off the playing field and model how student-athletes can do the same.



In this toolkit, you will find ADL’s “P.E.A.C.E.” framework to guide you in proactively preparing for and responding to hate and bias-related incidents. This guide also provides examples of sports-related bias incidents with appropriate discussion questions for learning.

The most effective responses to bias incidents incorporate prevention, intervention, and long-term education. The work to build inclusive athletic spaces cannot begin after an incident has occurred. A commitment to continuous anti-bias learning is essential before, during and after an incident.

This toolkit is not a substitute for legal advice. Any protocols, policies, or procedures that are developed or updated should be reviewed according to your school’s or district’s approval process.

Contents

P.E.A.C.E. Framework: Developing Your School's Incident Response Strategy	2
▀ What is a Bias Incident?	2
▀ Prevent and Prepare	3
▀ Encourage Reporting	5
▀ Act Quickly and Respond	6
▀ Communicate	10
▀ Educate and Heal	11
Sports-Specific Bias Prevention Strategies	13
▀ Pre-Season Team Meetings	13
▀ Brave and Safe Space Guidelines	13
▀ Community Values and Fair Play	14
▀ Consequences for Engaging in Bias Incidents	14
▀ Responsibility to Report Bias Incidents	15
▀ Facilitating Deeper Learning	15
Turning Bias Incidents into Teachable Moments: A Guide to Facilitate Deeper Learning	16
Additional Resources	26

P.E.A.C.E. Framework: Developing Your School's Incident Response Strategy

ADL has developed the P.E.A.C.E. framework as an acronym to use when preparing for and responding to school-based hate and bias incidents. This framework is as applicable to the athletic arena as it is to the classroom, cafeteria, cyberspace and all other areas of student life.

What is a Bias Incident?

A bias incident often involves noncriminal conduct motivated by hatred, prejudice or bigotry and directed toward any individual, residence, house of worship, institution or business expressly because of the target's real or perceived race, nationality, ethnicity, religion, sex, sexual orientation, gender, gender identity, disability or other aspects of identity. Bias incidents can involve biased or hateful imagery, language or actions.



Before responding to a bias incident, consider the following:

- **Everyone has bias.** Be aware of how bias (your own and others') may affect perceptions and actions.
- **No two incidents are exactly alike.** Approach each case individually.
- **Dig deep. Incidents can be indicators of other problems with school or team culture.** Take time to assess the whole picture to address the root of the problem.
- **Get out in front or risk being left behind.** In the immediate aftermath of an incident, make your response a priority, and take all the key stakeholders of your school (e.g., students, families, staff, community) into account.
- **Model inclusivity.** Make sure your policies, personnel and pedagogy all reflect the values you want your students to exhibit.
- **Practice.** Regularly practice and refine your bias incident response protocol.

Prevent and Prepare

Sports-based bias incidents can be carried out by spectators, including students and family members, and witnessed by others. Therefore, it is critically important to educate the entire school community to recognize and address bias. The educational process should occur throughout the school year in schoolwide discussions and pre-season team meetings.

Towards the end of this guide are examples of bias incidents in the athletic arena that can be introduced at pre-season team meetings in order to engage in discussions on the nature and impact of bias incidents, and on intervention and prevention strategies. Preparation is key to prevention. **To actively prevent incidents, continuously assess your team's culture and the broader school environment. Below are some questions you may want to reflect on throughout the school year.**

- Does your district's administrative leadership team include the athletic director?
- Does the leadership team participate in professional development on bias incident prevention and intervention?
- Do all new and current coaches participate in anti-bias training and are they informed about the district's bias prevention and intervention policies, protocols, and practices?
- Do ALL your sports teams actively discuss the possibility of bias incidents that may occur from teammates, spectators, opposing teams, and others in the school and greater community? Are coaches, athletic directors, and student-athletes equipped to respond?
- Is there a committee of students, family members and staff working on diversity, equity and inclusion goals throughout the school year?
- Are you providing anti-bias and anti-racism training for coaches, teachers and staff, including on topics such as microaggressions, implicit bias, stereotypes, inclusive language, responding to insensitive comments, cyberbullying, online hate, etc.?
- Are your physical and virtual spaces accessible to all? Does your school consider accessibility needs on an ongoing or regular basis?
- Have you considered which identities are represented on your school signage, posters and photographs? Do they reflect the inclusive community you are trying to build?
- Have you conducted a school climate survey and reviewed the results with your school community and staff? Have you taken action, if necessary, in response to the results?

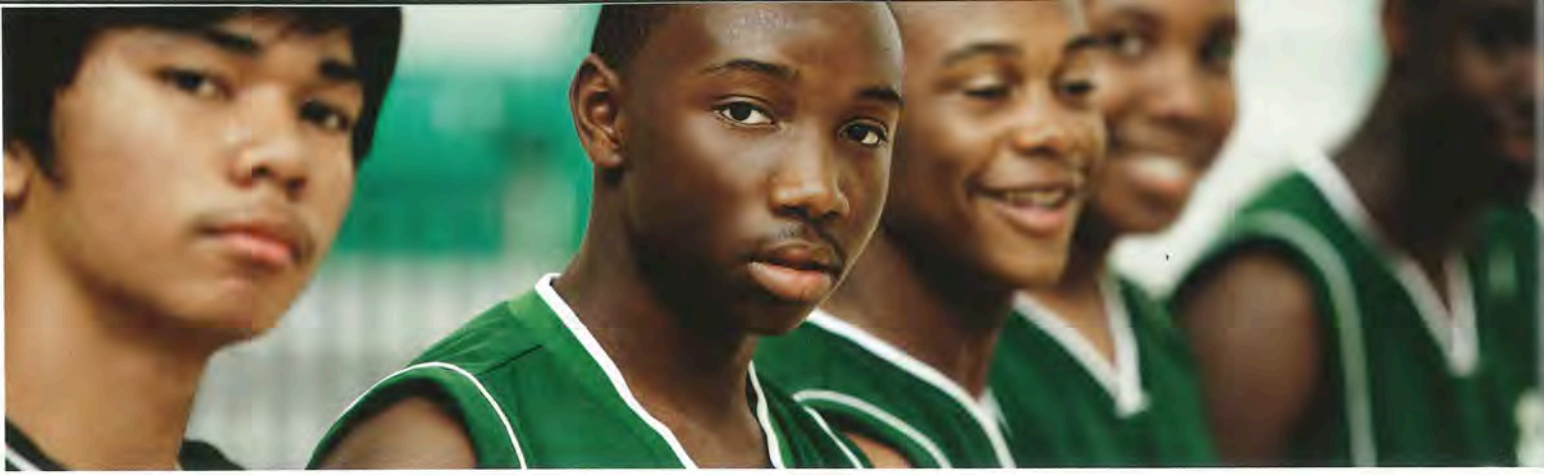
Having clear policies and protocols to follow when an incident occurs will make your response swift and effective. Consider the following questions in your planning.

School Policies

- Have you reviewed and updated your policies on bullying, harassment and discrimination?
- Are these policies inclusive of all students?
- Are these policies equitably enforced? Do your policies address incidents that take place in digital spaces?
- Have you reviewed and updated your policies in your staff and student handbooks?
- Have you publicized these policies to all members of the school community using many different methods of communication (e.g., on notice boards, in digital and print newsletters)?
- Are your school policies available in many different languages?
- Is your data collection protocol consistent with local, state and federal standards? It is important to track and analyze incidents so that patterns can be addressed.

Response Protocol

- Does your school have a bias incident response protocol? Consider creating a readily available incident response checklist to use when incidents occur.
- Has the protocol been clearly communicated to school staff? Practicing and refining the protocol will make your team more efficient and thorough in their response when incidents do occur.
- Do your coaches and team members understand the roles they may be asked to play in connection with incident response (e.g., investigation, communication, community healing, etc.)?
- Do you have relationships with community-based organizations, your local human rights commission and other relevant stakeholders? These relationships can enhance your ability to respond rapidly and comprehensively to an incident.
- Do you have a standardized bias-incident response form to guide and document information-gathering after an incident?
- Have you clarified what role (if any) school resource officers (SROs) play in your school, including sporting events?



Encourage Reporting

Young people are often very reluctant to tell adults about incidents because they believe reporting may make things worse.

- Are you fostering a culture where students feel safe and supported to report and discuss bias incidents with school staff?
- Do students know what to do when a bias incident occurs? Are there trusted adults in the building to whom they can turn for help?
- Do you have an easily accessible reporting mechanism?
- Is your reporting mechanism safe, confidential and anonymous? Schools must ensure that students who report incidents do not experience retaliation or unnecessary interaction with law enforcement.
- Is the reporting system accessible to people with disabilities? Is it safe and comfortable for historically marginalized students, students who are immigrants and students learning English as a new language? Ensuring safety and inclusion for vulnerable, under-represented and marginalized students will encourage reporting.
- Have you affirmed that your school is a “safe zone” by reinforcing existing laws, policies and constitutional rights that protect immigrant students from federal immigration enforcement activity at school?
- Do all staff know what to do when they encounter a bias incident or a bias incident is reported to them? Is there clarity among the staff with respect to who reviews and investigates these reports? Take reported issues seriously, invest the time to listen before engaging in problem-solving and maintain confidentiality when possible.
- Do coaches and athletic directors reinforce how to report incidents and are they working to make themselves more accessible to students so they feel comfortable reporting?
- You may notice an initial increase in reported incidents when you begin to implement some of the suggestions listed above. This may reflect an increased trust between the school administration and the students.

Act Quickly and Respond

Every bias incident should be addressed in the moment when possible and in a serious manner to reassure the school community that hateful, biased language and actions are unacceptable. Understand that the impact of an incident on your school community—and therefore your response—will vary based on the type of bias or hate and the method of dissemination.

Intervene in the Moment

- Responding to biased language and incidents conveys important messages about a school's culture and values. Effective responses communicate that your school community is committed to protecting historically marginalized people, whether they are widely represented in your school community or not.
- Comments and actions motivated by bias can sometimes catch us off guard, making it hard to know what to say or do in the moment. Remember that silence is harmful. By not intervening, bystanders are communicating that the biased language or actions are acceptable. In responding to bias incidents, allies communicate care by holding those who cause harm accountable, showing solidarity and support for those who are targeted or harmed, modeling and encouraging ally behaviors, and educating the broader school community.
- Being prepared to STOP the biased behavior and SUPPORT the targeted individual or group will allow you, as educators and leaders, to respond more intentionally and with confidence. In responding, we communicate care by holding those who cause harm accountable, showing solidarity and support for those who are targeted or harmed, modeling and encouraging ally behaviors, and educating the broader school community.
- **When an incident occurs before, during, or after an athletic event, you must STOP the behavior in the moment and SUPPORT the targeted student(s) or group(s).**

Support Targeted Individuals and Groups In the Immediate Aftermath of a Bias Incident

Make sure all students are safe.

It is critical that coaches, athletic directors, and other administrators, as well as teachers and counselors, provide support for any student or group who has been targeted. Providing support might look different depending on the incident. Be cautious not to put targeted students in a position that is embarrassing; some students who may need support might say they are okay because they want to avoid further marginalization. **Be sure to remain flexible in providing support and check in often.**

What support can look like:

- After stopping the incident, find a quiet moment to speak to the impacted student one-on-one.
- Ask if the student is okay.
- State that you value and respect them and that this type of behavior is unacceptable and will be addressed.
- Ask how you can support the student or what the student needs.
- If the student has a positive relationship with another adult in the school, you may want to encourage them to discuss the incident with them. Keep in mind that students process bias incidents in different ways and that students' reactions should be respected.

Here are some ways you can offer to help:

- Encourage the student to report the incident to a trusted adult.
(Note: If a student expresses that they do not wish to report the incident to the administration, educators should let the student know that educators have a responsibility to report incident to the administration in order to keep them safe. Assure the student that you will keep them informed of the process so that there is transparency.)
- If your school has an identity-based organized club or affinity group for students, suggest that the student reach out to process their feelings with other members of the club or group.
- Encourage the student to talk to parents, caregivers or family members about providing support at home, and offer to connect families to the appropriate school staff if they would like to speak about the school's response to the incident.
- Provide comfort and aid to students who were targeted and impacted. Provide space for them to process their emotions. Ensure that they are heard and seen.
- Be mindful that if the targeted student is part of a marginalized group in schools, others who identify in that way may also feel unsafe and vulnerable. Find ways to communicate to the larger community.
- Determine the extent to which mental health, social service providers and other victim resources should be consulted.
- Consider the bigger picture at the school. Ask students whether similar incidents have happened and listen to concerns and feedback about school climate.
- Protect confidentiality and the rights of all involved parties, including the student(s) allegedly responsible for the bias incident.

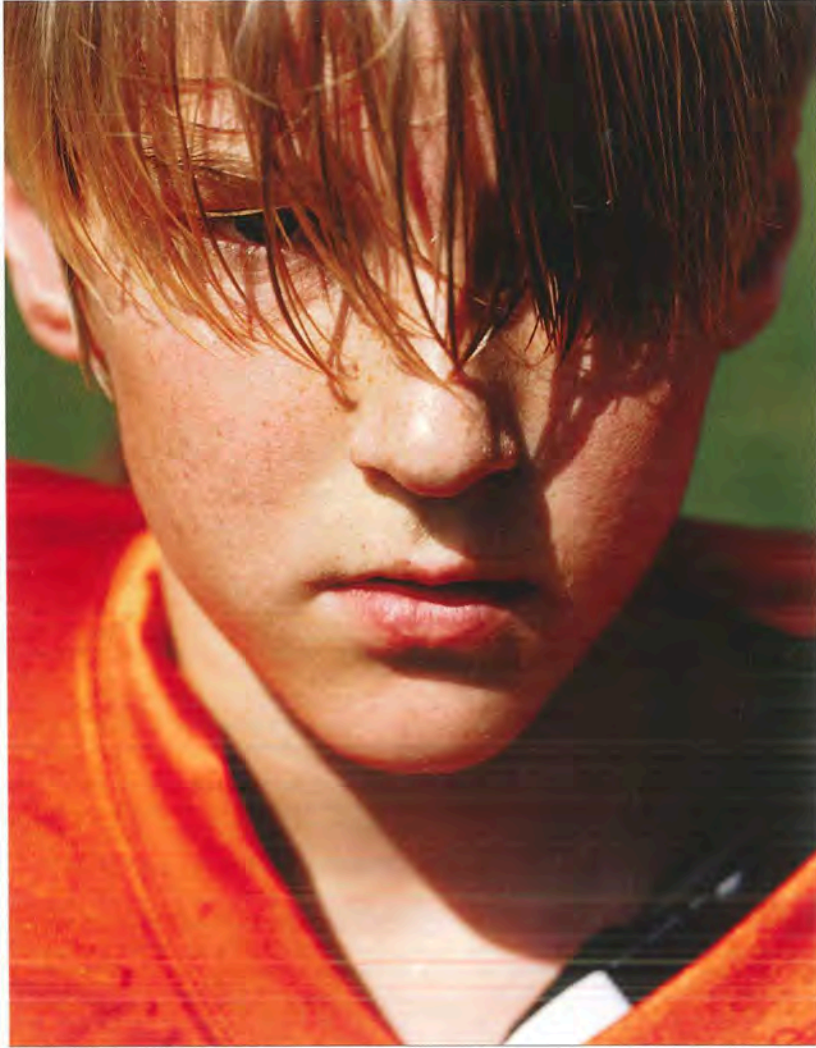


Questions to Consider

- Who needs to be included in the response to this incident? Do staff, families, community organizations, media or others need to be involved from the onset?
- Who is reaching out to those who are impacted, and how? Think about the roles that administrators, educators and support staff can play with respect to outreach.
- How will you ensure that those who are impacted feel safe and that their needs are addressed?
- How will you ensure transparency about the investigation without compromising confidentiality and safety?
- Do some or all of the involved parties belong to another school community? How are you communicating with them? ***When incidents take place in the athletic arena or other venues where two schools interact, consider how you are communicating and coordinating with the other school's administration.***
- Does the incident involve an imminent threat to student safety or the safety of others? If so, consider whether school safety resources may need to be activated.

Initiate an Investigation

- Use a standardized bias incident reporting form to gather information and preserve evidence. Interview everyone involved separately and collect written accounts as soon as possible.
- Investigate all allegations of bias incidents swiftly, thoroughly and seriously.



What to Do if the Aggressor is Unknown

Responding to bias incidents can become extremely complex if the aggressor is unknown. Consider providing education to the broader impacted group in these moments and facilitating group conversations to explain and explore historical and current bias. However, avoid framing the response as punitive or burdensome. Students should not view anti-bias education as a chore but rather as an important and integral part of their learning and development. Reaffirm your school's values and provide support to students on an individual or group basis. Remember that **bias causes harm when there is no identifiable target or aggressor.**

Ensure the consequences you are considering are equitable; a disproportionate or poorly communicated response can perpetuate and solidify biases.

Concepts to Remember When Responding to Incidents

Prioritize impact, not intent.

Young people will often say that their words or actions were not intended to cause harm. It is important for educators and leaders to refocus the conversation from intent to impact. We recommend explaining how, for the person targeted, the harm and impact of the biased action is what matters, not necessarily the intent behind it. You may choose to ask the aggressor to reflect on these questions: **"How do you think that action or comment made the target feel?"** and **"How do you think people from the targeted community are impacted when that language is used?"**

Communicate

Prompt, intentional and specific communication with the school community makes a big difference. Statements from school leadership set the tone for the community.

- Determine who in the school community needs to be informed. A bias incident that occurs in the athletic arena can be far reaching and impact the school community and community at large. Remember, word will get out and travel quickly. It is important that a community hears from the school administration first. Otherwise, they may assume administrators are not taking the incident seriously.
- Initial communications should be timely and do the following:
 1. Describe the nature of the incident (e.g., “swastika on the bathroom wall”). Be transparent and specific. If slurs or offensive language were used, make sure to use censored words (for example, n-word, r-word) so that you do not perpetuate the harm.
 2. Use thoughtful, inclusive language, and choose terms that respect how affected communities self-identify.
 3. Denounce the incident and reaffirm your school’s values.
 4. When appropriate, announce an immediate investigation of the incident.
 5. When ready, present a clear plan of action moving forward. Are you hosting conversations in classrooms? Are you planning a schoolwide program? What steps are you going to take to help the school community heal?
 6. Share resources that will help the school community continue these conversations outside of the school setting.
 7. Protect the identities and rights of the students involved.
- Tone matters. Use this opportunity to convey that bias will not be tolerated and to build trust with the school community.
- You may choose to tailor your message depending on the audience (e.g., students, staff, families and the wider community).
- Send regular updates and plans for short- and long-term actions to various stakeholders.

If the media is involved, make sure to clarify who is charged with responding.



Educate and Heal

Make sure you are teaching students about bias, its harmful effects and how to challenge it throughout the school year. Don't wait for an incident to occur to talk about these important issues.

Teachable Moments

- Provide opportunities for all members of the school community to discuss and process their thoughts and feelings about the incident and bias more generally. Remember to center the perspectives of impacted communities if it is safe, respectful and appropriate to do so—otherwise, you may risk retargeting affected individuals and communities.
- Educators, counselors and administrators should coordinate disciplinary, behavioral and educational interventions for students responsible for the bias incident.
- Turn bias-motivated incidents into teachable moments for aggressors, bystanders and the wider school community by using the next section in this guide. Beyond administering consequences, schools have a responsibility to educate the students who perpetrate bias incidents.

Help young people accept discomfort and uncertainty.

A safe environment doesn't mean you and your student-athletes will or should be comfortable with every discussion. Be prepared for conversations about bias to be messy and complicated. They may not end as you expect they will. You can remind yourself of this and share that understanding with your students to manage everyone's expectations. It is helpful to remember and share with students that deep learning, the kind that is lasting and long-term, often comes when things are uncomfortable or "sticky." It may also be helpful to explain to students that when complex conflicts are handled well, there can be a greater understanding and improved relationships on the other side.

Revisit conversations if they don't go as planned.

It is important to circle back to any conversations that don't go as planned or which feel unfinished. Educating young people about the impact of bias is an ongoing process that will require multiple conversations. While you might not have the words to respond perfectly to every situation, you do have a responsibility to say something that interrupts any harm being caused. You might consider simply stating, "What I just heard/saw was not okay." You can then follow up later after collecting your thoughts and planning for what might be a complex conversation to navigate.



Community Healing

- Include many perspectives in the conversation about how to heal the school community. Responding to hate can be a community-building opportunity if you encourage collaboration.
- If appropriate for your school community, hold a town hall, vigil, assembly or school community gathering. These events can help convey information, elevate ally voices and personal stories and provide an open forum for the community.
- Be careful not to tokenize marginalized voices by asking members of an affected group to represent their community or culture.
- Responding to incidents should not be a "one-and-done" approach. Anti-bias education is a long-term process, and preventing bias requires an ongoing commitment from all stakeholders in the school community, including the school's administrators. Integrate anti-bias and bullying prevention strategies into the school curriculum, school climate programs and family engagement efforts.
- Continue to provide professional development for school staff on how to lead discussions on the nature and impact of bias with students and families.

Assess and Adjust

- After each incident, convene the staff for a debriefing.
- Review and update policies and protocols based on lessons learned.
- Continue to regularly drill bias incident response with your staff.
- Review your bias incident prevention and intervention programs to ensure anti-bias education throughout the year.

Sports-Specific Bias Prevention Strategies

Just as schools expect staff, students and their families to uphold positive community values such as respect, inclusion and equity in the classroom and other places within the school building, as well as in cyberspace, schools sometimes fall short of ensuring these same values are upheld in sports. The following strategies are designed to help uphold positive community values in the athletic arena, prevent bias incidents from happening there in the first place, and provide guidance on how to respond when an incident happens.

Pre-Season Team Meetings

Pre-season team meetings play a critical role in communicating the values that students are expected to uphold, and in establishing a shared commitment to treat each other and opposing players with respect and equity—on and off the playing field. Explain what respect, inclusion and equity mean in the context of sports, eliciting from students and sharing your own perspective and examples. These meetings should be held prior to EACH season: fall, winter, spring. All student athletes should be required to attend pre-season meetings as a prerequisite to participate in interscholastic athletics. All meetings should be led by coaches and team captains, and include the following topics.

Brave and Safe Space Guidelines

At the beginning of pre-season meetings, coaches and team captains should lead a discussion on safe and brave space guidelines that will help students feel they can contribute to the meeting and have their voices heard. Interpretations of the word “safety” may depend on the person. Sometimes members of majority and/or power groups equate safety with comfort and will suggest guidelines such as “politeness,” “positivity,” and “cheerfulness.” While those guidelines might be aspirational, they can inhibit members of marginalized groups from expressing strong feelings as well as real and sometimes harsh testimony about their experiences, including those of feeling unsafe, marginalized and targeted. Refocusing guidelines around a “brave space” allows everyone to share their feelings and experiences and to also challenge themselves to speak with candor. Brave is defined as: “To have or show physical, emotional or moral strength in the face of difficulty, danger or fear.”



One approach is to engage students, either in small groups or a large group, in identifying at least two or three words that will help create a safe and brave space for all and that begin with each of the following letters, "SPORTS!" (or use the particular sport of the team or group). Sample words include "Sensitivity," "Productivity," "Openness," "Respect," "Trust," and "Supportive." The exclamation mark can be used to identify words that begin with any letter in the alphabet. The guidelines should be recorded on chart paper, much like a game plan, and referenced throughout the season by coaches and team captains as a reminder at the beginning of every team meeting.

Community Values and Fair Play

Pre-season team meetings should include a discussion on community values that students and adults are expected to uphold on and off the playing field. Examples of community values include accountability (individual and group), communication, respect for oneself and for others, inclusion, and responsibility. These and any other community values should be discussed in the context of fair play. Questions to consider include the following:

- Why are community values important?
- What do we convey about our values through our words and actions?
- Why is it important for team members and adults to uphold the community's values?
- In what ways are community values and fair play connected?
- What challenges might students and adults encounter in upholding community values and fair play and what can students and adults do to address the challenges? (Examples of challenges include peer pressure, social media, trash talk, poor role modeling by professional athletes, etc.).

Consequences for Engaging in Bias Incidents

Consequences for engaging in bias incidents directed at one's own team members and/or members of an opposing team must be established and clearly communicated to all athletes prior to a sports season (see also section, "Prevent and Prepare"). Consequences for retaliating against individuals who intervene during an incident should also be established and clearly communicated.

The community values, expectations to uphold them, and consequences for student behaviors that are inconsistent with and/or undermine community values and fair play should be presented and clearly communicated in writing, potentially in a contract that everyone is required to sign.



Responsibility to Report Bias Incidents

In keeping with community values and fair play, all students and adults have a responsibility to hold themselves and each other accountable and to report bias incidents by teammates, opposing players, coaches, referees, and spectators.

It's important to acknowledge and discuss why some students may feel reluctant to report an incident. If the bias has come from a peer in the dominant/majority group, or from an adult, students might feel intimidated and unsafe. Also, some students may not feel they have a trusted adult to whom they can report the incident.

A school or district process for reporting an incident during and/or after an athletic event should be pre-established and communicated to students during the pre-season meeting (see also previous section, "Encourage Reporting").

Turning Bias Incidents into Teachable Moments

In order to have lasting impact, the response to a bias-related incident should go beyond intervening in the moment. The incidents have the potential for deeper understanding and valuable learning for those involved. When students and adults get "caught" saying or doing something offensive, biased and inappropriate, they are usually able to acknowledge the disparity between their words and actions and the community values. However, that doesn't mean learning, empathy or healing has taken place. We want to help students and adults understand how and why the many ways that bias is harmful and consequential. We then want to provide them with skills and encourage them to make different choices in the future. It is never too late for both students and adults to learn.

Turning Bias Incidents into Teachable Moments: A Guide to Facilitate Deeper Learning

This section provides examples of bias incidents that can be discussed during pre-season meetings to illustrate some of the ways in which incidents occur on and off the playing field, along with specific response strategies to address an incident in the moment, followed by education to turn the incident into a learning opportunity.

Procedure:

1. After introducing the scenario, divide students into small groups, invite them to discuss the small group questions and identify a group member who will share a summary of their discussion with everyone afterwards. Following the small group discussions, reconvene everyone and encourage each group to share a summary of their discussion without attributing any of the information to a specific member of their group.
2. Following the small group reporting, share the contextual significance section with students and present the large group discussion questions.

Scenario 1: Prior to the new school year, several members of Team A communicate on social media anti-LGBTQ+ slurs to members of Team B whom Team A will be playing at the first game of the season. When their behavior is questioned by the coach, the members of Team A say, "it's just trash talk," "everybody does it," "it's how you get in the heads of your opponents," or "it happened before the school year started."

Small Group Discussion Questions:

1. Have you heard anti-LGBTQ+ slurs online or in person? If so, how did you feel when you heard them?
2. Why do you think some people direct anti-LGBTQ+ slurs at other people?
3. How do you think anti-LGBTQ+ slurs impact people who are gay, lesbian, bisexual, queer or transgender? How do you think the slurs impact your school community?

Background Information and Context

Language has the power to promote and reinforce systems of bias and discrimination, as well as to challenge those systems. Anti-LGBTQ+ slurs send harmful messages about people who are gay, lesbian, bisexual, queer and transgender.

While some people might dismiss the seriousness of anti-LGBTQ+ slurs, it's important to acknowledge a larger context of mistreatment and discrimination against the LGBTQ+ community. In many communities and families in the U.S., people who are LGBTQ+ are forced to hide their identities in order to be physically and psychologically safe. LGBTQ+ youth represent almost 40 percent of homeless youth in the U.S. due to family rejection and are much more likely to report high levels of depression. Research from the [Trevor Project's 2022 national survey](#) on LGBTQ youth mental health found that 50% of LGBTQ teens ages 13-17 considered attempting suicide in the past year and 18% attempted suicide—twice the rate of suicide attempts among all U.S. teens.

The belief that there is something wrong, abnormal or shameful about being a member of the LGBTQ+ community has led to an extremely damaging practice called conversion therapy. This dangerous practice uses a series of physically and emotionally painful activities, with the goal of creating a negative association with being LGBTQ+. It is estimated that more than 700,000 LGBTQ+ people have been forced into this abusive practice, and tens of thousands will be in the future. To date, 20 states have banned conversion therapy, but there is no federal law forbidding this practice.

In addition to conversion therapy, there are [laws](#) that uphold the system of anti-LGBTQ+ bigotry, including those that ban transgender athletes in schools. It wasn't until 2015 that marriage equality became the law of the land in all 50 states. Several states continue to have marriage equality bans written into their laws, showing a resistance to equity in these communities across the country. LGBTQ+ people disproportionately face challenges in adopting children, receiving necessary healthcare, obtaining employment and accessing other fundamental resources. Globally, it remains illegal to be LGBTQ+ in 71 countries throughout the world, punishable by jail or worse.

In the sports world, anti-LGBTQ+ language and actions are more intense given the greater emphasis on and expectations of male athletes than female athletes and the ways in which stereotypes of female athletes are perpetuated and reinforced by anti-LGBTQ+ bias.

The short- and long-term impacts of anti-LGBTQ+ slurs are harmful whether LGBTQ+ people are present to hear that language or not. When spectators at a sporting event direct anti-LGBTQ+ slurs at a student athlete, the slurs dehumanize everyone simply because of who they are and undermine the respect and dignity that every human being deserves (see GLSEN's [Changing the Game](#), "a groundbreaking program that started in 2011 to give resources for educators and students to ensure that physical education classes and athletics are inclusive for LGBTQ+ individuals)."

Large Group Discussion Questions:

1. Is “trash talk” harmful? Why or why not? What about “trash talk” that targets a particular identity group, like the LGBTQ+ community?
2. Does it matter that the anti-LGBTQ+ slurs were communicated prior the start of the school year? Why or why not?
3. Have you heard anti-LGBTQ+ slurs in the athletic arena before, during, or after a game by a member of your school community or the opposing school community? How did you feel when you heard it? If so, did you (or someone else) respond, and if so, how?
4. In the future, how might you respond based on what you have just learned?

Scenario 2: During practice, a coach tells a Jewish student to “run as if your life depends on it, or you’ll end up in the oven.”

Small Group Discussion Questions:

1. What is the remark, “you’ll end up in the oven,” referencing? How did you feel when you listened to the scenario?
2. How do you think the coach’s remark impacted the Jewish student to whom it was directed?
3. How might the coach’s remark impact the team? How might the comment impact the team differently depending on whether the Jewish student is the only one or one of very few Jewish students on the team? How might the coach’s remark impact the school community?

Background Information and Context

It is not uncommon for people to use or connect Holocaust references, comparisons and so-called "jokes" to contemporary situations. This appropriation is disrespectful to the millions of people, including approximately six million Jews, who were systematically murdered during the Holocaust, and to the survivors and their descendants, and the Jewish community in general, by minimizing and trivializing the genocidal atrocities and their short and long-term impacts. It also sends a clear message about who is deserving of respect by communicating biased ideas about a person or group based on identity. It also communicates that this biased idea is not harmful because "it's just a joke." In reality, biased humor makes bias and bigotry seem more acceptable and normalizes oppression against targeted groups.

One example of this kind of prejudicial humor is jokes about the Holocaust. During the Holocaust, millions of people were murdered, including approximately six million Jews—about two thirds of the European Jewish population at the time. After gaining power over the German government in 1933, the Nazis aimed to create a German society based on racial "purity" that was free from people considered to be "undesirable." These "undesirable" groups included Jews, people with disabilities, members of the LGBTQ+ community and various ethnic, religious and political minorities. Nazi ideology included the belief that Jews were to blame for Germany's economic problems. This ideology also encouraged people to believe that problems like unemployment and hunger would continue until all people not belonging to the "master race" were driven out of Germany or killed.

While we often think of the Holocaust as part of a far-off past, Holocaust survivors who directly experienced the Nazi atrocities are still alive today. The stories of millions who didn't survive are carried on by family members who continue to face bias and discrimination because of their identity. These jokes can be incredibly painful for survivors, their families and those who carry the burden of traumatic family histories. Jokes about the Holocaust communicate that not only was the discrimination and violence against millions of Jews acceptable during the Holocaust but that discrimination and violence against Jews is still acceptable today.

Prejudicial humor expands what people understand to be socially acceptable behavior to include language that is inappropriate and disrespectful. Biased jokes may have been more socially acceptable several generations ago, the same way that explicit racism was more socially acceptable. As we evolve and grow as a nation, it is important for our recognition and understanding of identity-based biased humor and its harmful impact to evolve as well.

Cavalier and off-handed references to the Holocaust and Holocaust "jokes" are antisemitic and reinforce a system that marginalizes or discriminates against Jewish people. These jokes are harmful whether Jews are present to hear the joke or not. When we tell prejudicial jokes, or laugh at them, we cosign a history of mistreatment and communicate that violence and harm against others is "no big deal."

Background Information and Context

The chant, "USA! USA! USA!," assumes that people whose names reflect cultural identities from non-English speaking countries can not be American. This assumption demonstrates anti-immigrant bias, devalues and delegitimizes peoples' cultural identities, and communicates the harmful message that people from non-English speaking countries don't belong in the U.S. The assumption also ignores an important piece of family history for most people who live in the U.S. Except for Indigenous Peoples, who inhabited the country's land for thousands of years before Europeans arrived, all people living in the U.S. today are from, or have ancestry in, another country.

The "othering" of immigrants from non-English speaking countries has occurred throughout U.S. history. The 1790 Naturalization Act provided citizenship to "free white persons" who had resided in the U.S. for at least two years. This racist immigration policy continued even after the abolition of slavery. While the Thirteenth Amendment ended slavery in 1865, Black people were not granted citizenship in the U.S. until several years later. Despite having a long history of living in the U.S., newly freed Black people were left without an official nation. During these years, a push to send Black people "back" to Africa gained momentum. In 1868, the Fourteenth Amendment granted Black people not only citizenship but also the "right to residence" in a country they had lived in for generations. White America's push to send Black people "back" to a continent that the vast majority had never been to communicated that Black people were unwelcome and un-American.

In 1888, the U.S. Congress enacted the Chinese Exclusion Act and the Scott Act to prohibit the immigration of people from China and deport Chinese nationals who were already residing in the U.S. Immigration restrictions were expanded to include people from India, Southeast Asia, and the Middle East with the passage of the 1917 Immigration Act. It wasn't until 1943 that the Chinese Exclusion Act was repealed. The Immigration Act of 1965 eliminated the National Origins Formula that the U.S. had been using to prohibit immigration from Asian and other non-Western and non-Northern European countries.

More recently in the U.S., members of the Asian community have been blamed for the COVID-19 pandemic and targeted with anti-Asian slurs and violence.

Large Group Discussion Questions:

1. Do you think that the chanting of "USA! USA!" is harmful? If so, who is being harmed and how? If not, why not?
2. What, if anything, do you think should be done to address the chanting either while or after the game has ended? Who should be involved?

Scenario 4: During a game, a member of the opposing team and some of the spectators associated with that team direct the N- word at a member of your team.

Small Group Discussion Questions:

1. What thoughts and feelings come to mind when you see or hear the N-word?
2. What does the N-word communicate?
3. How do you think the N-word impacts the people who are targeted?
4. What is the impact on the targeted school and its community?
5. What is the impact on the school and community whose students and spectators communicated the N- word?

Background Information and Context

Language is one tool that reinforces systems that discriminate against, harm and oppress groups of people. Slurs are harmful language designed to degrade targeted individuals and groups. One such slur is the N-word. Dating back to seventeenth-century colonial America, this slur is directed at Black people and has been used over time to justify disrespect, bias, discrimination and violence.

Beginning in the early 1600s, senseless logic was used to justify the institution of U.S. chattel slavery, or the treatment of enslaved Black people as property. This logic included ideas that Black people were not human and therefore belonged in captivity. Ensuring that the U.S. bought into this racist idea allowed white Americans to profit off the stolen, free, forced labor of enslaved Black people. This inhumane system was the basis for the early U.S. economy. As enslaved Black people generated billions of dollars in wealth for white people in the U.S., they received no compensation and were subjected to constant and brutal violence. The legacy of slavery perpetuates the racial wealth gap we see today.

Kidnapped from Africa, enslaved Black people were often stripped of their native language and names. While “new” names were sometimes given by enslavers, the N-word was frequently used to call or refer to enslaved Black people. This word was also used by white Americans who did not “own” enslaved Black people. The N-word was used to communicate that Black people were inferior and undeserving of basic human dignity and respect. While enslaved Black people resisted their oppression in many ways, doing so was extremely dangerous and could result in various kinds of “punishment” including lashings, lynching and being sold away from family.

Anti-Black racism was reinforced in laws, education, media and politics. Following Emancipation, or the freeing of Black people from enslavement after hundreds of years, Black people continued to be seen as subhuman and were denied equal access to resources and humane treatment. The N-word continued to be used broadly for decades and was a socially acceptable term among mainstream society in the U.S.

While most people in the U.S. now reject the use of the N-word and recognize its harm, there are several current examples of its use to talk about or attack Black people. For most Black people, the N-word invokes immense trauma, pain and grief. Use of the word perpetuates a violent history and reinforces anti-Black racism, a system that marginalizes and oppresses Black people.

It is important to note that throughout history, groups that have been targeted with oppressive language have, at times, decided to reappropriate, or adopt and shift, the meaning of slurs. The act of reappropriating words that were once used to cause widespread harm is a way that targeted groups sometimes choose to take back the power that is lost when outside groups define them in harmful ways. One example of this is the reappropriation of the N-word by the Black community. After centuries of mistreatment, many people in the Black community decided to take back the slur, change the spelling and adopt an alternate definition to signify kinship. Not all members of the Black community choose to use the word in this way or support this act of reappropriation. Each individual Black person decides for themselves whether they want to use the reappropriated term.

Non-Black people should never use the N-word in any context, period—regardless of whether they are in the presence of a Black person or not. This means that non-Black people should never repeat the word if stated by someone else, use the word when singing along to a song with the N-word in it, or read it out loud when in writing. When non-Black people use the N-word unchecked among other non-Black people, they normalize the term among themselves, communicating that the N-word is acceptable.

Large Group Discussion Questions:

1. Should your team, or your team's coach, respond in the moment? If so, how? If not, why not?
2. What, if anything, should the opposing team do?
3. What, if anything, should the coaches, referee(s) or other adults do?
4. What, if anything, do you think can be done prior to athletic events to help prevent offensive, biased and harmful behavior by spectators?

Scenario 5: Every year, senior members of an interscholastic sports team in your school persuade new teammates to participate in a locker room activity called, “Teambuilding Tuesdays.” Each week, a different new team member is expected to mock a student or educator in the school based on the student’s or educator’s gender identity or expression, sexual orientation, physical or intellectual ability, race, religion, ethnicity, nationality or body size/weight. If older team members are able to identify the student or educator who is being mocked, the new team member is showered with praise. If older team members aren’t able to identify the student or educator who is being mocked, the new team member is shunned and required to mock another member of the school in the following week(s) until the older team members are able to identify the student or educator who is being mocked. Every new team member’s mocking of a student or educator is recorded in video on a teammate’s cell phone and shared widely.

Small Group Discussion Questions:

1. Have you ever been in a situation where you felt pressured to “go along” with something that made you feel unsafe, uncomfortable or that was harmful to someone else, in order to “get along” with other people? If so, why did you go along with it? What do you think it would’ve taken for you not to “go along?”
2. Would you consider the activity to be teambuilding? Why or why not?
3. What are other ways to engage in teambuilding that don’t ridicule or harm others?
4. Do you think this activity is harmful? If not, why not? If so, how is it harmful and who is being harmed?

Background Information and Context

The mocking of people—making fun of or ridiculing them—based on one or more aspects of their identity dehumanizes targeted individuals, threatens others who identify with that group, and reinforces stereotypes associated with those aspects of identity. Historically, in the U.S. stereotypes have been used to depict Indigenous peoples, Black people, immigrant and religious groups, LGBTQ+ people, people with disabilities, women and others as inferior and undeserving of respect, fair treatment and equitable rights.

Stereotypes are communicated and perpetuated in the news, social media, music, films, schools and other aspects of culture, including sports. More than 1,000 schools across the

U.S. continue to have sports mascots that offensively invoke Indigenous culture and imagery. Research shows that the use of these mascots in schools has a direct and harmful impact on Indigenous youth, including their mental health and success in school. For non-Indigenous youth, these mascots are often the only contact with Indigenous imagery, contributing to cultural biases, and stereotypes.

The more identity-based stereotypes are perpetuated, the more normalized they become in society and the more harm they cause to targeted individuals and groups. Young people whose identities are stereotyped by their peers experience harm to their social-emotional and physical health and sense of safety and belonging.

Large Group Discussion Questions:

1. Should the activity be reported to an adult in the school? If not, why not? If so, to whom should it be reported and what do you think should be done?
2. What, if any, challenges might a team member encounter in reporting the activity to an adult in the school? How might the challenge(s) be addressed?
3. What do schools need to do to prevent situations in which students are pressured to participate in an activity that makes them feel unsafe or that's harmful to someone else?

Sports are a great way for young people to build their self-esteem and feel connected, included and respected. The athletic arena can also provide an opportunity for students from different identity groups, backgrounds and communities to come together, share their commitment to the game, and demonstrate fair play, respect and appreciation for each other. Unfortunately, sporting events have often become spaces and places where bias, discrimination and offensive language are perpetuated. This has a very negative impact on students, the school and the larger community. However, situations can be used and discussed as teachable moments to make it a learning and growing opportunity for everyone to promote safe, respectful and equitable communities on and off the playing field.

Additional Resources

“Moving from Safe Classrooms to Brave Classrooms”

<https://www.adl.org/resources/tools-and-strategies/moving-safe-classrooms-brave-classrooms>

“Safe and Inclusive Schools for All”

<https://www.adl.org/resources/tools-and-strategies/safe-and-inclusive-schools-all>

“Sports and Social Justice Collection Page”

<https://www.adl.org/resources/tools-and-strategies/sports-and-social-justice>

“When it Comes to Bias, We Must Prioritize Impact Over Intent”

<https://www.adl.org/resources/tools-and-strategies/when-it-comes-bias-we-must-prioritize-impact-over-intent>

Tools and Strategies



[“Anti-Semitism Uncovered Toolkit: Resources to Stand Up, Share Facts, and Show Strength Against Hate”](#)



[“Moving from Safe Classrooms to Brave Classrooms”](#)



[“Safe and Inclusive Schools for All”](#)



[“Sports and Social Justice Collection Page”](#)



[“When it Comes to Bias, We Must Prioritize Impact Over Intent”](#)

Agencies



[ACLU of Massachusetts](#)
617-482-3170



[ADL New England](#)
617-406-6300



[Office of the Attorney General
– Civil Rights Division](#)
617- 963-2917



[Boston Mayor's Office](#)
617-635-4500



[Lawyers for Civil Rights- Boston](#)
617-482-1145



[Office of the Maine Attorney
General Civil Rights Team
Project](#)
207-626-8800



[Maine Department of
Education](#)
207-624-6600



[Massachusetts Commission
Against Discrimination](#)
617-994-6000



[Massachusetts Department
of Elementary and Secondary
Education](#)
781-338-3000



[Massachusetts Interscholastic
Athletic Association](#)
508-541-7997



[NAACP – Boston](#)
617-427-9494



[New Hampshire Department
of Education](#)
603- 271-3494



[Northeastern University Center for
the Study of Sport in Society](#)
617-373-4025



[Office for Civil Rights New England
Region](#)
800-368-1019



[Rhode Island Department
of Education](#)
401-222-4600



[United States Attorney's Office
for the District of Massachusetts](#)
617-748-3100
"End Hate Now" Hotline:
1-83-END-H8-NOW



[Vermont Agency of Education](#)
802-828-1130

ADL[®]
FIGHTING HATE FOR GOOD

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: December 18, 2022
Re: FY2024 Capital Plan Update

Attached please find an e-mail communication from John Sousa, Town of Chelmsford Finance Director/Treasurer, pertaining to the FY2024 capital plan recommendations that were approved by the Capital Planning Committee and will be submitted to Town Meeting in April for funding approval.

Six (6) capital projects totaling \$ 2.159 million benefitting the school department were recommended for approval. Four projects, including the VCT tile repair at McCarthy and Parker Middle Schools, stair tread repairs at McCarthy Middle School, and the renovation of Art classrooms at Chelmsford High School, were not recommended for funding approval. As we have done in previous years, I will look to potential FY23 surplus funds later in the year as a possible one-time funding source for some of these projects. If funding is not available, these projects will be listed as deferred and added to the FY25 list of capital plan requests from the school department.

From: [Sousa, John](#)
To: [Joe Tierney](#); lavallch@verizon.net; [Lussier, Darlene](#); [Doherty, Jeffrey](#); marshall.maggie@gmail.com; [David Goselin](#)
Cc: [Cohen, Paul](#); [Crocker-Timmins, Virginia](#); [Christine Clancy](#); [Dzuris, Tricia](#); [Lutter, Ted](#); [Ryan, Gary](#); [Siriani, Debi](#); [Canavan, Kathleen](#); [Herrmann, Becky](#); [Becky Herrmann](#); [Hall, Matt](#); [Reppucci, Anthony](#); [Lang, Jay](#); [Johnson-Collins, Joanna](#); [Mike Harradon](#); [Lesley Kimball](#); [Curley, Brian](#)
Subject: FY24 Capital Improvement Plan Recommendation
Date: Thursday, December 8, 2022 7:31:44 PM
Attachments: [FY24 Capital Planning Recommendation.pdf](#)

Good Evening:

Please find a copy attached of the FY24 Capital Improvement Plan recommendation that was approved at our virtual meeting earlier tonight. This plan will be presented to the Select Board, School Committee, and Finance Committee at the Tri-Board meeting on Monday evening, December 12th. Finally, the FY24 Capital Budget will be presented to Town Meeting in April 2023 for consideration and approval.

The Committee reviewed 30 projects totaling just over \$6.77M. 17 projects were recommended for funding in FY24. Ten projects were deferred and three were withdrawn. The Committee voted to recommend the total amount financed to not exceed \$4,387,207. After deducting \$224,848 of recaptured funds, the net amount to be financed through municipal bonds is \$4,162,359

Thank you to our citizen members as well as members representing the School Committee, Finance Committee, and Board of Library Trustees for volunteering your time to assist with the development of the Town's annual capital budget.

John

John Sousa, Jr.
Chairman, Capital Planning Committee
Finance Director/Treasurer
Town of Chelmsford
50 Billerica Rd.
Chelmsford, MA 01824
(978) 244-3390

FY2024 Capital Improvement Planning Recommendation

Approved
12/8/2022

<u>Detail</u>				
<u>Sheet #</u>	<u>Project</u>	<u>Cost</u>	<u>Funded</u>	
1	IT - Security Camera Upgrade	\$ 118,000	\$ 118,000	
2	IT - Door Security System	\$ 75,000	\$ 75,000	
3	Town Clerk - Digitization & Fire Suppression	\$ 200,000	\$ 160,000	
4	COA - Sr. Center Flooring Repl.	\$ 143,369		
5	Library - Retaining Wall	\$ 100,000	\$ 100,000	
6	Library - Parking Lot Repaving & Improv.	\$ 350,000		
7	Fire - Pickup Truck Repl.	\$ 68,352	\$ 68,352	
8	Fire - Investigation Vehicle	\$ 111,750	\$ 111,750	
9	DPW - Sidewalk Construction	\$ 350,000	\$ 350,000	
10	DPW - Road Improvements	\$ 400,000	\$ 400,000	
11	DPW - Sander Body & Brining System	\$ 215,000	\$ 215,000	
12	DPW - Roadside Mower Attachment	\$ 70,000		
13	DPW - Mini Excavator - Rubber Tire	\$ 200,000		
14	DPW - Eng. Light Duty Pickup Truck	\$ 60,000		
15	DPW - School St./ Stony Br. Bridge Design	\$ 150,000	\$ 150,000	
16	DPW - Facilities Pickup with Utility Body	\$ 77,000		
17	DPW - Facilities Ayotte Field Improvements	\$ 100,000		
18	DPW - Facilities Town Offices Elevator Repl.	\$ 480,000	\$ 480,000	
19	School - Suppl. Funding CHS Boilers	\$ 207,000	\$ 207,000	
20	School - Harrington - Replace Boilers	\$ 316,000	\$ 316,000	
21	School - Westlands - HVAC , Piping, Valves	\$ 189,750	\$ 189,750	
22	School - Westlands Elevator Replacement	\$ 325,000	\$ 325,000	
23	School - Parker - Repl. VCT Floor Tile	\$ 90,000		
24	School - Parker - Elevator Upgrade	\$ 325,000		
25	School - McCarthy - Elevator Replacement	\$ 325,000		
26	School - McCarthy - Repl. VCT Floor Tile	\$ 70,000		
27	School - McCarthy - Stairwell Renovation	\$ 85,000		
28	School - CHS - Elevator Upgrade	\$ 480,000	\$ 480,000	
29	School - CHS- Kitchen Upgrade	\$ 641,355	\$ 641,355	
30	School - CHS - Art Classroom Upgrade	\$ 450,000		
	TOTAL:	\$ 6,772,576	\$ 4,387,207	\$ -
	LESS: Recaptured Funds		\$ (224,848)	
	Net Amount Financed - Municipal Bonds		\$ 4,162,359	

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: December 18, 2022
Re: October 1, 2022 Student Enrollment Report

We supplied the Massachusetts Department of Elementary and Secondary Education (DESE) with our October 1, 2022 student enrollment data which has been certified by DESE. The in-district enrollment information, coupled with our out-of-district special education enrollment, forms the basis for our FY24 Chapter 70 state aid calculation. Attached please find our final enrollment figures certified by DESE for students enrolled and participating in-district as of October 1, 2022.

Chelmsford Public School District
 Student Enrollment Report
 October 1, 2022 - FINAL SIMS Report
 In-District Students



	Pre-K	KP	KF	1	2	3	4	5	6	7	8	9	10	11	12	SP	TOTAL
Chelmsford Public Schools	201	0	354	382	419	370	395	390	392	383	402	356	341	351	320	0	5056



McCarthy Middle School	0	0	0	0	0	0	0	212	215	206	211	0	0	0	0	0	844
# Homerooms:								9	9	8	8						
Avg. Class Size:								23.6	23.9	25.8	26.4						

Parker Middle School	0	0	0	0	0	0	0	178	177	177	191	0	0	0	0	0	723
# Homerooms:								8	8	8	8						
Avg. Class Size:								22.3	22.1	22.1	23.9						



MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
 STUDENT INFORMATION MANAGEMENT SYSTEM
 REPORT 4
 ENROLLMENT STATISTICS
 SCHOOL SUMMARY
 OCT 2022 (FY2023)

00560000 Chelmsford

2022-10-28 13:47:26.0

00560001 Community Education Center

Grade	PK	KP	KF	KT	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
	201	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	201

Gender	Male	Female	Nonbinary
	138	63	0

English Learner Populations	Total EL	Not in EL Program	Sheltered	Two-way	Other Bilingual	Transitional Bilingual	Opted-Out	EL Recently Arrived in U.S.
	13	0	13	0	0	0	0	0

Other Populations	Immigrant	Military Family	SPED Age 3-5	SPED Age 6-21	504 Plan #	Title I	FLNE
	0	0	100	0	0	0	91

Supplemental Low-Income Indicator Student Count 0

High Quality College and Career Pathway Program Type	Innovation Pathway	Early College	Early College Promise
	0	0	0

Race	Count
01 White	100
02 Black or African American	11
03 Asian	58
04 American Indian or Alaskan Native	1
05 Native Hawaiian or Other Pacific Islander	1
06 White & Black or African American	3
07 White & Asian	2
08 White & American Indian or Alaska Native	1
33 White (Hispanic/Latino)	22
34 Black or African American (Hispanic/Latino)	1
35 Asian (Hispanic/Latino)	1

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
 STUDENT INFORMATION MANAGEMENT SYSTEM
 REPORT 4
 ENROLLMENT STATISTICS
 SCHOOL SUMMARY
 OCT 2022 (FY2023)

00560000 Chelmsford
 00560030 Byam School

2022-10-28 13:47:26.0

Grade	PK	KP	KF	KT	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
	0	0	103	0	106	102	96	94	0	0	0	0	0	0	0	0	0	501

Gender	Male	Female	Nonbinary
	259	242	0

English Learner Populations	Total EL	Not in EL Program	Sheltered	Two-way	Other Bilingual	Transitional Bilingual	Opted-Out	EL Recently Arrived in U.S.
	39	0	36	0	0	0	3	5

Other Populations	Immigrant	Military Family	SPED Age 3-5	SPED Age 6-21	504 Plan #	Title I	FLNE
	4	1	0	83	9	81	128

Supplemental Low-Income Indicator Student Count 0

High Quality College and Career Pathway Program Type	Innovation Pathway	Early College	Early College Promise
	0	0	0

Race	Count
01 White	333
02 Black or African American	19
03 Asian	68
06 White & Black or African American	6
07 White & Asian	14
08 White & American Indian or Alaska Native	1
09 White & Native Hawaiian or Other Pacific Islander	2
18 White & Black or African American & Native Hawaiian or Other Pacific Islander	1
33 White (Hispanic/Latino)	52
34 Black or African American (Hispanic/Latino)	1
38 White & Black or African American (Hispanic/Latino)	4

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
 STUDENT INFORMATION MANAGEMENT SYSTEM
 REPORT 4
 ENROLLMENT STATISTICS
 SCHOOL SUMMARY
 OCT 2022 (FY2023)

00560000 Chelmsford

2022-10-28 13:47:26.0

00560005 Center Elementary School

Grade	PK	KP	KF	KT	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
	0	0	82	0	100	99	87	117	0	0	0	0	0	0	0	0	0	485

Gender	Male	Female	Nonbinary
	255	230	0

English Learner Populations	Total EL	Not in EL Program	Sheltered	Two-way	Other Bilingual	Transitional Bilingual	Opted-Out	EL Recently Arrived in U.S.
	51	0	49	0	0	0	2	7

Other Populations	Immigrant	Military Family	SPED Age 3-5	SPED Age 6-21	504 Plan #	Title I	FLNE
	3	0	0	70	19	49	149

Supplemental Low-Income Indicator Student Count 0

High Quality College and Career Pathway Program Type	Innovation Pathway	Early College	Early College Promise
	0	0	0

Race	Count
01 White	320
02 Black or African American	18
03 Asian	96
04 American Indian or Alaskan Native	1
06 White & Black or African American	1
07 White & Asian	15
09 White & Native Hawaiian or Other Pacific Islander	1
33 White (Hispanic/Latino)	29
35 Asian (Hispanic/Latino)	1
38 White & Black or African American (Hispanic/Latino)	3

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
 STUDENT INFORMATION MANAGEMENT SYSTEM
 REPORT 4
 ENROLLMENT STATISTICS
 SCHOOL SUMMARY
 OCT 2022 (FY2023)

00560000 Chelmsford

2022-10-28 13:47:26.0

00560025 Charles D Harrington

Grade	PK	KP	KF	KT	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
	0	0	84	0	86	109	96	96	0	0	0	0	0	0	0	0	0	471

Gender	Male	Female	Nonbinary
	224	247	0

English Learner Populations	Total EL	Not in EL Program	Sheltered	Two-way	Other Bilingual	Transitional Bilingual	Opted-Out	EL Recently Arrived in U.S.
	32	0	29	0	0	0	3	3

Other Populations	Immigrant	Military Family	SPED Age 3-5	SPED Age 6-21	504 Plan #	Title I	FLNE
	0	1	0	74	7	108	179

Supplemental Low-Income Indicator Student Count 0

High Quality College and Career Pathway Program Type	Innovation Pathway	Early College	Early College Promise
	0	0	0

Race	Count
01 White	265
02 Black or African American	19
03 Asian	101
04 American Indian or Alaskan Native	3
05 Native Hawaiian or Other Pacific Islander	2
06 White & Black or African American	8
07 White & Asian	10
33 White (Hispanic/Latino)	53
34 Black or African American (Hispanic/Latino)	5
35 Asian (Hispanic/Latino)	1
37 Native Hawaiian or Other Pacific Islander (Hispanic/Latino)	1
39 White & Asian (Hispanic/Latino)	3

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
 STUDENT INFORMATION MANAGEMENT SYSTEM
 REPORT 4
 ENROLLMENT STATISTICS
 SCHOOL SUMMARY
 OCT 2022 (FY2023)

00560000 Chelmsford
 00560015 South Row

2022-10-28 13:47:26.0

Grade	PK	KP	KF	KT	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
	0	0	85	0	90	109	91	88	0	0	0	0	0	0	0	0	0	463

Gender	Male	Female	Nonbinary
	237	226	0

English Learner Populations	Total EL	Not in EL Program	Sheltered	Two-way	Other Bilingual	Transitional Bilingual	Opted-Out	EL Recently Arrived in U.S.
	39	0	39	0	0	0	0	5

Other Populations	Immigrant	Military Family	SPED Age 3-5	SPED Age 6-21	504 Plan #	Title I	FLNE
	0	2	0	65	23	0	119

Supplemental Low-Income Indicator Student Count 0

High Quality College and Career Pathway Program Type	Innovation Pathway	Early College	Early College Promise
	0	0	0

Race	Count
01 White	313
02 Black or African American	12
03 Asian	74
04 American Indian or Alaskan Native	2
06 White & Black or African American	9
07 White & Asian	18
19 White & Asian & American Indian or Alaska Native	1
20 White & Asian & Native Hawaiian or Other Pacific Islander	1
33 White (Hispanic/Latino)	30
34 Black or African American (Hispanic/Latino)	1
38 White & Black or African American (Hispanic/Latino)	2

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
 STUDENT INFORMATION MANAGEMENT SYSTEM
 REPORT 4
 ENROLLMENT STATISTICS
 SCHOOL SUMMARY
 OCT 2022 (FY2023)

00560000 Chelmsford

2022-10-28 13:47:26.0

00560310 McCarthy Middle School

Grade	PK	KP	KF	KT	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
	0	0	0	0	0	0	0	0	212	215	206	211	0	0	0	0	0	844

Gender	Male	Female	Nonbinary
	435	406	3

English Learner Populations	Total EL	Not in EL Program	Sheltered	Two-way	Other Bilingual	Transitional Bilingual	Opted-Out	EL Recently Arrived in U.S.
	23	0	18	0	0	0	5	2

Other Populations	Immigrant	Military Family	SPED Age 3-5	SPED Age 6-21	504 Plan #	Title I	FLNE
	9	4	0	154	57	74	203

Supplemental Low-Income Indicator Student Count 0

High Quality College and Career Pathway Program Type	Innovation Pathway	Early College	Early College Promise
	0	0	0

Race	Count
01 White	531
02 Black or African American	37
03 Asian	161
04 American Indian or Alaskan Native	1
05 Native Hawaiian or Other Pacific Islander	4
06 White & Black or African American	9
07 White & Asian	26
10 Black or African American & American Indian or Asian	1
20 White & Asian & Native Hawaiian or Other Pacific Islander	1
33 White (Hispanic/Latino)	63
34 Black or African American (Hispanic/Latino)	2
35 Asian (Hispanic/Latino)	3
36 American Indian or Alaska Native (Hispanic/Latino)	1

37 Native Hawaiian or Other Pacific Islander (Hispanic/Latino)	2
38 White & Black or African American (Hispanic/Latino)	1
41 White & Native Hawaiian or Other Pacific Islander (Hispanic/Latino)	1

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
 STUDENT INFORMATION MANAGEMENT SYSTEM
 REPORT 4
 ENROLLMENT STATISTICS
 SCHOOL SUMMARY
 OCT 2022 (FY2023)

00560000 Chelmsford

2022-10-28 13:47:26.0

00560305 Col Moses Parker School

Grade	PK	KP	KF	KT	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
	0	0	0	0	0	0	0	0	178	177	177	191	0	0	0	0	0	723

Gender	Male	Female	Nonbinary
	376	346	1

English Learner Populations	Total EL	Not in EL Program	Sheltered	Two-way	Other Bilingual	Transitional Bilingual	Opted-Out	EL Recently Arrived in U.S.
	23	0	20	0	0	0	3	5

Other Populations	Immigrant	Military Family	SPED Age 3-5	SPED Age 6-21	504 Plan #	Title I	FLNE
	8	3	0	151	40	48	169

Supplemental Low-Income Indicator Student Count 0

High Quality College and Career Pathway Program Type	Innovation Pathway	Early College	Early College Promise
	0	0	0

Race	Count
01 White	479
02 Black or African American	25
03 Asian	114
06 White & Black or African American	11
07 White & Asian	19
08 White & American Indian or Alaska Native	1
10 Black or African American & American Indian or Asian	1
13 Asian & American Indian or Alaska Native	1
33 White (Hispanic/Latino)	60
34 Black or African American (Hispanic/Latino)	3
35 Asian (Hispanic/Latino)	3
38 White & Black or African American (Hispanic/Latino)	5
39 White & Asian (Hispanic/Latino)	1

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
 STUDENT INFORMATION MANAGEMENT SYSTEM
 REPORT 4
 ENROLLMENT STATISTICS
 SCHOOL SUMMARY
 OCT 2022 (FY2023)

00560000 Chelmsford

2022-10-28 13:47:26.0

00560505 Chelmsford High

Grade	PK	KP	KF	KT	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
	0	0	0	0	0	0	0	0	0	0	0	0	356	341	351	320	0	1368

Gender	Male	Female	Nonbinary
	712	651	5

English Learner Populations	Total EL	Not in EL Program	Sheltered	Two-way	Other Bilingual	Transitional Bilingual	Opted-Out	EL Recently Arrived in U.S.
	19	0	19	0	0	0	0	9

Other Populations	Immigrant	Military Family	SPED Age 3-5	SPED Age 6-21	504 Plan #	Title I	FLNE
	21	2	0	188	108	0	310

Supplemental Low-Income Indicator Student Count 0

High Quality College and Career Pathway Program Type	Innovation Pathway	Early College	Early College Promise
	59	0	0

Race	Count
01 White	921
02 Black or African American	52
03 Asian	248
04 American Indian or Alaskan Native	3
05 Native Hawaiian or Other Pacific Islander	3
06 White & Black or African American	17
07 White & Asian	20
08 White & American Indian or Alaska Native	1
09 White & Native Hawaiian or Other Pacific Islander	1
18 White & Black or African American & Native Hawaiian or Other Pacific Islander	2
20 White & Asian & Native Hawaiian or Other Pacific Islander	1
33 White (Hispanic/Latino)	90
34 Black or African American (Hispanic/Latino)	4

35 Asian (Hispanic/Latino)	1
37 Native Hawaiian or Other Pacific Islander (Hispanic/Latino)	1
38 White & Black or African American (Hispanic/Latino)	3



CHELMSFORD PUBLIC SCHOOLS

Dr. Linda Hirsch, Assistant Superintendent

MEMORANDUM

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

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

Date: December 20, 2022

RE: Recommended Revision to 2022-2023 School Calendar

On Tuesday, December 7, 2021, the School Committee voted on the 2022-2023 school calendar. This calendar included the designated professional development days for teachers to attend district workshops. When the professional development days were set for the 2022-2023 school calendar, the April professional development day did not fall on the date designated for the annual spring town election. Since McCarthy Middle School is one of the town's centralized voting locations, professional development days are typically scheduled on election days to minimize access to the McCarthy Middle School building and to alleviate parking and traffic congestion that can potentially impact the function of the school day. Currently, our April professional development day for the 2022-2023 calendar is not in alignment with the annual town election day on April 4, 2023.

After discussions with Dr. Lang and Principal McPhee, it was determined that we request the Committee switch the date for the April professional development half-day in the previously established 2022-2023 school calendar to be in alignment with the April annual town election day to minimize disruption to the McCarthy Middle School day. The proposed change to the affected professional development half-day previously scheduled is as follows:

- **Move Thursday, April 13, 2023, to Tuesday, April 4, 2023 (Annual Town Election Day)**

I look forward to discussing this recommendation at the next regular school committee meeting.



CHELMSFORD PUBLIC SCHOOLS

Dr. Linda Hirsch, Assistant Superintendent

MEMORANDUM

To: Dr. Jay Lang, Superintendent
Members of the School Committee
From: Dr. Linda Hirsch, Assistant Superintendent *Linda J. Hirsch*
Date: December 20, 2022
RE: Proposed 2023/24 School Calendar

Attached is a draft calendar for the 2023-2024 academic year for the school committee to review and approve at the regular meeting on December 20, 2022. I look forward to discussing this proposed calendar for the 2023-2024 school year with you at the meeting.

CPS 2023 – 2024 ACADEMIC CALENDAR

AUGUST

23-24 New Staff Orientation
 28 No School Staff Orientation
29 Grades 1 – 9 ONLY
 Kindergarten Orientation
 30 All Students

AUGUST 2023						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUGUST Student Days: 3

SEPTEMBER 2023

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

SEPTEMBER

1 No School
 4 No School (Labor Day)
 20 Half Day (Professional Day)

SEPTEMBER Student Days: 19

OCTOBER

9 No School (Columbus Day)
 19 Half Day (Professional Day)

OCTOBER 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

OCTOBER Student Days: 21

NOVEMBER 2023

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

NOVEMBER

7 No School (Full Prof. Day)
 10 No School (Veteran's Day)
 15 Half Day **ELEM. & MS ONLY**
 22 Early Release (Thanksgiving Recess)
 23 No School (Thanksgiving)
 24 No School

NOVEMBER Student Days: 18

DECEMBER

7 Half Day (Professional Day)
 25 December Recess

DECEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

DECEMBER Student Days: 16

JANUARY 2024

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY

2 School Re-opens
 9 Half Day (Professional Day)
 15 No School (Martin Luther King Day)

JANUARY Student Days: 21

FEBRUARY

8 Half-Day (Professional Day)
 19 February Recess
 26 School Re-opens

FEBRUARY 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

FEBRUARY Student Days: 16

MARCH 2024

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

MARCH

6 Half Day (Professional Day)
 29 No School (Good Friday)

MARCH Student Days: 20

APRIL

2 Half-Day (Professional Day)
 15 April Recess
 22 School Re-opens

APRIL 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

APRIL Student Days: 17

MAY 2024

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

MAY

27 No School (Memorial Day)

MAY Student Days: 22

JUNE

19 Juneteenth
 Last Day for Students (Half Day)
 Last Day for Staff (Half Day)

JUNE 2024						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JUNE Student Days: 13

Total Student Days: 186

Additional Staff Days: 2.5

(Total Includes Six Provisional Snow Days)

- Professional Development
- Last day Students June 20
- Last day Staff June 22

Major Religious & Cultural Holidays

Rosh Hashanah*	September 15 - 17, 2023
Yom Kippur*	September 24 - 25, 2023
Sukkot*	September 29 - Oct. 6, 2023
Diwali	November 12, 2023
Chanukah*	December 7 - 15, 2023
Christmas	December 25, 2023
Kwanzaa	December 26, 2023 - Jan. 1, 2024
Chinese New Year	February 10, 2024
Passover*	April 22 - 30, 2024
Good Friday	March 29, 2024
Easter	March 31, 2024
Orthodox Easter	May 5, 2024
Ramadan	March 10 - April 9, 2024
Eid al-Fitr	April 9 - 10, 2024
Shavuot*	June 11-13, 2024

**All Jewish holidays begin at sundown on the evening prior to the day of the holiday.*

The following policies apply to students celebrating the holidays noted above:

- Homework and projects will not be assigned to students observing religious holidays. Teachers shall not schedule tests for those students celebrating observed religious holidays. Students will not be expected to complete daily homework assigned the evening before, or the day of the religious holiday. Assignments and tests should be made up in a time span that is reasonable to both students and teachers (SC Policy 6314.01).
- Observance of a religious holiday shall be viewed as valid justification for student absence, late homework/project submission and delayed testing. It is the responsibility of the student's parent/guardian to notify the principal/dean/teacher of these dates at the beginning of the school year. In addition the student shall notify the teacher(s) of the observance date no later than two weeks in advance or as soon as practical (SC Policy 6314.01).

Scheduled Staff Professional Development Days

Wednesday September 20, 2023	Student Half Day
Thursday, October 19, 2023	Student Half Day
Tuesday November 7, 2023	Student NO School Day
Thursday December 7, 2023	Student Half Day
Tuesday January 9, 2024	Student Half Day
Thursday February 8, 2024	Student Half Day
Wednesday March 6, 2024	Student Half Day
Tuesday April 2, 2024	Student Half Day

Wednesday November 15, 2023
Student Half Day – Elementary and Middle Schools ONLY

Starting and Dismissal Schedule

School	Start	Dismissal	Early Dismissal
Chelmsford High	7:19 a.m.	1:52 p.m.	10:25 a.m.
McCarthy Middle	8:19 a.m.	2:40 p.m.	11:10 a.m.
Parker Middle	8:19 a.m.	2:40 p.m.	11:10 a.m.
Byam Elem.	8:59 a.m.	3:18 p.m.	11:45 a.m.
Center Elem.	8:59 a.m.	3:18 p.m.	11:45 a.m.
Harrington Elem.	8:59 a.m.	3:18 p.m.	11:45 a.m.
South Row Elem.	8:59 a.m.	3:18 p.m.	11:45 a.m.
CHIPS Program	8:15 a.m.	10:45 a.m.	AM Session
	12:00 p.m.	2:30 p.m.	PM Session

- Note: The McCarty and Parker Middle School start and dismissal times may change based upon the middle school grade level realignment. Final start and dismissal times will be announced in Spring, 2023.

CHELMSFORD PUBLIC SCHOOLS

Office of Human Resources
230 North Road, Chelmsford, MA 01824
Telephone: (978) 251-5100 Fax: (978) 251-5110

To: Dr. Jay Lang, Superintendent

From: Robyn Corbett, Executive Assistant to the Superintendent

Date: December 7, 2022

Re: Personnel Report – November 2022

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

Personnel Report – November 2022

New Hires

Bhusani, Vigneshwari
Lunch/Recess Aide
Byam Elementary School
Effective date: 11/28/22

Hirsch, Adam
Building Custodian
Chelmsford Public Schools
Effective date: 11/7/22

Krebs, Kristin
ABA Paraprofessional
Byam Elementary School
Effective date: 12/5/22

Meng, Weijun
Paraprofessional
Parker Middle School
Effective date: 11/14/22

Robichaud, Sydney
Paraprofessional
McCarthy Middle School
Effective date: 11/28/22

Woodman, Tyler
ICTS Computer Technician
Chelmsford Public Schools
Effective date: 11/28/22

Resignations:

Bennett,Carolynn
Paraprofessional
McCarthy Middle School
Effective date: 11/15/22

Phelps, Kerrie
Life Skills Paraprofessional
McCarthy Middle School
Effective date: 12/2/22

Rodriguez, Natasha
Interim Paraprofessional
Byam Elementary School
Effective date: 11/1/22

Shah, Kejal
Paraprofessional
Parker Middle School
Effective date: 12/2/22

Sigman, Karina
Lunch/Recess Aide
Center Elementary School
Effective date: 11/17/22

Sollenberger, Julia
Psychologist
Center Elementary School
Effective date: 11/14/22

Retirements:

Assignment Changes:

Benedetti, Claudia (formerly Lunch/Recess Aide @ Center Elementary School)
.5 ABA Paraprofessional
Byam Elementary School
Effective date: 11/28/22

Climo, Kimberly (formerly Paraprofessional @ Harrington Elementary School)
Library Clerk
Chelmsford High School
Effective date: 11/7/22

Approval of Field Trip & Travel Request

1.) Chelmsford High School

Varsity Wrestling Team

Colter Abely Midseason Classic

January 21, 2023

Middletown, CT

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: 1 / 21 / 23 If Overnight Trip, Return Date: / /

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: Chris Piscione Wrestling Coach Cell Phone: 617-676-7644

Grade, Group, Class(es) or Course(es): Varsity Wrestling Team - 12 Members

Total Number of Students: 12 Number of Male 12 Number of Female

Number of Students Assigned Per Chaperone: 4

Total Number of Chaperones: 3 Number of Male 3 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): Chris Piscione - Head Coach, Joe Vecchione, Asst. Coach, David Dagneault - Asst. Coach Cell Phone #: (617)676-7644

Faculty/Chaperone with Epi-Pen Designation (Name): Chris Piscione

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:

C. Reedy
Signature of School Nurse

12/14/22
Date

Event/Purpose of the Trip: Colter Abely Midseason Classic

Curriculum Standard Addressed by Trip (Reason for the Trip)

Destination: Xavier High School (401) 952-6333
 Facility Facility Telephone
181 Randolph Rd. Middletown CT
 Facility Street Address City State

Estimated Leave Time: 6 a.m. / p.m. Estimated Return Time: 9:30 a.m. p.m.

No. of Regular School Buses Needed: 2 No. of Wheel Chair Accessible Buses Needed: 0
 Will take 2 CPS Mini Buses

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) CHS Gym Doors

Equipment Space Needed (such as music instruments): Yes NO ✓

Equipment: N/A
 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: Department will provide snacks -
Lunch/Dinner provided via Wrestling
Program

TRIP COST/FUNDING

Price per Bus: \$ 0 Total Cost of Bus Transportation \$ 0
 Total Price of event \$ 0
 Additional Costs \$ 0
 Total Cost of Trip \$ 0

School/Org. to pay for: Bus Transportation/Gas and Entry Fee \$

Student paying \$ 0 per person for: \$ 0

Please list any other circumstances that may affect the trip:

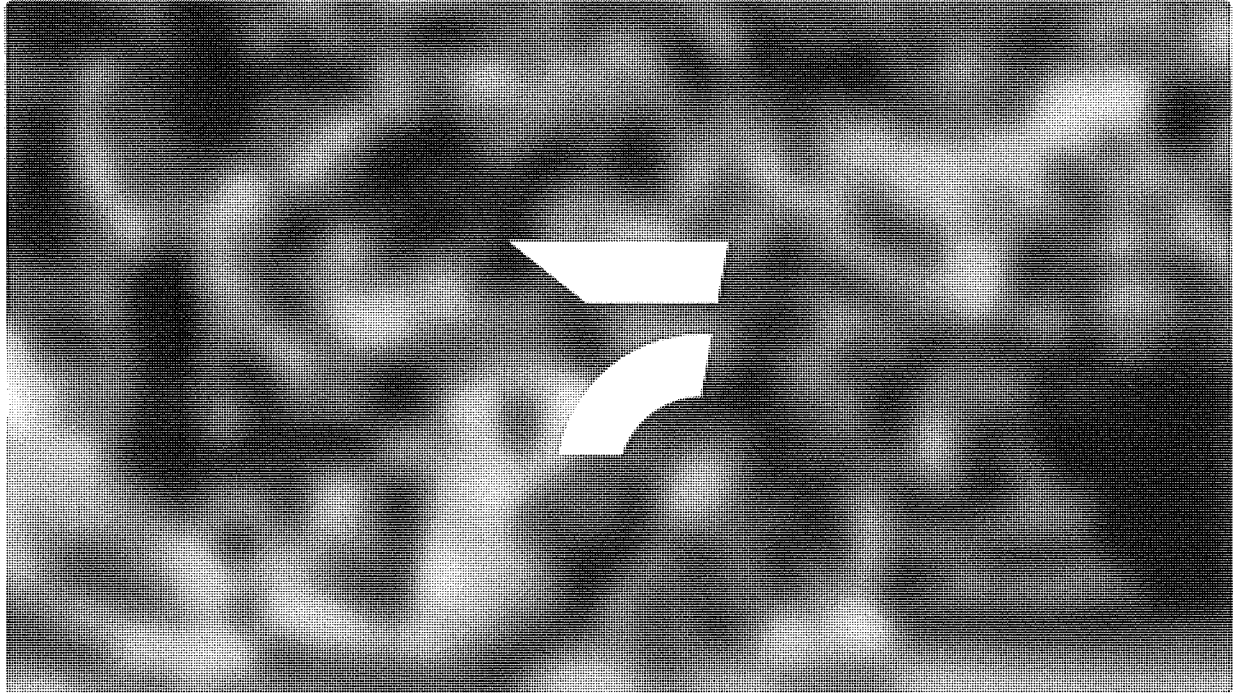
Submitted by:
[Signature] 12/13/2022
 Signature of Trip Sponsor Date

Approved by:
[Signature] 12/13/2022 [Signature] 12-14-22
 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



[WATCH](#) [NEWS](#) [SCHEDULE](#) [BRACKETS](#) [RANKINGS](#) [ATHLETES](#) [RESULTS](#)



2023 Colter Abely Mid Season Classic [CT]

2023 Colter Abely Mid Season Classic [CT] on Jan 21, 2023 in Middletown, CT.

Info

The tournament is unique. There are 16 wrestlers in each weight class, divided up into four pools of four wrestlers each. After a round robin competition and three matches, the winners of each pool advanced to the championship semifinals with the winners wrestling for the title and the losers wrestling for third place.

The four second-place finishers in each pool also competed in the consolation round along with the four wrestlers who finished third and the four wrestlers who finished fourth.

The tournament is named in honor of Colter J. Abely, a 2010 Xavier graduate and a former Falcon wrestler, who died in 2012 at the age of 20 as the result of injuries sustained in an automobile accident



Related Content



[Schommer Wrestling Events 2023](#)

[Dec 9, 2022](#)



[2022-23 Minnesota Golden Gophers Season](#)

[Dec 4, 2022](#)



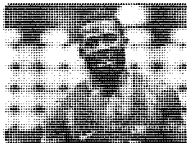
[2022-23 K&D Wrestling Events](#)

[Dec 2, 2022](#)



[Idaho USA Wrestling Events](#)

[Nov 30, 2022](#)



[Jordan Burroughs Keystone Classic Kids Clinic](#)

[Nov 24, 2022](#)



©2006-Present FloSports, Inc. All rights reserved.