



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 March 7, 2023 **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 March 7, 2023 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

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 Schools: South Row Elementary School
2. Presentation: CPS Strategic Plan Implementation & Special Education Opportunities Review Update
3. Recommended FY2023 Budget Transfers
4. School Committee Policy Updates

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 PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: March 6, 2023
Re: Spotlight on the Schools: South Row Elementary School

Attached please find a PowerPoint presentation provided by South Row Principal Ms. Terri Gilbert in advance of the meeting presentation. I look forward to hearing the presentation and discussing the good work that is occurring at the South Row Elementary School with the members of the school committee.



**Spotlight on South Row
Elementary School**
*Students, Staff and Families
partnering in the pursuit of
academics achievement*

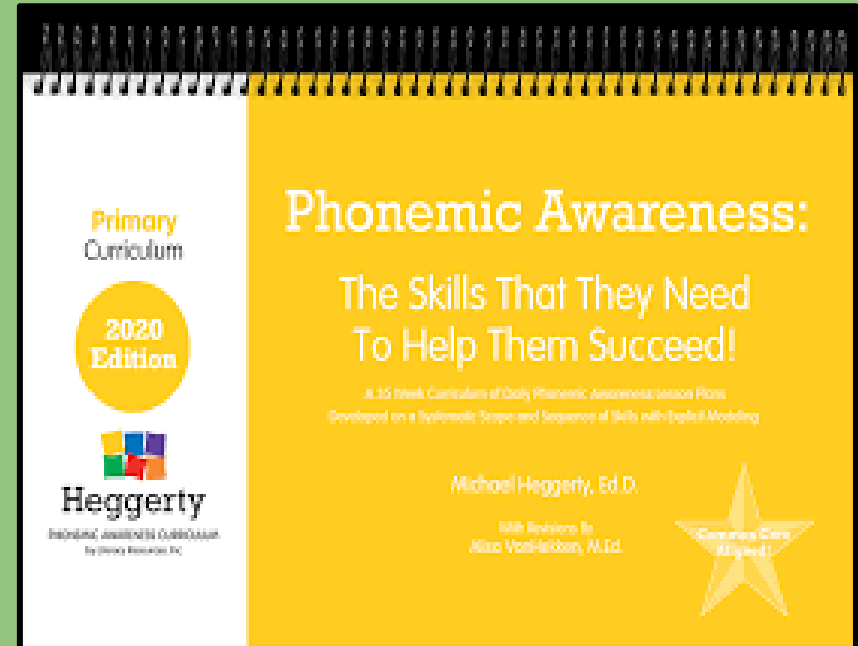
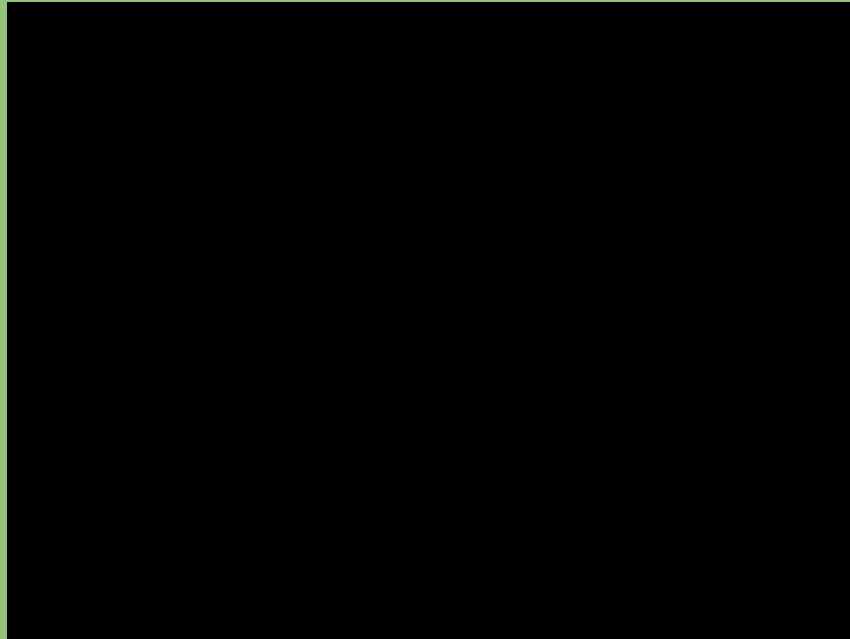
Ms. Terri Gilbert, Principal
Mr. Jayson Ramalho, Assistant Principal

Foundational Skills

- Heggarty (Phonemic Awareness) – Kindergarten, first, special education
- Foundations
- Fountas and Pinnell
- iReady

The best way to ensure proficiency in reading is through systematic and explicit instruction in these foundational skills coupled with consistent opportunities for independent practice.



























Heggarty in action...



Phonemic awareness is the ability to understand that spoken words are made up of individual sounds called phonemes, and it's one of the best early predictors for reading success.

Fundations in action...



Aa 	Bb 	Cc 	Dd 	Ee 	Ff 	
Gg 	Hh 	Ii 	Jj 	Kk 	Ll 	
Mm 	Nn 	Oo 	Pp 	Qu 	Rr 	Ss 
Tt 	Uu 	Vv 	Ww 	Xx 	Yy 	Zz 

Comprehension and Vocabulary

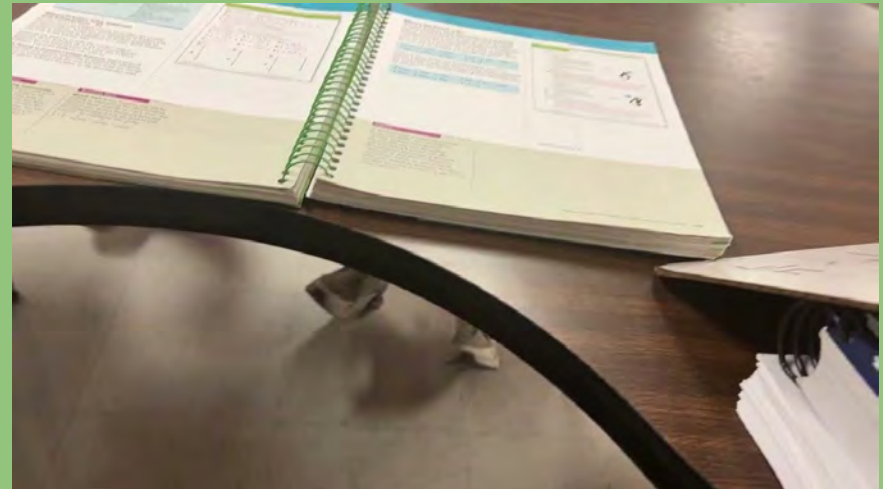
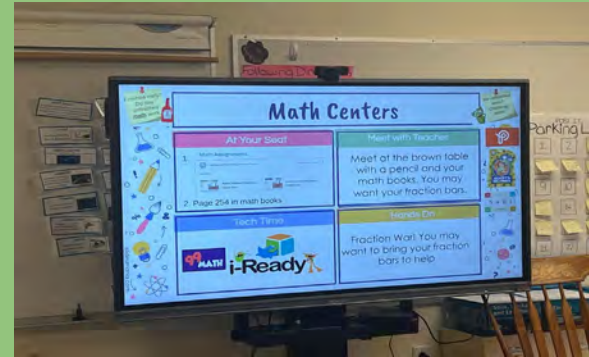
Fountas and Pinnell

- Guided Reading
- IRA
- Word Study
- iReady
- Enrichment book club
- Co-teaching



Math

- Tier I instruction
- Small Group
- Math Centers
- iReady
- Ann Swierzbin
- Interventionist



Science and Social Science

- Monthly sessions with coordinators
- 6 week cycles
- Hands-on experiences
- Content through F and P
- Project based/real world
- Engineering Day



Parent Discussion Night



Focus on curriculum/talk

- F and P
- Foundations
- Heggarty
- Math
- Second Step
- Speech
- Technology



Our Goals

- Continue to proactively personalize learning experiences for all students
- Consistently partner with and educate families about what we do and how they can support their child at home
- Actively educate ourselves regarding new technology/resources/opportunities that will help us meet student needs

Questions & Comments





Implementing a Focused, Results-Oriented, Actionable Strategic Plan

Chelmsford Public Schools

March 2023



District Management Group | Helping Schools and Students Thrive

Agenda

Introduction

Strategic Planning Implementation

Special Education Opportunity Review

Q&A

John J-H Kim



- Founder & CEO of **District Management Group**
- Senior Lecturer at **Harvard Business School** since 2011
Created and teaches the second-year MBA elective course *Transforming Education through Social Entrepreneurship*, which explores ways in which entrepreneurs are pursuing innovative changes to transform education and achieve higher performance
- Co-Chair of **Harvard's Public Education Leadership Project (PELP)**
A joint initiative between the Harvard Graduate School of Education and the Harvard Business School that works to strengthen leadership competencies of the largest urban school districts in the U.S.
- Senior Advisor **McKinsey & Company**



District
Management
Group



HARVARD
BUSINESS SCHOOL



Public Education Leadership Project
AT HARVARD UNIVERSITY

McKinsey
& Company



District Management Group

Talia Mercado



- Senior Associate, DMConsulting at **District Management Group**
Collaborates with districts on a variety of projects such as strategic planning and implementation as well as strategic budgeting.
- Former Account Manager at **Ipsos, NA**
Worked within the Market Research team to provide clients with actionable and timely consumer insights on front end innovation and products new to market.
- National Teaching Fellow at **Citizen Schools**
Taught 7th grade Math during expanded learning time programming in Chelsea, MA
- M.Ed. in Education Policy and Analysis, **Harvard Graduate School of Education** and B.A. in Government at **Hamilton College**

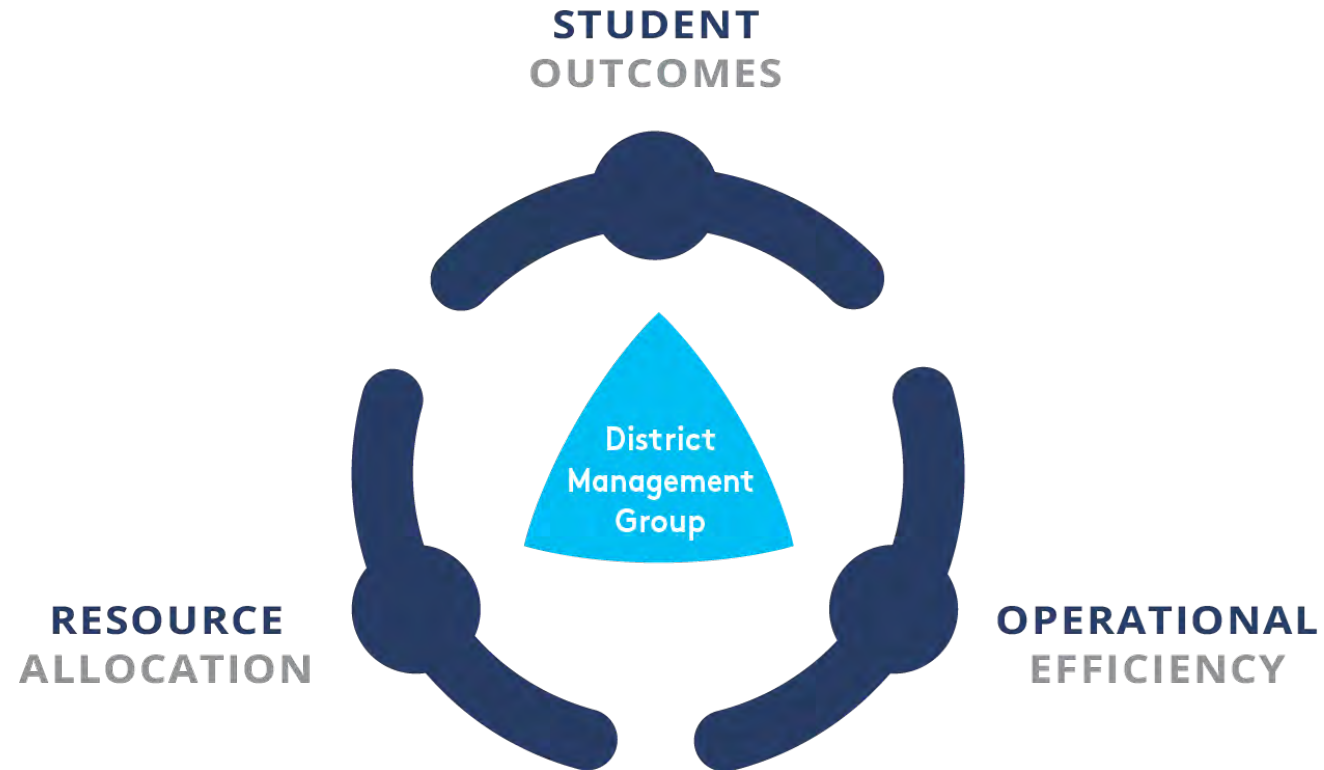


HARVARD
GRADUATE SCHOOL OF EDUCATION



Our mission is to achieve systemic improvement in public education by combining management techniques and education best practices.

DMGroup's Mission



We believe that a district must focus on meeting all three of these objectives to achieve lasting results for students.

Founded in 2004, DMGroup has partnered with hundreds of school districts across the US, helping them address their most pressing needs.

All Sizes of Districts



1,700 students
Rural



5,000
Suburban



6,800
Suburban



10,600
Gateway



55,000
Urban



100,000
Urban

Nationwide Experience



California



Minnesota



Texas



South Dakota



Maryland



Illinois

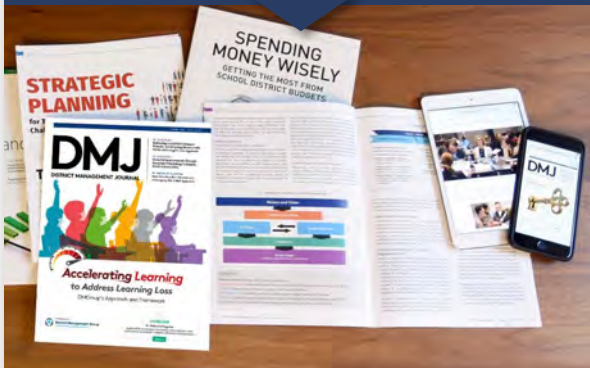
All Types of Districts



Selected DMGroup Partner Districts

DMGroup Offerings

DM Learning



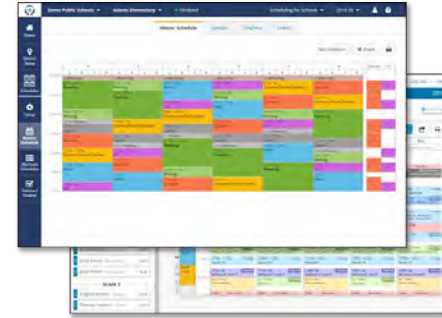
Best-in-class knowledge and professional development, and a membership community of forward-thinking leaders.

DM Consulting



Customized management consulting support across a variety of practice areas.

DM Schedules



Cloud-based software and/or service to help districts optimize use of resources through scheduling.

Breakthrough Results



Structured and facilitated approaches to deliver tangible solutions to district challenges.

Agenda

Introduction

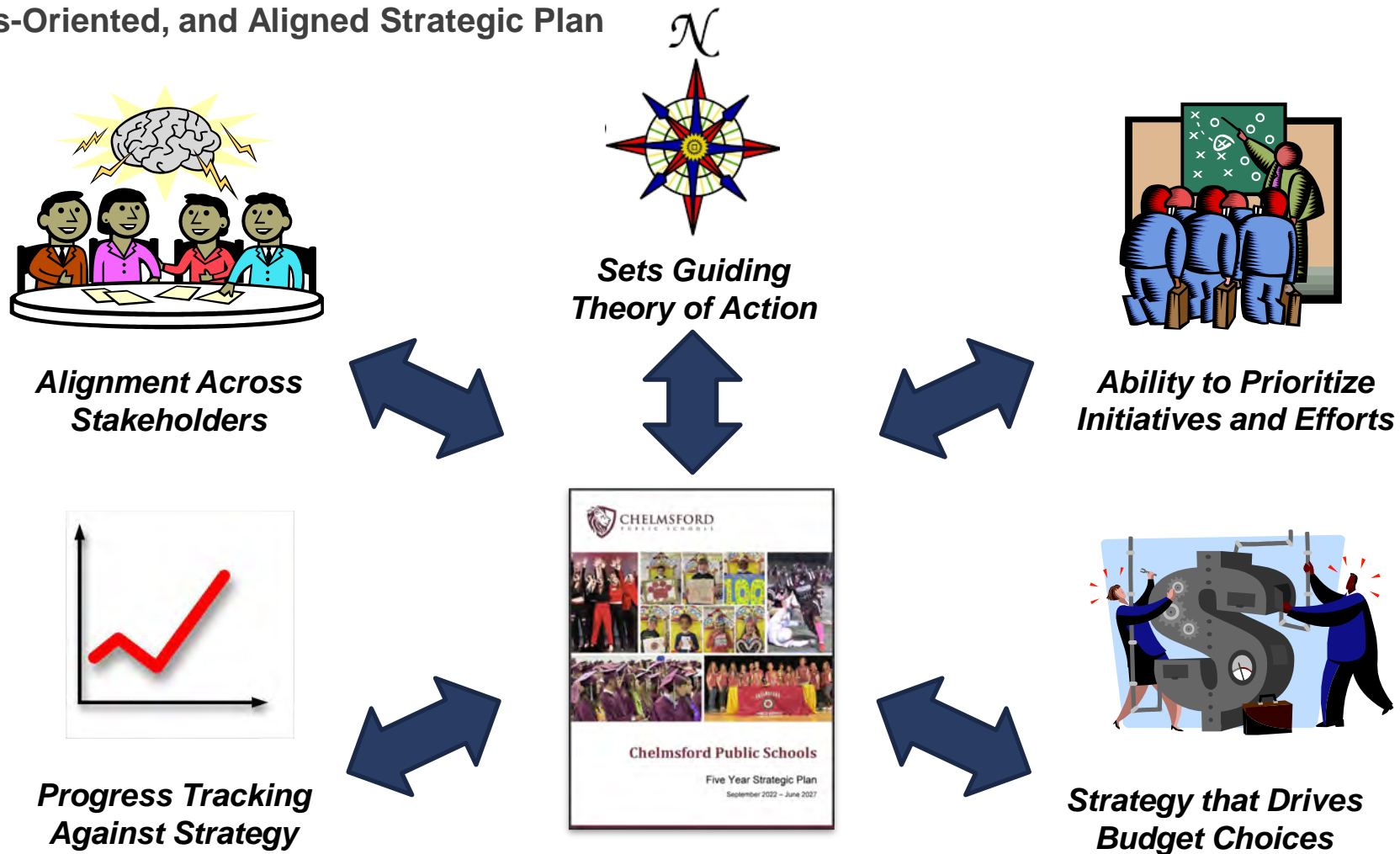
Strategic Planning Implementation

Special Education Opportunity Review

Q&A

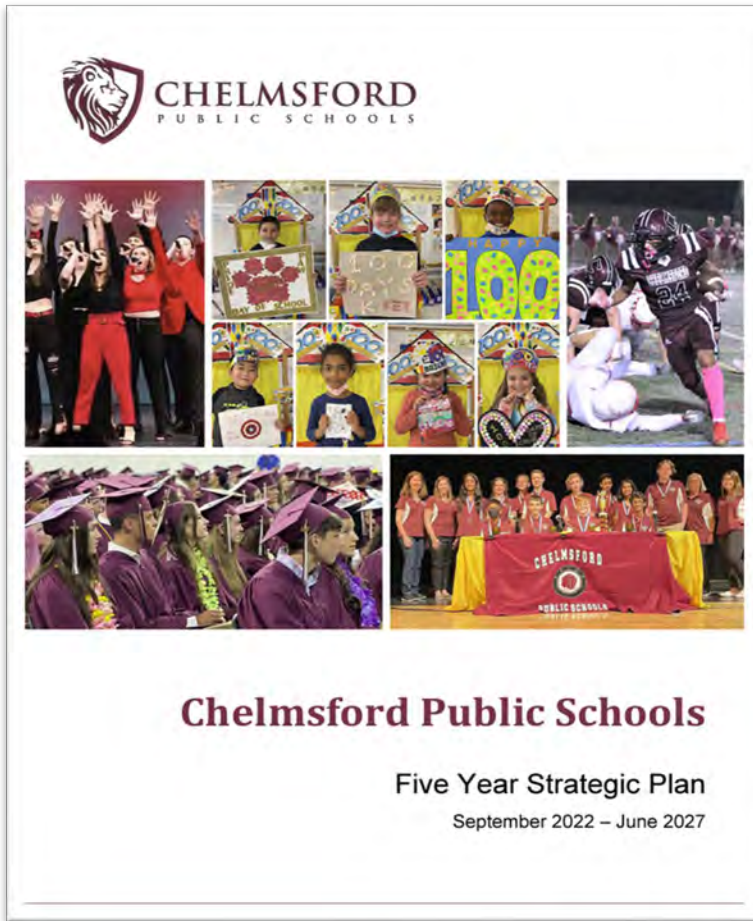
DMGroup's Strategic Plan helps districts achieve many different objectives.

Focused, Results-Oriented, and Aligned Strategic Plan



Chelmsford Public Schools' strategic plan drives the daily work being done across the district.

Chelmsford Public Schools Strategic Plan



Chelmsford Strategic Plan; September 2022

MISSION

The mission of the Chelmsford Public Schools is to educate, engage, prepare, and empower well-rounded and knowledgeable learners who **PERSEVERE** through challenges, demonstrate **RESPECT** and **INTEGRITY** in their words and actions, are **DEDICATED** to their community, and display **EMPATHY** as global citizens while discovering and pursuing their full potential.

THEORY OF ACTION

IF...

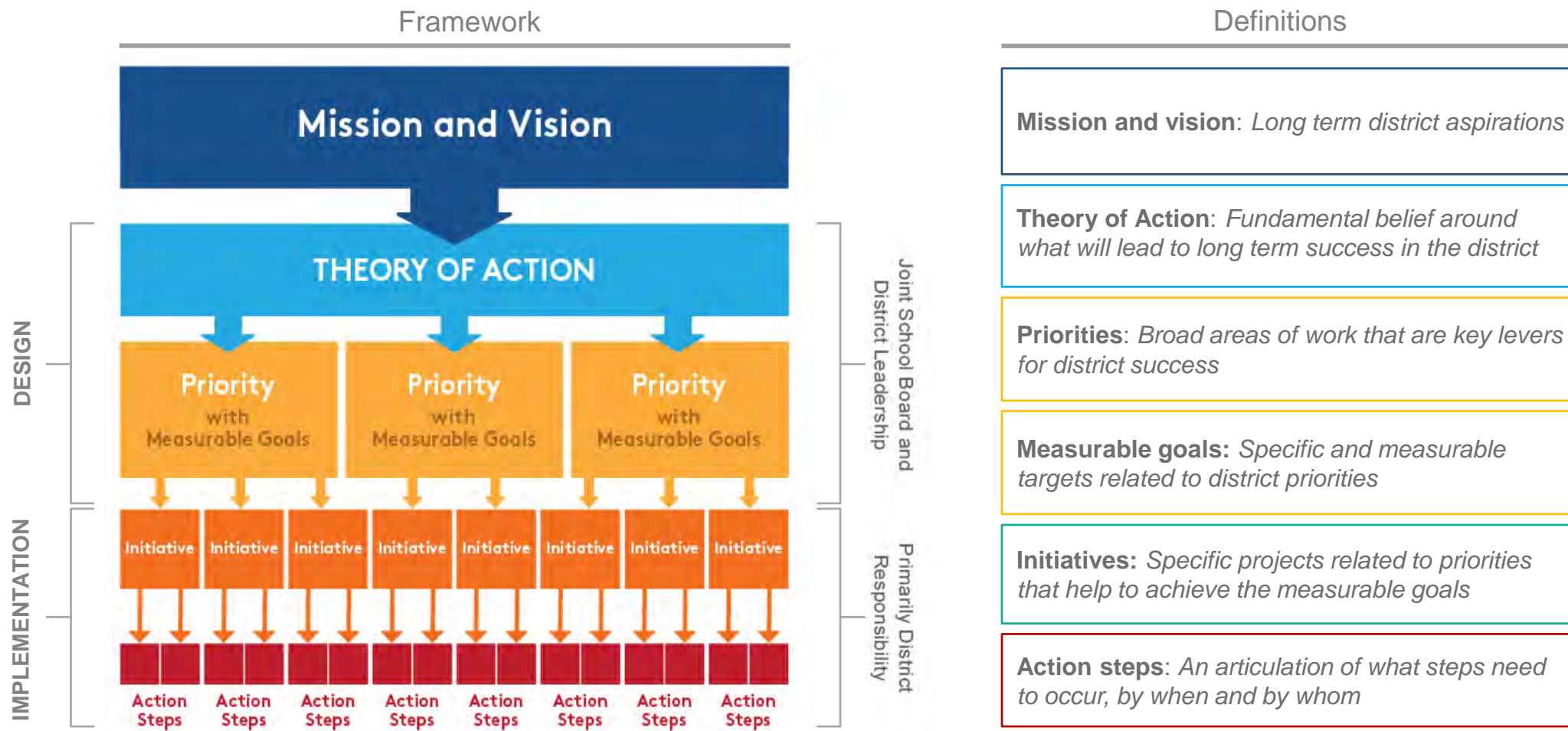
- District leaders provide direction, rigorous curriculum, appropriate resources, and ongoing development, and
- Principals create the conditions, the culture and build buy-in to ensure initiatives are implemented faithfully in a welcoming environment, and
- Teachers foster an inclusive learning environment, ensure curriculum is accessible to each and every student, and build strong relationships with students and families

THEN...

We will realize our vision that every student will reach their full academic potential, feel confident in themselves and their abilities, and grow into strong community members and citizens.

DMGroup's Strategic Planning Framework demonstrates how the daily work will align to achieve the district's mission and vision.

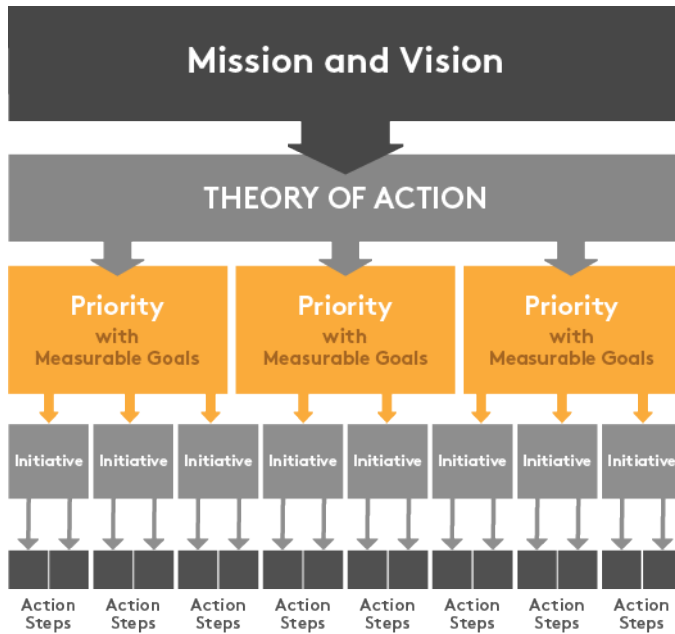
DMGroup Strategic Planning Framework



Source: DMGroup

The strategic priority areas provide focus critical to achieving the mission and vision.

Chelmsford Strategic Priority Areas

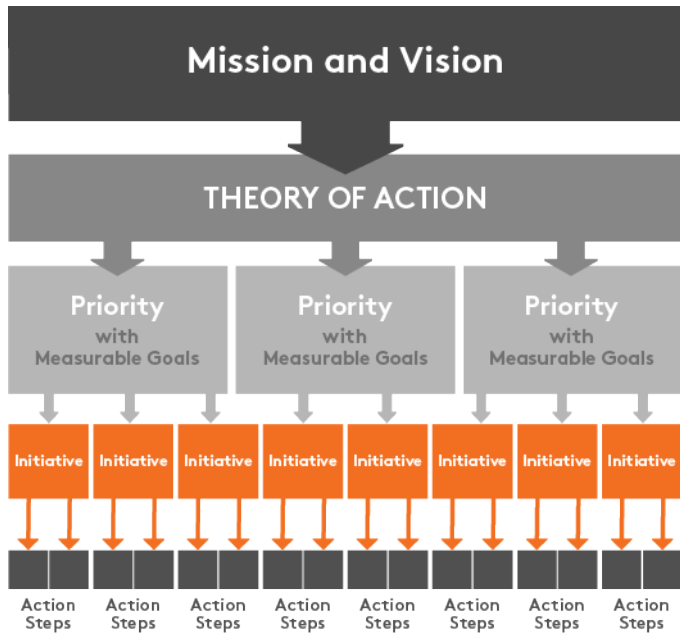


Academic Achievement	<ul style="list-style-type: none"> • Percent of students making adequate growth • Percent of 3rd - graders meeting standards in reading based on i-Ready • Percent of 3rd – graders meeting standards in math based on i-Ready • Percent of 8th – graders meeting standards in math based on i-Ready
Equity	<ul style="list-style-type: none"> • Achievement gap between general education and students on IEPs • Achievement gap between general education and students who are economically disadvantaged
Social Emotional Learning	<ul style="list-style-type: none"> • Percent of students that report feeling a sense of belonging in school • Percent of students that report having positive relationships with peers • Percent of students that report having positive relationships with staff
Human Capital	<ul style="list-style-type: none"> • Increase collaboration with outside teacher prep programs • Percent of instructional staff who indicate feeling adequately prepared to differentiate for diverse student populations • Percent of staff feeling equipped to provide culturally responsive instruction
Facilities and Operations	<ul style="list-style-type: none"> • Annual review of short-term capital plans • Annual review of maintenance work orders submitted and completed • Annual review of building conditions for APPA standard of cleaning

Chelmsford Strategic Plan; September 2022

Members of the implementation Steering Committee worked with subcommittees to identify initiatives that will help to achieve measurable goals for all priority areas.

Chelmsford Strategic Priority Area Initiatives

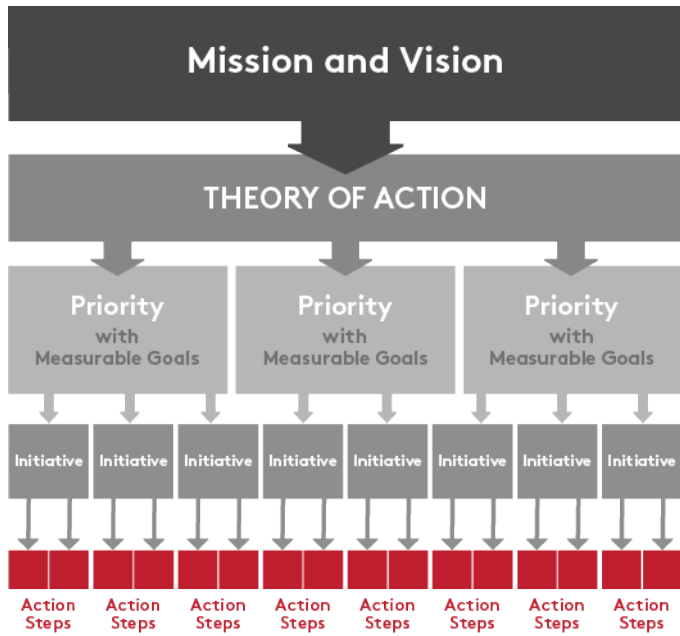


Academic Achievement	<ul style="list-style-type: none"> • Implement and pilot a new Math curriculum for K – 12 • Analyze implementation of Math/ ELA benchmarking assessment (i-Ready) • Implement district data dashboards to improve data-based decision making • Review and adjust school schedules to maximize student learning time
Equity	<ul style="list-style-type: none"> • Conduct district special education review • Analyze implementation of ELA and Math i-Ready in special education and identify areas for improvement
Social Emotional Learning	<ul style="list-style-type: none"> • Implement new SEL data collection and analysis tool (Panorama) and plan for data-based decision making • Implement DEI practices and protocols. • Develop transition protocol and practices to support students' SEL needs.
Human Capital	<ul style="list-style-type: none"> • Conduct newly developed staff survey and analyze results • Identify teacher collaboration programs that will diversify staff applicant pool.
Facilities and Operations	<ul style="list-style-type: none"> • Obtain a baseline of current building cleanliness • Implement an efficient process for work order opening, assignment, priority level, and closure times • Determine appropriate projects to complete and in which order

Chelmsford Strategic Plan; September 2022

Steering Committee members then developed action steps for each initiative that outline specifically what needs to be done, by when, and by whom.

Chelmsford Strategic Priority Area Action Steps



Steering Committee Members				
Academic Achievement	Equity	Social Emotional Learning	Human Capital	Facilities & Operations
Dr. Linda Hirsch – Superintendent Jeff Doherty – School Committee Member Dr. Jeff Parks – Middle School Principal	Amy Reese – Director of Student Support Services Maria Santos – School Committee Member	Jason Fredette – Elementary School Principal Steve Murray – High School Principal	Joanna Johnson-Collins – Director of Business and Finance Diane Carey – Director of Human Resources	Dr. Jay Lang – Superintendent Bill Silver – Director of Technology

For each initiative, Steering Committee Members

1. Worked with subcommittee members to create comprehensive action plans that include:
 - Action steps
 - Action step owners
 - Action step timeline
2. Regularly meet with subcommittee members to ensure action steps are completed.



Strengthening Student Supports – Special Education Opportunity Review

Chelmsford Public Schools



District Management Group | Helping Schools and Students Thrive

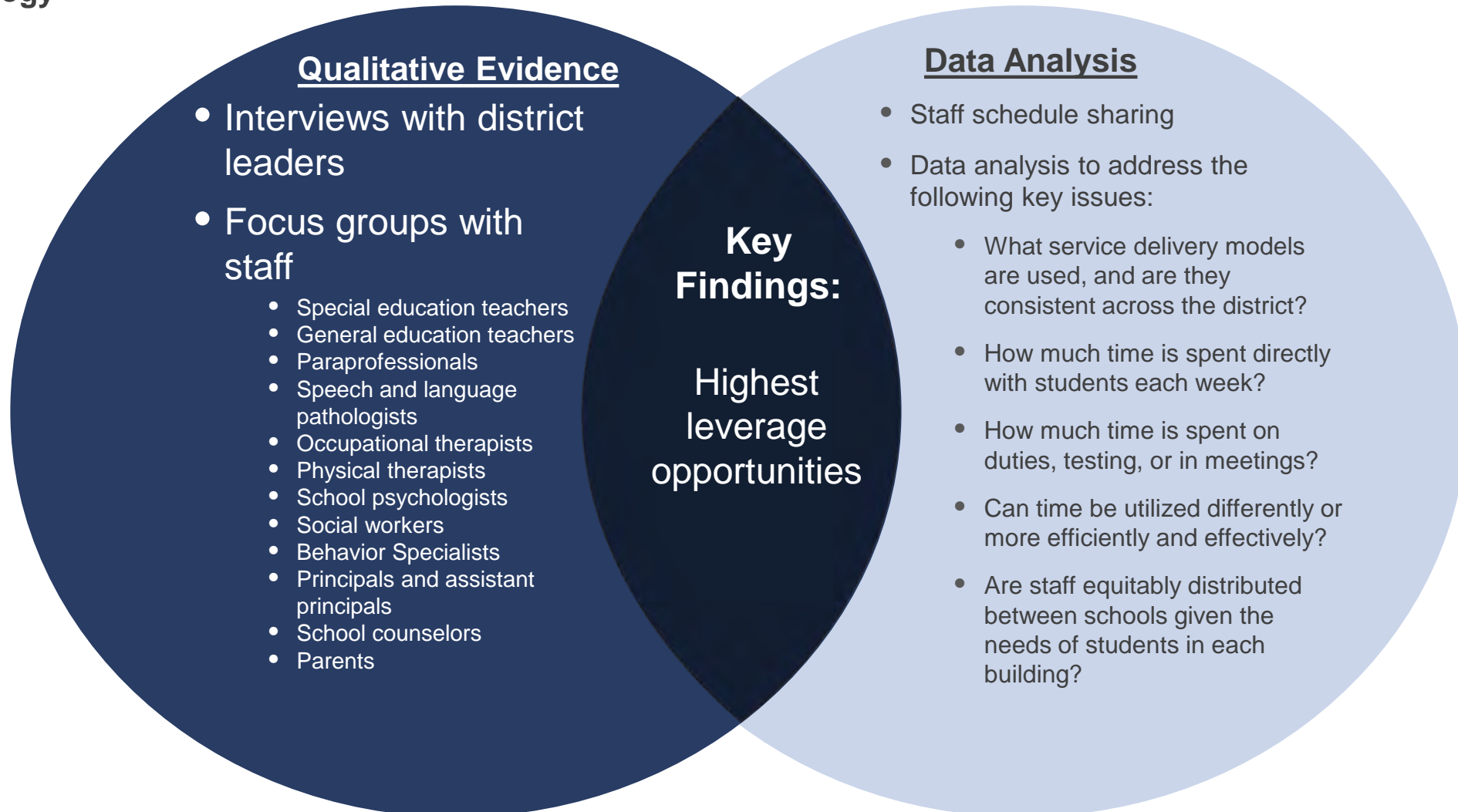
Our work focuses on several key components to help the district refine and strengthen supports for students with disabilities.

Project Goals

- ✓ Develop an understanding of **current practice related to special education and intervention** in the district.
- ✓ Explore **alignment of current practice with best practice research** in order to raise achievement of students with disabilities.
- ✓ Identify opportunities to **align staff practices with best practices and effectively manage staffing** in order to create sustained change in schools and classrooms and improve the work life of teachers.

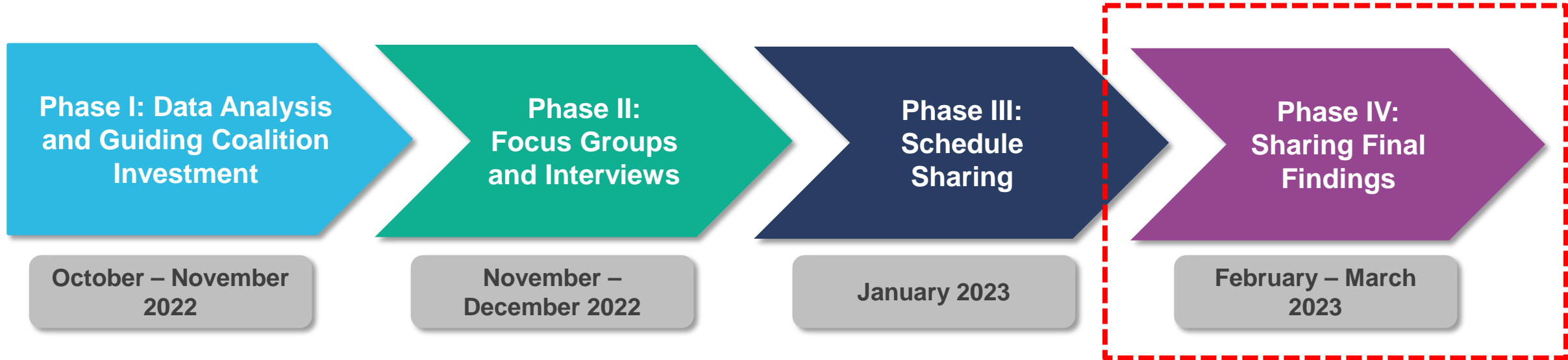
We perform a comprehensive analysis combining both qualitative and quantitative methodologies in order to provide the district with actionable opportunities.

Methodology



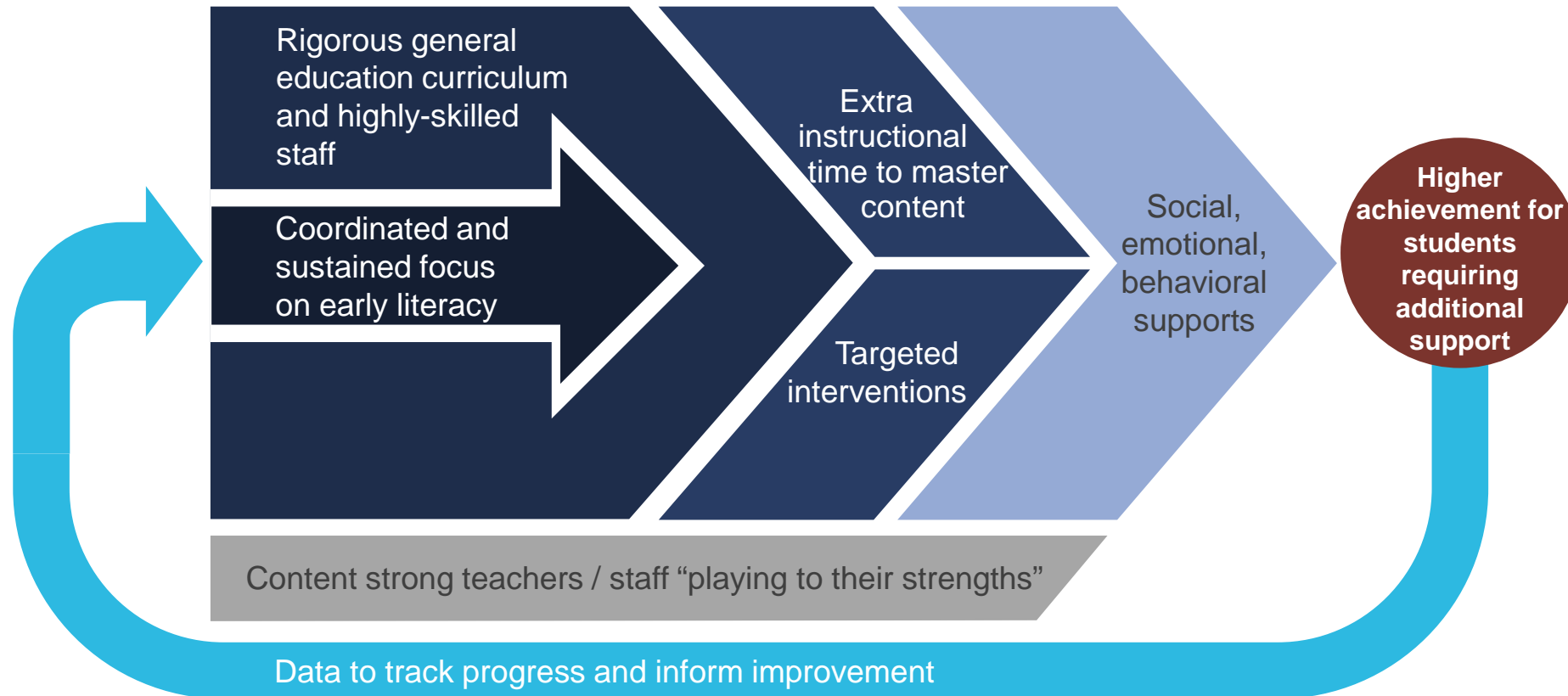
Phases of Work

Project Timeline








DMGroup's Opportunity Review identifies high impact opportunities to improve services and equity for students with disabilities.

DMGroup's Best Practices for Supporting Students with Disabilities



DMGroup believes that a well-coordinated system can raise achievement for students with disabilities, while managing costs.

DMGroup's Philosophy

-  **It is possible for school districts to raise achievement for students with disabilities and manage costs at the same time.**
-  **In order to accomplish this, school districts need an integrated set of services and tools:**
 - Better information (what do staff do?)
 - Best practices (what should staff do?)
 - Staffing guidelines (how should staff implement best practices?)
-  **General education is a big part of the answer.**
-  **Every district is different; culture and context matter.**
-  **No student ever benefited from a consultant's report. They benefit from meaningful changes in the classroom, which take sustained efforts over multiple years.**

Agenda

Introduction

Strategic Planning Implementation

Special Education Opportunity Review

Q&A

Q & A



District Management Group

Helping Schools and
Students Thrive

If you have any comments or questions about the contents of this document, please contact District Management Group:

Tel: (877) 362-3500

Email: info@dmgroupK12.com

Fax: (617) 491-5266

Web: www.dmgroupK12.com

Mail: 133 Federal Street, Boston, MA 02110

CHELMSFORD PUBLIC SCHOOLS

Memorandum

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

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

Date: March 3, 2023

Re: Recommended FY2023 Budget Transfer – Music

I am writing to request one budget transfer at this time for FY2023.

The budget transfer request is shifting budget funds from the Textbooks/Instructional Materials Music account to the Music supply account in the amount of \$ 681.06 to fund the remaining supplies to create a new choral music storage/library system.

From		To			Amount
12415058-54000	Textbooks/Inst Materials	12430358	54000	Supplies Parker Music	681.06

I recommend the school committee vote at the regular school committee meeting on March 7, 2023 to approve the FY2023 local operating budget transfer for the Chelmsford Public Schools as presented.

Thank you for your consideration.

School Committee Policy Updates

Vote to amend current policy:

- 1) Policy AC: Non-Discrimination Policy Including Harassment and Retaliation
- 2) Policy ACAB: Sexual Harassment
- 3) Policy GBA: Equal Employment Opportunity
- 4) Policy GCF: Professional Staff Hiring
- 5) Policy IHBEA: English Language Learners
- 6) Policy IHBG: Home Schooling
- 7) Policy JB: Equal Educational Opportunities
- 8) Policy JFBB: School Choice
- 9) Policy JIC: Student Discipline
- 10) Policy JICA: Student Dress

Vote to rescind current policy:

- 11) Policy EBCFA: Face Coverings

Vote to establish new policy:

- 12) Policy JEBA: Upper Entrance Age / School Admissions

NON-DISCRIMINATION POLICY INCLUDING HARASSMENT AND RETALIATION

The Chelmsford School Committee and the Chelmsford Public Schools are committed to maintaining an education and work environment for all school community members that is free from all forms of discrimination, including harassment and retaliation. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Chelmsford Public Schools.

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The Chelmsford Public Schools does not exclude from participation, deny the benefits of PS Chelmsford Public Schools from or otherwise discriminate against, individuals on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law in the administration of its educational and employment policies, or in its programs and activities.

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This commitment to the community is affirmed by the following statements. The School Committee commits to:

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

The Chelmsford Public Schools requires all members of the school community to conduct themselves in accordance with this policy.

It shall be a violation of this policy for any member of the school community ~~based on an individual's actual or perceived protected class status to: (1) harass a member of the school community through conduct or communication (e.g., physical, verbal, graphic, or written); (2) inflict, threaten to inflict, or attempt to inflict violence; or (3) discriminate against a member of the school community~~ to engage in any form of discrimination, including harassment and retaliation, or to violate any other civil right of any member of the school community. We recognize that discrimination can take a range of forms and can be targeted or unintentional; however, discrimination in any form, including harassment and retaliation, will not be tolerated.

It shall also be a violation of this policy for any school community member to subject any other member of the school community to any form of retaliation, including, but not limited to, coercion, intimidation, interference, punishment, discrimination, or harassment, for reporting or filing a complaint of discrimination, cooperating in an investigation, aiding or encouraging another member of the school community to report such conduct or file a complaint, or opposing any act or practice reasonably believed to be prohibited by this policy.

Any member of the school community who is found, after investigation, to have engaged in any form of discrimination, including harassment or retaliation, against any other member of the school community, will be subject to consequences determined appropriate by the administration. Such consequences may include restorative

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measures and corrective action, and/or student discipline or staff disciplinary action, up to and including student suspension and expulsion or employee termination.

Definitions

"Discrimination" is defined as the adverse treatment of an individual or group of people based on any individual's actual or perceived race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy or pregnancy-related conditions, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law.

"Harassment" is defined as unwelcome conduct, whether verbal or physical, that is based on any individual's actual or perceived race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy or pregnancy-related conditions, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law. Discrimination and/or harassment includes, but is not limited to:

- Display or circulation of written materials or pictures that are degrading to a person or group described above.
- Verbal abuse or insults about, directed at, or made in the presence of, an individual or group described above.
- Any action or speech that contributes to, promotes or results in a hostile or discriminatory environment to an individual or group described above.
- Any action or speech that is sufficiently severe, pervasive or persistent that it either (i) interferes with or limits the ability of an individual or group described above to participate in or benefit from employment or a program or activity of ___PS; or (ii) creates an intimidating, threatening or abusive educational or working environment.

Harassment may include, but is not limited to, any unwelcome, inappropriate, or illegal physical, written, verbal, graphic, or electronic conduct, and that has the intent or effect of creating a hostile education or work environment by limiting the ability of an individual to participate in or benefit from the district's programs and activities or by unreasonably interfering with that individual's education or work environment or, if the conduct were to persist, would likely create a hostile educational or work environment. Examples of such conduct may include any of the following:

- Written, verbal, or physical (including texting, blogging, or other technological methods);
- harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter;
- Demeaning jokes, stories, or activities directed at a target; and
- In the case of employee-to-student harassment, conduct that is designed to embarrass, distress, disturb or trouble students when submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities, or submission to or rejection of such conduct by a student is used as a basis for decisions affecting students.

"Retaliation" is defined as taking an adverse action against a member of the school community for reporting or filing a complaint of discrimination, cooperating in an investigation, aiding or encouraging another member of the school community to report such conduct or file a complaint, or opposing any act or practice reasonably believed to be prohibited by this policy. Retaliation includes, but is not limited to, coercion, intimidation, interference, punishment, discrimination, and harassment.

The Superintendent will adopt written grievance procedures to investigate and address complaints of discrimination, harassment, and retaliation. ~~If someone has a complaint or feels that they have been~~A complaint alleging discrimination, harassment and/or retaliation as defined above will be addressed promptly and -pursuant to the

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District's applicable non-discrimination policies and procedures. However, allegations of conduct meeting the definition of sexual harassment, as defined by federal law, may be reported, and investigated pursuant to applicable Regulations under Title IX, Education Amendments of 1972.

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If it is determined, after an investigation, that a member of the school community engaged in any form of discrimination, harassment and/or retaliation against any other member of the school community, Chelmsford Public Schools -PS- will act promptly to eliminate the conduct and will impose developmentally- appropriate disciplinary, restorative, and/or corrective action. Such consequences may include, but are not limited to, restorative measures, corrective action, and/or student discipline or staff disciplinary action, up to and including student suspension and expulsion or employee termination.

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~~discriminated against or harassed because of their race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law, their complaint should be registered with the following individuals or the building principals:~~

Resources

The following individual is designated as the District ADA, Title VI, Title IX, and Sexual Harassment Coordinator, and Grievance Officer for the School Committee, administration, faculty, staff, volunteers in the schools, and for parties who are contracted to perform work for the Chelmsford— Public Schools, and can be reached at:

Name/Position Diane M. Carey, Director of Human Resources
Address 230 North Street, Chelmsford, MA 01824
Phone (978) 251-5100

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The following individual is designated as the District ADA, Title VI, Title IX, and Sexual Harassment and Civil Rights Coordinator for students in the Chelmsford— Public Schools. In addition, the Director of Student Services, _____ is the District 504 Coordinator, and can be reached at:

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Name/Position Amy Reese, Director of Student Services
Address 230 North Street, Chelmsford, MA 01824
Phone (978) 251-5100

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Additionally, cComplaints alleging regarding discrimination, harassment, and/or retaliation may also be addressed to the following agencies:

Massachusetts Department of Elementary and Secondary Education
Problem Resolution System
75 Pleasant Street, Malden, MA 02148-4906
Telephone: 781-338-3700
Email: compliance@doe.mass.edu
Website: <https://www.doe.mass.edu/prs/>

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Office for Civil Rights, U.S. Department of Education
5 Post Office Square, 8th Floor, Suite 900
Boston, MA 02109
Telephone: (617) 289-0111
Email: OCR.Boston@ed.gov
Website: www.ed.gov/ocr

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Massachusetts Commission Against Discrimination
1 Ashburton Place, Room 601

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[Boston, MA 02108](#)
[Telephone: \(617\)-994-6000](#)
[Email: \[mcad@mass.gov\]\(mailto:mcad@mass.gov\)](#)

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[-U.S. Equal Employment Opportunity Commission](#)
[JFK Federal Building](#)
[15 New Sudbury Street, Room 475](#)
[Boston, MA 02203](#)
[Telephone: 1-800-669-4000](#)

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- [-The Mass. Commission Against Discrimination, 1 Ashburton Place, Room 601](#)
[Boston, MA 02108.](#)
[Phone: 617-994-6000.](#)
- [-Office for Civil Rights \(U.S. Department of Education\)](#)
[5 Post Office Square, 8th Floor](#)
[Boston, MA 02109.](#)
[Phone: 617-289-0111.](#)
- [-The United States Equal Employment Opportunity Commission.](#)
[John F. Kennedy Bldg.](#)
[475 Government Center](#)
[Boston, MA 02203.](#)

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[The above- referenced agencies may also be contacted for inquiries concerning the Chelmsford Public Schools' policies and protocols, compliance with applicable laws, statutes, and regulations, and complaints may also be directed to the Director of Human Resources.](#)

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LEGAL REFS: [Title VI, Civil Rights Act of 1964](#)
[Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972](#)
[Executive Order 11246, as amended by E.O. 11375](#)
[Equal Pay Act, as amended by the Education Amendments of 1972](#)
[Title IX, Education Amendments of 1972](#)
[Rehabilitation Act of 1973](#)
[Education for All Handicapped Children Act of 1975](#)
[Individuals with Disabilities Education Act](#)
[Age Discrimination Act of 1975](#)
[Age Discrimination in Employment Act of 1967](#)
[No Child Left Behind Act of 2001, 20 U.S.C. § 7905 \(The Boy Scouts of America Equal Access Act\)](#)
[M.G.L. 71B:1 et seq. \(Chapter 766 of the Acts of 1972\)](#)
[M.G.L. 76:5](#)
[603 CMR 26.00](#)
[603 CMR 28.00](#)

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CROSS REF: [ACE, Non-Discrimination on the Basis of Disability](#)
[ACAB, Sexual Harassment ~~Title IX Policy~~](#)
[GBA, Equal Employment Opportunity](#)
[IJ, Instructional Materials](#)
[JB, Equal Educational Opportunities](#)

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SOURCE: MASC December 2021
1325273

NON-DISCRIMINATION POLICY INCLUDING HARASSMENT AND RETALIATION

The Chelmsford School Committee and the Chelmsford Public Schools are committed to maintaining an education and work environment for all school community members that is free from all forms of discrimination, including harassment and retaliation. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Chelmsford Public Schools.

The Chelmsford Public Schools does not exclude from participation, deny the benefits of Chelmsford Public Schools from or otherwise discriminate against, individuals on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law in the administration of its educational and employment policies, or in its programs and activities.

This commitment to the community is affirmed by the following statements. The School Committee commits to:

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

The Chelmsford Public Schools requires all members of the school community to conduct themselves in accordance with this policy.

It shall be a violation of this policy for any member of the school community to engage in any form of discrimination, including harassment and retaliation, or to violate any other civil right of any member of the school community. We recognize that discrimination can take a range of forms and can be targeted or unintentional; however, discrimination in any form, including harassment and retaliation, will not be tolerated.

It shall also be a violation of this policy for any school community member to subject any other member of the school community to any form of retaliation, including, but not limited to, coercion, intimidation, interference, punishment, discrimination, or harassment, for reporting or filing a complaint of discrimination, cooperating in an investigation, aiding or encouraging another member of the school community to report such conduct or file a complaint, or opposing any act or practice reasonably believed to be prohibited by this policy.

Any member of the school community who is found, after investigation, to have engaged in any form of discrimination, including harassment or retaliation, against any other member of the school community, will be subject to consequences determined appropriate by the administration. Such consequences may include restorative measures and corrective action, and/or student discipline or staff disciplinary action, up to and including student suspension and expulsion or employee termination.

Definitions

"Discrimination" is defined as the adverse treatment of an individual or group of people based on any individual's actual or perceived race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy or pregnancy-related conditions, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law.

"Harassment" is defined as unwelcome conduct, whether verbal or physical, that is based on any individual's actual or perceived race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy or pregnancy-related conditions, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law. Discrimination and/or harassment includes, but is not limited to:

- Display or circulation of written materials or pictures that are degrading to a person or group described above.
- Verbal abuse or insults about, directed at, or made in the presence of, an individual or group described above.
- Any action or speech that contributes to, promotes or results in a hostile or discriminatory environment to an individual or group described above.
- Any action or speech that is sufficiently severe, pervasive or persistent that it either (i) interferes with or limits the ability of an individual or group described above to participate in or benefit from employment or a program or activity of __PS; or (ii) creates an intimidating, threatening or abusive educational or working environment.

Harassment may include, but is not limited to, any unwelcome, inappropriate, or illegal physical, written, verbal, graphic, or electronic conduct, and that has the intent or effect of creating a hostile education or work environment by limiting the ability of an individual to participate in or benefit from the district's programs and activities or by unreasonably interfering with that individual's education or work environment or, if the conduct were to persist, would likely create a hostile educational or work environment. Examples of such conduct may include any of the following:

- Written, verbal, or physical (including texting, blogging, or other technological methods);
- harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter;
- Demeaning jokes, stories, or activities directed at a target; and
- In the case of employee-to-student harassment, conduct that is designed to embarrass, distress, disturb or trouble students when submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities, or submission to or rejection of such conduct by a student is used as a basis for decisions affecting students.

"Retaliation" is defined as taking an adverse action against a member of the school community for reporting or filing a complaint of discrimination, cooperating in an investigation, aiding or encouraging another member of the school community to report such conduct or file a complaint, or opposing any act or practice reasonably believed to be prohibited by this policy. Retaliation includes, but is not limited to, coercion, intimidation, interference, punishment, discrimination, and harassment. The Superintendent will adopt written grievance procedures to investigate and address complaints of discrimination, harassment, and retaliation. A complaint alleging discrimination, harassment and/or retaliation as defined above will be addressed promptly and pursuant to the District's applicable non-discrimination policies and procedures. However, allegations of conduct meeting the definition of sexual harassment, as defined by federal law, may be reported, and investigated pursuant to applicable Regulations under Title IX, Education Amendments of 1972.

If it is determined, after an investigation, that a member of the school community engaged in any form of discrimination, harassment and/or retaliation against any other member of the school community, Chelmsford

Public Schools will act promptly to eliminate the conduct and will impose developmentally- appropriate disciplinary, restorative, and/or corrective action. Such consequences may include, but are not limited to, restorative measures, corrective action, and/or student discipline or staff disciplinary action, up to and including student suspension and expulsion or employee termination.

Resources

The following individual is designated as the District ADA, Title VI, Title IX, and Sexual Harassment Coordinator, and Grievance Officer for the School Committee, administration, faculty, staff, volunteers in the schools, and for parties who are contracted to perform work for the Chelmsford Public Schools, and can be reached at:

Diane M. Carey, Director of Human Resources
230 North Street, Chelmsford, MA 01824
(978) 251-5100

The following individual is designated as the District ADA, Title VI, Title IX, and Sexual Harassment and Civil Rights Coordinator for students in the Chelmsford Public Schools. In addition, the Director of Student Services_ is the District 504 Coordinator, and can be reached at:

Amy Reese, Director of Student Services
230 North Street, Chelmsford, MA 01824
(978) 251-5100

Additionally, complaints alleging discrimination, harassment, and/or retaliation may also be addressed to the following agencies:

Massachusetts Department of Elementary and Secondary Education
Problem Resolution System
75 Pleasant Street, Malden, MA 02148-4906
Telephone: 781-338-3700
Email: compliance@doe.mass.edu
Website: <https://www.doe.mass.edu/prs/>

Office for Civil Rights, U.S. Department of Education
5 Post Office Square, 8th Floor, Suite 900
Boston, MA 02109
Telephone: (617) 289-0111
Email: OCR.Boston@ed.gov
Website: www.ed.gov/ocr.

[Massachusetts Commission Against Discrimination](#)
[1 Ashburton Place, Room 601](#)
[Boston, MA 02108](#)
[Telephone: \(617\)-994-6000](#)
[Email: \[mcad@mass.gov\]\(mailto:mcad@mass.gov\)](#)

[U.S. Equal Employment Opportunity Commission](#)
[JFK Federal Building](#)
[15 New Sudbury Street, Room 475](#)
[Boston, MA 02203](#)
[Telephone: \[1-800-669-4000\]\(tel:1-800-669-4000\)](#)

The above- referenced agencies may also be contacted for inquiries concerning the Chelmsford Public Schools' policies and protocols, compliance with applicable laws, statutes, and regulations, and complaints may also be directed to the Director of Human Resources.

LEGAL REFS: Title VI, Civil Rights Act of 1964
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Executive Order 11246, as amended by E.O. 11375
Equal Pay Act, as amended by the Education Amendments of 1972
Title IX, Education Amendments of 1972
Rehabilitation Act of 1973
Individuals with Disabilities Education Act
Age Discrimination Act of 1975
Age Discrimination in Employment Act of 1967
No Child Left Behind Act of 2001, 20 U.S.C. § 7905 (The Boy Scouts of America Equal Access Act)
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
M.G.L. 76:5
603 CMR 26.00
603 CMR 28.00

CROSS REF: ACE, Non-Discrimination on the Basis of Disability
ACAB, Sexual Harassment
GBA, Equal Employment Opportunity
IJ, Instructional Materials
JB, Equal Educational Opportunities

SOURCE: MASC December 2021

SEXUAL HARASSMENT

The ~~_____Chelmsford~~ School Committee and ~~_____ the Chelmsford~~ Public Schools are committed to maintaining an education and work environment for all school community members- that is free from all forms of harassment, including sexual harassment. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the ~~_____Chelmsford~~ Public Schools.

Sexual harassment is unwelcome conduct of a sexual nature. The definition includes unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity. It also, includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes conduct by an employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct, often called quid pro quo harassment and, sexual assault as the Federal Clery Act defines that crime. Dating violence, domestic violence, and stalking, as those terms are defined by the Violence Against Women Act, also constitute sexual harassment. Sexual violence is a form of sexual harassment. Sexual violence, as the Office of Civil Rights (OCR) uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion.

~~Massachusetts General Laws Ch. 119, Section 51A, requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment and the conditions of actual notice and jurisdiction as noted above. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstance).~~

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment, depending on the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances—whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life, comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, to male, female, or gender non-conforming students or employees may also constitute sexual harassment.

Because the District takes allegations of harassment, including sexual harassment, seriously, we will respond promptly to complaints of harassment including sexual harassment. The District will investigate, and when there is a formal complaint regarding sexual harassment within its jurisdiction, following an investigation where If it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose corrective action as is necessary, including disciplinary action where appropriate.

Massachusetts General Laws Ch. 119, Section 51 A, requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offenses and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment above and the conditions of actual notice and jurisdiction as noted above/below. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstance).

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

Retaliation against a complainant, because they have filed a harassment or sexual harassment complaint or assisted or participated in a harassment or sexual harassment investigation or proceeding, is also prohibited. A student or employee who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including student suspension and expulsion or employee termination.

The complainant An individual who reports sexual harassment does not have to be the person at whom the unwelcome sexual conduct is directed. ~~The complainant~~ Any person, regardless of gender, may be a witness to and personally offended by such conduct.

NOTICE OF SEXUAL HARASSMENT

The regulations require a school district to respond when the district has actual notice of sexual harassment. School districts have actual notice when an allegation is made known to any school employee. Schools must treat seriously all reports of sexual harassment that meet the definition of harassment and the conditions of actual notice and jurisdiction as noted whether or not the complainant files a formal complaint. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstances). Schools are required to investigate every formal complaint and respond meaningfully to every known report of sexual harassment.

The regulation highlights the importance of supportive measures designed to preserve or restore access to the school's education program or activity, with or without a formal complaint. Where there has been a finding of responsibility, the regulation would require remedies designed to restore or preserve access to the school's education program or activity.

DUE PROCESS PROTECTIONS

Due process protections include the following:

- 1) A presumption of innocence throughout the grievance process, with the burden of proof on the school;
- 2) A prohibition of the single investigator model, instead requiring a decision-maker separate from the Title IX Coordinator or investigator;
- 3) The ~~District will be utilizing clear and convincing evidence or~~ preponderance of the evidence, ~~subject to limitations as the standard for investigations;~~
- 4) The opportunity to test the credibility of parties and witnesses through ~~cross-examination~~ written questions, subject to "rape shield" protections and other legal privileges;
- 5) Written notice of allegations and an equal opportunity to review the evidence;
- 6) Title IX Coordinators, investigators, and decision-makers must be free from bias or conflict of interest;
- 7) Equal opportunity for parties to appeal, where schools offer appeals;
- 8) Upon filing a formal complaint the school must give written notice to the parties containing sufficient details to permit a party to prepare for any initial interview and proceed with a factual investigation. ~~For K-12 schools a hearing is optional but the parties must be allowed to submit written questions to challenge each other's credibility before the decision-maker makes a determination.~~ After the investigation, a written determination must be sent to both parties explaining each allegation, whether the respondent is responsible or not responsible, including the facts and evidence on which the conclusion was based by applying ~~either~~ the preponderance of the evidence ~~or the clear and convincing standard; however, a school can use the lower preponderance standards only if it uses that standard for conduct code violations that do not involve sexual harassment but carry the same maximum disciplinary sanction.~~ As long as the process is voluntary for all parties, after being fully informed and written consent is provided by both parties, a school may facilitate informal resolution of a sexual complaint.

~~A district may establish an informal investigation process that may, upon the request of the complainant be followed by a formal process.~~

The Committee authorizes the Superintendent to create detailed procedures to investigate and address complaints of sexual harassment. The Superintendent, in consultation with the Title IX Coordinator, shall designate the principal of each school in the district, or their designee (or some other appropriate employee(s)) as the initial entity to receive the sexual harassment complaint. Also, in a matter of sexual harassment, the district shall require that the Title IX Coordinator be informed, as soon as possible, of the filing of the complaint. Nothing in this policy shall prevent any person from reporting the prohibited conduct to someone other than those above designated complaint recipients. The ~~investigating officer~~ District may receive the complaint orally or in writing, and the investigation shall be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances and in compliance with applicable law. The investigation will be prompt, thorough, and impartial, and will include, at least, a private interview with the person filing the complaint and with witnesses. Also, the alleged harasser will be interviewed. When the investigation is completed, the ~~complaint recipient will, to~~

~~the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation~~The District will send written findings to both the complainant and respondent.

RECORD KEEPING REQUIREMENTS

Schools must create and maintain records documenting every Title IX sexual harassment ~~complaint~~allegation. This could include mediation, restorative justice, or other models of alternative dispute resolution. Schools must keep records regarding the school's response to every report of sexual harassment of which it becomes aware even if no formal complaint was filed, including documentation of supportive matters offered and implemented for the complainant.

This policy, or a summary thereof that contain the essential policy elements shall be distributed by the ~~(Name of District)~~ Chelmsford Schools District to its students and employees and each parent or guardian shall sign that they have received and understand the policy.

~~List the n~~Name and phone number of the District's Title IX Coordinator
Diane M. Carey, Director of Human Resources
230 North Road, Chelmsford, MA 01824
(978) 251-5100

~~List the appropriate party by name and phone number to receive a complaint in each District School~~
Please note that the following entities have specified time limits for filing a claim.

The Complainant may also file a complaint with:

- The Mass. Commission Against Discrimination, 1 Ashburton Place, Room 601
Boston, MA 02108.
Phone: 617-994-6000.
- Office for Civil Rights (U.S. Department of Education)
5 Post Office Square, 8th Floor
Boston, MA 02109.
Phone: 617-289-0111.
- The United States Equal Employment Opportunity Commission,
John F. Kennedy Bldg.
475 Government Center
Boston, MA 02203.
- Problem Resolution Services
75 Pleasant Street
Malden, MA 02148
781-338-3700

LEGAL REF.: M.G.L. 151B:3A
Title IX of the Education Amendments of 1972
BESE 603 CMR 26:00
34 CFR 106.44 (a), (a)-(b)
34 CFR 106.45 (a)-(b) (1)
34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

Note: A summary of the attached Policy, as adopted, must be sent to parents/guardians, students, employees, unions, and prospective employees of the school district including Title IX Coordinator(s), investigator(s) and the decision-maker. The above referenced employees must attend training sessions on the implementation of the Policy.

SOURCE: MASC December 2021

SEXUAL HARASSMENT

The Chelmsford School Committee and the Chelmsford Public Schools are committed to maintaining an education and work environment for all school community members that is free from all forms of harassment, including sexual harassment. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Chelmsford Public Schools.

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- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, to male, female, or gender non-conforming students or employees may also constitute sexual harassment.

Because the District takes allegations of harassment, including sexual harassment, seriously, we will respond promptly to complaints of harassment including sexual harassment. The District will investigate when there is a formal complaint regarding sexual harassment within its jurisdiction. If it is determined

that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose corrective action as is necessary, including disciplinary action where appropriate.

Massachusetts General Laws Ch. 119, Section 51 A, requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offenses and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment above and the conditions of actual notice and jurisdiction as noted below. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstance).

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

Retaliation against a complainant, because they have filed a harassment or sexual harassment complaint or assisted or participated in a harassment or sexual harassment investigation or proceeding, is also prohibited. A student or employee who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including student suspension and expulsion or employee termination.

An individual who reports sexual harassment does not have to be the person at whom the unwelcome sexual conduct is directed. Any person, regardless of gender, may be a witness to and personally offended by such conduct.

NOTICE OF SEXUAL HARASSMENT

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The regulation highlights the importance of supportive measures designed to preserve or restore access to the school's education program or activity, with or without a formal complaint. Where there has been a finding of responsibility, the regulation would require remedies designed to restore or preserve access to the school's education program or activity.

DUE PROCESS PROTECTIONS

Due process protections include the following:

- 1) A presumption of innocence throughout the grievance process, with the burden of proof on the school;
- 2) A prohibition of the single investigator model, instead requiring a decision-maker separate from the Title IX Coordinator or investigator;

- 3) The District will be utilizing preponderance of the evidence as the standard for investigations;
- 4) The opportunity to test the credibility of parties and witnesses through written questions, subject to “rape shield” protections and other legal privileges;
- 5) Written notice of allegations and an equal opportunity to review the evidence;
- 6) Title IX Coordinators, investigators, and decision-makers must be free from bias or conflict of interest;
- 7) Equal opportunity for parties to appeal, where schools offer appeals;
- 8) Upon filing a formal complaint the school must give written notice to the parties containing sufficient details to permit a party to prepare for any initial interview and proceed with a factual investigation. After the investigation, a written determination must be sent to both parties explaining each allegation, whether the respondent is responsible or not responsible, including the facts and evidence on which the conclusion was based by applying the preponderance of the evidence. As long as the process is voluntary for all parties, after being fully informed and written consent is provided by both parties, a school may facilitate informal resolution of a sexual complaint.

The Committee authorizes the Superintendent to create detailed procedures to investigate and address complaints of sexual harassment. The Superintendent, in consultation with the Title IX Coordinator, shall designate the principal of each school in the district, or their designee (or some other appropriate employee(s)) as the initial entity to receive the sexual harassment complaint. Also, in a matter of sexual harassment, the district shall require that the Title IX Coordinator be informed, as soon as possible, of the filing of the complaint. Nothing in this policy shall prevent any person from reporting the prohibited conduct to someone other than those above designated complaint recipients. The District may receive the complaint orally or in writing, and the investigation shall be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances and in compliance with applicable law. The investigation will be prompt, thorough, and impartial, and will include, at least, a private interview with the person filing the complaint and with witnesses. Also, the alleged harasser will be interviewed. When the investigation is completed, the District will send written findings to both the complainant and respondent.

RECORD KEEPING REQUIREMENTS

Schools must create and maintain records documenting every Title IX sexual harassment allegation. This could include mediation, restorative justice, or other models of alternative dispute resolution. Schools must keep records regarding the school’s response to every report of sexual harassment of which it becomes aware even if no formal complaint was filed, including documentation of supportive matters offered and implemented for the complainant.

This policy, or a summary thereof that contain the essential policy elements shall be distributed by the Chelmsford Schools to its students and employees and each parent or guardian shall sign that they have received and understand the policy.

Name and phone number of the District’s Title IX Coordinator
Diane M. Carey, Director of Human Resources
230 North Road, Chelmsford, MA 01824
(978) 251-5100

Please note that the following entities have specified time limits for filing a claim.

The Complainant may also file a complaint with:

- The Mass. Commission Against Discrimination, 1 Ashburton Place, Room 601
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Phone: 617-994-6000.
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Boston, MA 02109.
Phone: 617-289-0111.
- The United States Equal Employment Opportunity Commission,
John F. Kennedy Bldg.
475 Government Center
Boston, MA 02203.
- Problem Resolution Services
75 Pleasant Street
Malden, MA 02148
781-338-3700

LEGAL REF.: M.G.L. 151B:3A
Title IX of the Education Amendments of 1972
BESE 603 CMR 26:00
34 CFR 106.44 (a), (a)-(b)
34 CFR 106.45 (a)-(b) (1)
34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

Note: A summary of the attached Policy, as adopted, must be sent to parents/guardians, students, employees, unions, and prospective employees of the school district including Title IX Coordinator(s), investigator(s) and the decision-maker. The above referenced employees must attend training sessions on the implementation of the Policy.

SOURCE: MASC December 2021

EQUAL EMPLOYMENT OPPORTUNITY

The School Committee subscribes to the fullest extent to the principle of the dignity of all people and of their labors and will take action to ensure that any individual within the District who is responsible for hiring and/or personnel supervision understands that applicants are employed, assigned, and promoted without regard to their *race, color, religion, national origin, sex, gender identity, sexual orientation, age, genetic information, ancestry, military status, disability, pregnancy or pregnancy related condition.

Every available opportunity will be taken in order to assure that each applicant for a position is selected on the basis of qualifications, merit and ability.

SOURCE: MASC ~~August 2022-March 2018~~

LEGAL REF.: M.G.L. 151B:4;
BESE Regulations 603 CMR 26:00
Acts of 2022, Chapter 117 (*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.)

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

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EQUAL EMPLOYMENT OPPORTUNITY

The School Committee subscribes to the fullest extent to the principle of the dignity of all people and of their labors and will take action to ensure that any individual within the District who is responsible for hiring and/or personnel supervision understands that applicants are employed, assigned, and promoted without regard to their *race, color, religion, national origin, sex, gender identity, sexual orientation, age, genetic information, ancestry, military status, disability, pregnancy or pregnancy related condition.

Every available opportunity will be taken in order to assure that each applicant for a position is selected on the basis of qualifications, merit and ability.

SOURCE: MASC August 2022

LEGAL REF.: M.G.L. 151B:4;
BESE Regulations 603 CMR 26:00
Acts of 2022, Chapter 117 (*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.)

CROSS REF.: AC, Nondiscrimination

PROFESSIONAL STAFF HIRING

Through its employment policies, the District will strive to attract, secure, and hold the highest qualified personnel for all professional positions. The selection process will be based upon awareness to candidates who will devote themselves to the education and welfare of the children attending the schools.

It is the responsibility of the Superintendent, and of persons to whom he or she delegates this responsibility, to determine the personnel needs of the school system and to locate suitable candidates. No position may be created without the approval of the School Committee. The District's goal is to employ and retain personnel who are motivated, will strive always to do their best, and are committed to providing the best educational environment for the children of Chelmsford.

It will be the duty of the Superintendent to see that persons considered for employment in the schools meet all licensure requirements and the requirements of the Committee for the type of position for which the nomination is made.

The following guidelines will be used in the selection of personnel:

1. There will be no discrimination in the hiring process due to *race, color, religion, national origin, sex, gender identity, sexual orientation, age, genetic information, ancestry, military status, disability, pregnancy or pregnancy related condition.
2. The quality of instruction is enhanced by a staff with a wide variation in background, educational preparation, and previous experience.
3. The administrator responsible for the hiring of a staff member (in the case of District-wide positions, for the position of Principals, it is the Superintendent; for building-based personnel, it is the Principal) is directed to establish a representative screening committee. The administrator has the final say in determining who will be hired but it is expected that the screening committee's input will be a factor in the decision. For those positions where the hiring authority rests with the School Committee, a representative screening committee may be established by the School Committee, or the School Committee may direct the Superintendent to establish a screening committee to assist the Superintendent in making his/her recommendation to the School Committee.

SOURCE: MASC August 2022~~March 2018~~

LEGAL REFS.: M.G.L. 69:6; 71:38; 71:38G; 71:39; 71:45
-Massachusetts Board of Education Requirements for Certification of Teachers, Principals, Supervisors, Directors, Superintendents and Assistant Superintendents in the Public Schools of the Commonwealth of Massachusetts, revised 1994
BESE Regulations 603 CMR 7:00, 26.00, and 44:00

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ENGLISH LANGUAGE LEARNERS

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The District shall provide suitable research-based language instructional programs for all identified English language learners in grades ~~Kindergarten-Pre-K~~ through 12 in accordance with the requirements of state and federal statutes and Massachusetts Department of Elementary and Secondary Education regulations and guidance.

SCREENING PROCESS & INITIAL ENGLISH PROFICIENCY TESTING

The District shall identify students whose dominant language may not be English through home language surveys that identify a primary home language other than English, ~~observations, intake assessments, and recommendations of parents, teachers and other persons.~~ When it appears that a student's primary or home language is not English, the student will be assessed by trained ELL staff with ESL licens~~ure~~^{ure}. Initial English proficiency testing will be instituted using an appropriate instrument as recommended by the Massachusetts Department of Elementary and Secondary Education (DESE), assessing reading, writing, speaking and listening skills. ~~The~~ student will be classified as an English Language Learner (ELL) based on assessment results.

PLACEMENT AND INSTRUCTION

Sheltered English Immersion (SEI) means an English acquisition process for students in which nearly all classroom instruction is in English, but with the curriculum and presentation designed for students who are learning the language. ~~Books and instructional materials will be in English and all reading, writing and subject matter will be taught in English. Additional curriculum materials appropriate to the needs of ELL students will be provided, as needed.~~

Students classified as ELL will be educated through SEI for a temporary transition period not normally intended to exceed one school year. However, ~~K~~kindergarteners classified as ELL shall be educated either in SEI or English language mainstream classrooms with assistance in English language acquisition, including but not limited to, English as a second language.

Upon identification of a student as ELL, and annually thereafter, a notice will be mailed to the parents or guardians written in the primary/home language that informs the parents of:

1. The reasons for identification of the student as ELL;
2. The child's level of English proficiency;
3. Program placement and/or the method of instruction used in the program; and
4. The Parents' right to apply for a waiver or to decline to enroll their child in an English Language Education (ELE) program.

The requirement to educate ELL students in SEI may be waived with prior written informed consent, to be provided annually, of the student's parents or legal guardian. Informed consent requires that the parents or legal guardians visit the school to apply for the waiver and that they be provided a full description (in a language they understand) of the educational materials to be

used in the different educational program choices and all the educational opportunities available to the child. If a parental waiver is granted, the student may be transferred to classes teaching English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. If 20 students in the same grade at the same school are granted waivers, the district will offer such a class. Circumstances in which a waiver may be applied for are described in G.L. c. [71A §5](#).

Schools may place in the same classroom ELL students of different ages but whose degree of English proficiency is similar.

The District does not segregate ELL students from their English speaking peers, except where programmatically necessary to implement an ELL education program. Additionally, the District ensures that ELL students participate fully with their English-speaking peers and are provided support in non-core academic courses. Students whose parents have opted out of an ELE program will continue to be monitored to ensure that they have an equal opportunity to have his or her English language and academic needs met.

ELL students, regardless of their placement, will be taught to the same academic standards and curriculum frameworks as all students. ESL curriculum is based on the WIDA English Language Development (ELD) Standards and Common Core curriculum, as well as other applicable factors.

ELL students will also have access to all support services, including but not limited to special education, 504 Accommodation Plans, district curriculum accommodation plans, and Title I services, as well as all nonacademic, vocational and technical, and extracurricular activities provided by the Chelmsford Public Schools according to the same eligibility or selection criteria as all other students. Information about extracurricular activities and school events is provided to ELL student in a language they understand. Additionally, the District ensures that ELL students have the opportunity to receive guidance and counseling in the student's primary language.

Chelmsford [Public Schools](#) shall send report cards and progress reports including, but not limited to, progress in becoming proficient in using the English language and other school communications to the parents or legal guardians of ELL [students](#) in the same manner and frequency as report cards and progress reports to other [students](#) enrolled in the [D](#)istrict. To the extent possible, such communication shall be written in a language understandable to the parents and legal guardians of such students and will be maintained in the student's file.

[A student who meets the exit criteria set by the State. Once an ELL student acquires a good working knowledge of English and is able to do regular school work in English, he/she shall no longer be classified as ELL and shall be transferred to English language mainstream classrooms and will be monitored for four \(4\)-years.-](#)

ONGOING TESTING

Identified students shall be assessed annually to determine their level of proficiency in the English language. Annual testing will consist of, at minimum, ~~the~~-ACCESS for ELLs and the MCAS, as appropriate for the student's grade, and as directed by DESE. Students classified as ELL or who had formerly been so classified will be allowed to use an approved bilingual word-to-word dictionary during MCAS testing. Other MCAS accommodations are also provided to

ELL students, as appropriate and in compliance with DESE guidelines. Copies of all student data will be placed in the student's file.

RECLASSIFICATION

Students will be reclassified when they meet the exit criteria set by the State. ~~by the principal or ELL Coordinator from ELL to English proficient when they can read, write, speak and comprehend English well enough to participate meaningfully in their educational program without the use of adapted or simplified English materials.~~ The determination as to whether to reclassify a student and exit him/her from English Language Education is based on:

- ACCESS for ELLs Test Results;
- The student's scores on locally-administered reading and other academic assessments, such as DIBELS;
- The student's scores on locally-administered diagnostic language assessments;
- The student's academic grades;
- The written observations and recommendations of the student's teachers;
- The *WIDA Performance Definitions* and ~~the~~ *CAN DO Descriptors*; and
- The student's performance on MCAS content area tests.

POST-SERVICE MONITORING

The progress of students who have exited an ELE program ("former ELLs" or "FELs") will be monitored for four (4) years following their reclassification through progress reports, report cards, standardized test scores, and teacher observation. ~~In the event that progress is not sustained, interventions will be implemented promptly and parental consent to re-classify the FEL as an ELL will be sought.~~

REPORTING REQUIREMENTS

The District shall certify to DESE each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.

The District shall provide additional information as required by DESE to comply with state and federal law.

LEGAL REFS.: P.L. 114-95 Every Student Succeeds Act

42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)

603 CMR [14.00](#)

G. L. c. [71A](#)

Approved: 4/22/2020

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ENGLISH LANGUAGE LEARNERS

The District shall provide suitable research-based language instructional programs for all identified English language learners in grades Pre-K through 12 in accordance with the requirements of state and federal statutes and Massachusetts Department of Elementary and Secondary Education regulations and guidance.

SCREENING PROCESS & INITIAL ENGLISH PROFICIENCY TESTING

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A student who meets the exit criteria set by the State, shall no longer be classified as ELL and shall be transferred to English language mainstream classrooms and will be monitored for four (4) years.

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603 CMR [14.00](#)

G. L. c. [71A](#)

Approved: 4/22/2020

File: IHBG

HOME SCHOOLING

The Chelmsford School Committee recognizes that parent(s)/guardian(s) have the right to educate their child(ren) at home, provided that the District approves a Home Schooling program that meets the minimum standards established for public schools in the Commonwealth.

The Chelmsford School Committee further recognizes its responsibility to enforce the Massachusetts compulsory attendance requirements which are found in state law and regulations. ~~The Chelmsford School Committee also acknowledges the right of parents and guardians to educate their child(ren) at home.~~ The Chelmsford School Committee has established the following guidelines for approval of home instruction programs.

In accordance with Massachusetts law, parents who wish to obtain approval from the District of a home schooling program must satisfy the guidelines set forth in this policy. These guidelines are intended to provide a review process so as to ensure reasonable educational requirements are met.

Home Instruction Guidelines

1. In order for a student to be instructed at home, the parent(s)/guardian must complete the enclosed application and provide the requested information to the Superintendent no less than thirty (30) calendar days prior to the start of the proposed home school program. The Parent(s)/ guardian must obtain written approval from the District prior to removing a student(s) from the public school and beginning a home instruction program.
2. Upon submission of a proposal for home school, a parent/guardian may request to appear before the Superintendent, or his/her designee, to have an opportunity to explain the proposed plan in further detail.
3. A parent/guardian must demonstrate that the proposed program for each student meets the statutory requirements that the instruction will equal "in thoroughness and efficiency, and in progress made therein, that in the public schools in the same town." In addition, the Chelmsford School Committee or its designee will request certain information about a proposed home schooling program including instructor qualifications, a description of the subjects to be taught, the proposed curriculum, a schedule of instruction to occur and a description of the teaching materials and programs to be used.
4. After submission of all required information and any hearing that is requested, the Superintendent or designee shall notify the parent/guardian as to whether the proposed home schooling program has been approved, rejected or whether additional information is needed. If a home school proposal is rejected, the reasons for such a decision will be detailed and the parent/guardian will be given an opportunity to revise the proposal.
5. If a parent/guardian commences a home instruction program without the necessary approval, the Chelmsford School Committee may initiate truancy proceedings or a care and protection petition, wherein it would have the responsibility of showing that the proposed program does not meet the above standard.

File: IHBG

6. An approved home schooling program shall be in effect for up to one school year. Thereafter, if a parent/guardian intends to continue home instruction, a new home schooling program for each student must be submitted annually to the Superintendent for approval in accordance with these guidelines.
7. To ensure educational progress, the Chelmsford School Committee, in consultation with a parent/guardian, may require periodic standardized testing of children. This requirement may be substituted and a student's progress may be evaluated through such measures as, quarterly progress reports and dated work samples filed along with the progress reports.

The Chelmsford School Committee does not approve home education programs for anything less than a full time instructional program. Home schooled child(ren) are not enrolled in the Chelmsford Public Schools; therefore, home schooled child(ren) shall not participate in academics, sports or other extracurricular programs offered by the Chelmsford Public Schools.

The Chelmsford School Committee does not award high school credits towards a diploma for home schooling classes and/or programs. It is the responsibility of the home school parent/guardian to create and maintain the transcript of their child(ren).

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The Chelmsford School Committee does not award a diploma to home schooled children.

LEGAL REFS: M.G.L. 69:1D, 1E; 71:1,2,3; 76:1

SOURCE: Chelmsford

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SOURCE: Chelmsford

EQUAL EDUCATIONAL OPPORTUNITIES

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy related condition, homelessness, ancestry, ethnic background, national origin, sexual orientation, or any other category protected by state or federal law, physical and intellectual differences, pregnancy or pregnancy related condition.

To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law which prohibits discrimination in public school admissions and programs. ~~The law reads as follows:~~

~~No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, pregnancy or pregnancy related condition.~~

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, support services/guidance, and extracurricular and athletic activities.

All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.

SOURCE: MASC – August 2022

~~UPDATED: March 2018~~

LEGAL REFS.: Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment
-Opportunity Act of 1972
Executive Order 11246, as amended by E.O. 11375
Title IX, Education Amendments of 1972
M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)
BESE regulations 603 CMR 26:00
BESE regulations 603 CMR 28.00

The McKinney-Vento Act and Title I Part A, as Amended by the Every

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Student Succeeds Act of 2015

Acts of 2022, Chapter 117 (*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.)

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CROSS REF.: AC, Nondiscrimination

SCHOOL CHOICE

It is the policy of this School District to admit non-resident students under the terms and conditions of the Interdistrict School Choice Law and under the following local conditions:

1. That by May 1st of every school year, the administration will determine the number of spaces in each school available to choice students.
2. That by June 1st of every school year, if consideration is being given to withdraw from the provisions of the choice law, a public meeting will be held to review this decision.
3. That resident students be given priority placement in any classes or programs within the District.
4. That the selection of non-resident students for admission be in the form of a random drawing when the number of requests exceeds the number of available spaces. There will be two (2) drawings for this purpose. The first will take place during the last week of the current school year but no later than July 1st. The second will be conducted during the week immediately preceding the opening of the next school year and will be based on the possibility of unexpected additional openings.
5. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the District until graduation from high school except if there is a lack of funding of the program.
6. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of ~~* race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law~~ ~~race, color, religion, national origin, sex, gender identity, age, homelessness, sexual orientation, ancestry, athletic performance, physical handicap, special need, pregnancy, pregnancy related condition~~, academic performance or proficiency in the English language.

SOURCE: MASC – ~~August 2022~~ ~~March 2018~~

LEGAL REFS.: M.G.L. 71:6; 71:6A; 76:6; 76:12; 76:12B
BESE Regulations 603 CMR 26.00
Acts of 2022, Chapter 117 (*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.)

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SCHOOL CHOICE

It is the policy of this School District to admit non-resident students under the terms and conditions of the Interdistrict School Choice Law and under the following local conditions:

1. That by May 1st of every school year, the administration will determine the number of spaces in each school available to choice students.
2. That by June 1st of every school year, if consideration is being given to withdraw from the provisions of the choice law, a public meeting will be held to review this decision.
3. That resident students be given priority placement in any classes or programs within the District.
4. That the selection of non-resident students for admission be in the form of a random drawing when the number of requests exceeds the number of available spaces. There will be two (2) drawings for this purpose. The first will take place during the last week of the current school year but no later than July 1st. The second will be conducted during the week immediately preceding the opening of the next school year and will be based on the possibility of unexpected additional openings.
5. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the District until graduation from high school except if there is a lack of funding of the program.
6. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of * race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law, academic performance or proficiency in the English language.

SOURCE: MASC – August 2022

LEGAL REFS.: M.G.L. 71:6; 71:6A; 76:6; 76:12; 76:12B
BESE Regulations 603 CMR 26.00
[Acts of 2022, Chapter 117](#) (*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.)

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STUDENT DISCIPLINE

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

Suspension

In every case of student misconduct for which suspension may be imposed (except for offenses referenced in the note at the end of this policy), a Principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension:

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent oral and written notice, and provide the student an opportunity for a hearing and the parent an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent present, the Principal must be able to document reasonable efforts to include the parent.

Emergency Removal

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall

immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

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The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension – not more than 10 days consecutively or cumulatively

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

Principal's Hearing – Short Term Suspension of up to 10 days

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

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The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Principal's Hearing – Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The right to cross-examine witnesses presented by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written

determination to the student and parent by hand-delivery, certified mail, first-class mail, e-mail to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and the parent.

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If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing – Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to participate.

The Superintendent shall send written notice to the parent of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

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The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

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For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting

The school district shall collect and annually report data to DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

SOURCE: MASC – ~~August 2022-December 2014~~

LEGAL REF: M.G.L. [71:37H](#); [71:37H ½](#); [71:37H ¾](#); 76:17; 603 CMR 53.00
[603 CMR 53.00](#)
[Chapter 222 An Act Relative to Student Access to Educational Services and Exclusion from School](#)
[Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973 and](#)
[Questions and Answers Addressing the Needs of Children with Disabilities and the Individuals with Disabilities Education Act's \(IDEA's\) Discipline Provisions.](#)

NOTE: The DESE regulations on student discipline and this policy, consistent with law, set forth the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than: possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, S. 37H or 37H½. The Principal, pursuant to the previously referenced statute may remove a student who has committed any of the disciplinary offenses above referenced from school for more than 90 days in a school year. ~~Except that the removal from school for such offenses is subject to the provision of continuing educational services needed to make academic progress and, the requirement that all school districts regardless of the type of~~

offense shall report school discipline data and analysis to DESE. Also, the prohibited actions above referenced are subject to the provision that allows the Commissioner to investigate each school that has a significant number of students suspended and expelled for more than 10 cumulative days in a school year and to make recommendations thereon.

Chapter 222, An Act Relative to Student Access to Educational Services and Exclusion from School, addresses continuation of educational services for students when they are excluded from school.

New Federal Guidance related to Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973 that students are effectively supported when responding to behavior that is based on a student's disability that could lead to student discipline has been added as a legal reference.

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STUDENT DISCIPLINE

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

Suspension

In every case of student misconduct for which suspension may be imposed (except for offenses referenced in the note at the end of this policy), a Principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension:

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent oral and written notice, and provide the student an opportunity for a hearing and the parent an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent present, the Principal must be able to document reasonable efforts to include the parent.

Emergency Removal

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall

immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension – not more than 10 days consecutively or cumulatively

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

Principal's Hearing – Short Term Suspension of up to 10 days

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Principal's Hearing – Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The right to cross-examine witnesses presented by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, e-mail to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and the parent.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing – Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to participate. The Superintendent shall send written notice to the parent of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to

the student and parent upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific

education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting

The school district shall collect and annually report data to DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

SOURCE: MASC – August 2022

LEGAL REF: M.G.L. [71:37H](#); [71:37H ½](#); 71:37H ^¾; 76:17; 603 CMR 53.00
603 CMR 53.00

[Chapter 222 An Act Relative to Student Access to Educational Services and Exclusion from School](#)

[Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973](#) *and*

[Questions and Answers Addressing the Needs of Children with Disabilities and the Individuals with Disabilities Education Act's \(IDEA's\) Discipline Provisions.](#)

NOTE: The DESE regulations on student discipline and this policy, consistent with law, set forth the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than: possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, S. 37H or 37H½. The Principal, pursuant to the previously referenced statute may remove a student who has committed any of the disciplinary offenses above referenced from school for more than 90 days in a school year, except that the removal from school for such offenses is subject to the provision of continuing educational services needed to make academic progress and, the requirement that all school districts regardless of the type of offense shall report school discipline data and analysis to DESE. Also, the prohibited actions

above referenced are subject to the provision that allows the Commissioner to investigate each school that has a significant number of students suspended and expelled for more than 10 cumulative days in a school year and to make recommendations thereon.

Chapter 222, An Act Relative to Student Access to Educational Services and Exclusion from School, addresses continuation of educational services for students when they are excluded from school.

New Federal Guidance related to Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973 that students are effectively supported when responding to behavior that is based on a student's disability that could lead to student discipline has been added as a legal reference.

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STUDENT DRESS CODE

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The responsibility for the dress and appearance of the students will rest with individual students and parents/guardians.

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action in instances where individual dress does not meet the stated requirements.

This does not mean that students, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

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SOURCE: MASC – August 2022; MASC

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LEGAL REF: [Creating a Respectful and Open World for Natural Hair Act of 2022](#)

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SOURCE: MASC – August 2022

LEGAL REF: [Creating a Respectful and Open World for Natural Hair Act of 2022](#)

UPPER ENTRANCE AGE / SCHOOL ADMISSIONS

Any individual 18 years of age or older seeking admission to the Chelmsford Public Schools, with inadequate or no prior academic credits, will be referred to programs offered locally or at Massachusetts' Community Colleges. Any individual who has completed high school or has attained a GED or equivalent will not be admitted to the Chelmsford Public Schools. Special education students between the ages of 18 and 21 will be assigned on a case-by-case basis in accordance with their Individual Education Plans.

SOURCE: Chelmsford

Adopted: