



Chelmsford School Department School Committee

Notice of Public Meeting

Email Posting to townclerk@townofchelmsford.us Thank you.

As required by G.L. c. 30 A, §18-25

DATE: Tuesday July 22, 2025 TIME: 6:00 p.m. ROOM: Conf. Room 1

PLACE: CPS Central Administration Office ADDRESS: 230 North Road

Filed with Town Clerk:

The Chelmsford School Committee (CSC) intends to conduct an in-person meeting on the date and time specified. The meeting will be live-streamed by Chelmsford Telemedia for interested community members to access and watch. Interested community members may e-mail Superintendent of Schools, Dr. Jay Lang, at langj@chelmsford.k12.ma.us prior to 12:00 p.m. on Tuesday July 22, 2025 to be scheduled to provide in-person input under the public participation portion(s) of the agenda.

CALL TO ORDER

PLEDGE OF ALLEGIANCE

CHAIR OPENING STATEMENT

CONSENT AGENDA

1. Approval of the minutes of the regular school committee meeting of June 17, 2025
2. Approval of the minutes of the regular school committee meeting of June 27, 2025

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 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. 2024/25 End-of-Year Academic Update
2. 2024/25 CPS Year-in-Review
3. FY2025 End-of-Year Budget Report - Preliminary

4. Update on Federal Grants
5. Cell Phone & Social Media Use Survey Results: Teacher Responses
6. Cell Phone & Social Media Use Survey Results: Family/Parent Responses
7. Approval of 2025/26 Student Handbook & Addendum Updates
8. Approval of 2025/26 Employee Handbook Updates
9. Private School Approval Process and Request for Consideration
10. Personnel Report: June 2025

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 minutes to allow others an opportunity to speak. The School Committee will not respond directly to public comments, however will try to address comments at future meetings.

ADJOURNMENT

**CHELMSFORD SCHOOL COMMITTEE
REGULAR MEETING
June 17, 2025
Meeting Minutes**

Members Present: Mr. Dennis King (Chair), Ms. Maria Santos (Vice Chair), Ms. Diana Lebeaux (Secretary), Ms. Susan Mackinnon and Mr. John Moses

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

Call to Order

Mr. King called the meeting to order at 6:00 p.m.

Pledge of Allegiance

Chair Opening Statement

"This meeting is being live-streamed by Chelmsford Telemedia and posted to the CPS website for interested community members to access and watch. In-person public participation will be taking place tonight in accordance with the Chelmsford School Committee Public Participation Policy. Anyone speaking tonight during the public input portion of this meeting has notified the superintendent's office of their desire to speak and has been provided with these guidelines. Upon request written comments received no later than 12:00 p.m. on the day of this meeting will also be read and made part of the record of the meeting during the second public comment session."

CONSENT AGENDA

1. **Approval of the minutes of the regular school committee meeting of June 3, 2025**

Ms. Santos moved to approve the minutes from our regular school committee meeting of June 3, 2025. Mr. Moses seconded. Motion carries 5-0.

GOOD NEWS

Dr. Hirsch said, "great news...today was the last day of school!". The CHS Baseball Team are the D1 Champs! Today the Lion's Pride North Preschool graduation was held for students moving on to kindergarten! Ms. Santos added that the graduation ceremony was "great"!

PUBLIC COMMENTS:

None

NEW BUSINESS

1. Presentation: CPS Strategic Plan Implementation Update - DMGroup

Dr. Lang welcomed Maggie from the District Management Group to review the year-end highlights from our third year of the five-year Strategic Plan. She spoke first of the five priority areas of the Strategic Plan addressing progress made and future progress goals. She thanked the District Leaders, Steering Committee Members and the five Subcommittee members. The first priority area is “Academic Achievement” with a focus on mathematics in elementary and middle schools in grades three and eight. Growth was made in the three metrics with progress shown from 2024 but each target goal was missed by only a small percentage. All of the initiatives in this priority were completed. For “Equity” the second priority area focused on third and eighth graders in math and reading. Of the eight metrics the target was met and exceeded in five. Targets not met were for third graders with IEPs and those who are economically disadvantaged. Four of the five initiatives were completed and the fifth is being continued into the coming academic year. Priority three “Social-Emotional Learning” showed the target being met for grades 6-12 students in “the sense of belonging” and “supportive relationships”. Grades 3-5 showed growth in “supportive relationships” and a small drop in “sense of belonging”. All initiatives were completed. The Human Capital Priority focuses on preparing teachers “to be partners in staff development to ensure strong academic instruction for diverse populations”. Of the four metrics three met/exceeded the target while the other showed growth and missed the target by one percentage point. All initiatives were completed. Finally, in the fifth “Operations & Facilities Priority” all metrics were met, and all initiatives completed.

There were three goals and intended outcomes for this year which involved the redefined/adjusted roles and responsibilities of paraeducators to support the education for students with disabilities. To address the goal for training and professional development five PD sessions were offered throughout the school year for paras and included teachers (both SPED and Gen Ed). Data for this year shows: paras report spending more time directly with students; time spent was reinforcing material delivered by teachers; paras are spending less time as substitutes; there was a decline (from fall data) for teachers “understanding, belief, and perceived impact of the refined roles and responsibilities of paraeducators” indicating more work needed for general education teachers to understand para roles and responsibilities and how to improve collaboration with and feedback and direction for paras. The action steps for the upcoming school year are: revise and eliminate ambiguities in paras’ roles and responsibilities; reengage school leaders to discuss and strengthen the collaboration amongst paras, special ed and general ed teachers; and provide support for general ed teachers to support and provide feedback for paraeducators.

Dr. Lang thanked the working group for all their hard work these past two years. This information will be shared with district and building administrators before summer break and will help determine the plans and initiatives for next school year. Goals will be set in August with “refinements and deeper dives”. Tonight’s detailed presentation may be viewed in full on Chelmsford Telemedia YouTube.

2. Technology Update

Bill Silver, Director of Technology, came to the table to provide updates from this school year and plans moving forward through summer through the new school year. He began by saying what a busy tech year this has been and thanked his entire team who “deliver excellence every day and make coming to work fun”! A technology assessment conducted during 2024-2025 recommended creating a “long range technology plan” and forming a Steering Committee to build a five-year plan. The current status of these initiatives may be viewed on the district website. Internet services which have been renegotiated for three years included filter, firewall and 15 gigs of bandwidth (the most in Massachusetts) to achieve E Rate funding. New air-handling systems have been installed to prevent overheating and to dehumidify. Wiring in the PAC has been cleared up. Multi-factor Authentication was implemented for all staff accounts.

Regarding Safety and Security, a new hand-held radio system by Motorola has been purchased and provides great benefits. Panic buttons and Speaker LED Alert System (ENS Emergency Notification System) that allows principals to set three different levels of alerts (ALICE, Hold in Place or evacuation of the building) are now in place. Police are alerted as well. Last summer physical inspections are done on all building cameras, firmware updates were carried out and new cameras were installed in all building entrances for better visibility.

Equipment additions include staff and administration laptops and desktops. All headphones for grades K-4 were replaced last summer. New application subscriptions have been added and others are being investigated based on need and usage. “Magic School” has been adopted for AI for teachers. Next year’s PD will be heavily focused on AI. Interactive Panel refreshes will be replaced in 120 classrooms this summer. Per teachers’ requests, a classroom management tool for the Chromebooks has been linked to Google Classrooms. Each year 1:1 student devices and teacher devices are purchased. Those returned that can be refurbished will be redeployed for next year in the elementary schools. Mr. Silver has been in touch with ELL to arrange for students in need to take a Chromebook home for the summer (this includes economically disadvantaged students as well).

To address PD “Nearpod” was acquired and the TIS group has been trained and are sharing with teaching staff. Nearpod provides “pre-done” lessons which teachers may modify for their classes. Some staff attended AI workshops at MIT. Some are taking classes this summer, so they will be able to prepare PD for our staff this coming school year. A graduate class was also offered using AI in “project-based learning”. TIS staff are available all year to co-teach, meet one-on-one, and offer staff support as requested.

Upcoming projects include MDR (Managed Detection and Response system) which provides widespread cyber-security protection. ENS enhancements will update clocks, speaker systems, and LED strobes in all classrooms and hallways. This will allow principals to page the entire building through their “walkies”. This will be done as a pilot first at Harrington. Mr. Silver acknowledged his staff member, **Jason Marcoux**, who has been recognized by the Chelmsford Police Department for spearheading these enhanced security measures! Security vestibules will be completed this summer at Byam, Center, Harrington, South Row and Parker. Also happening

this summer: complete refresh of the Byam library; new seating for The World Language Lab; interactive panel refreshment; The Vasco V4 translation and Xerox Workflow Central devices will be implemented to support ELL students and staff and, as previously mentioned the PAC will receive an updated sound system replacement! Mr. Silver ended tonight's presentation by sharing information on grants the district has received through his department. To appreciate this thorough and uplifting presentation you may watch it in its entirety on Chelmsford Telemedia YouTube.

3. 2024/25 School Committee End-of-Year Goals Review

4. 2024/25 Superintendent End-of-Year Goals Review

Dr. Lang thanked Dr. Hirsch her work putting together this year's accomplishments which are tied to the School Committee's goals. The Chair asks The Committee to review this and send him feedback. All individual school goals, The Committee's goals and Dr. Lang's goals come together through the Strategic Plan with the ongoing partnership with the DMGroup. This information will be found on the district's website to allow the public to track progress

5. 2024/25 Superintendent's Evaluation Process

Dr. Lang has updated the timeline used for the Superintendent's Evaluation Process in a memorandum included in tonight's agenda packet. He will submit a Year in Review highlights report at the meeting on July 22nd. The Committee will complete individual evaluations to be submitted to The Chair within a week. The Chair will compile them into a summative evaluation to be shared at the August 5th meeting and voted upon. At the second meeting in August work will begin on goals for the upcoming year.

6. FY2025 Recommended Budget Transfers

Ms. Johnson-Collins requested three budget transfers be approved tonight.

Ms. Santos moved to approve the FY2025 local operating budget transfer for \$38,033 from the account noted, Capital Land and Building, to the other account, School Security as presented. Mr. Moses seconded. A roll call vote was taken. Motion carries 5-0.

Ms. Santos moved to approve the FY2025 local operating budget transfer for \$12,440 from SAL/Center Psychologist to Other Instructional Services account as presented. Mr. Moses seconded. A roll call vote was taken. Motion carries 5-0.

Ms. Santos moved to approve the FY2025 local operating budget transfer for \$3,928 from SAL/Center Psychologist to Employee Separation Costs account as presented. Mr. Moses seconded. A roll call vote was taken. Motion carries 5-0.

7. Personnel Report: May 2025

No action required.

8. Approval of Field Trip & Travel Requests

Ms. Santos moved to approve The Community Education Program's Summerquest on July 7, 2025, to Block Party Social in Hooksett, New Hampshire as a field trip. Mr. Moses seconded. Motion carries 4-0 (Ms. Mackinnon had left the room).

REPORTS

1. Liaison Reports

Ms. Lebeaux shared that the McCarthy and Parker PTO's met on June 12th. Officers were successfully elected. The diverse end-of-year activities at both schools went well. The "We Are Parker" event will be repeated next year. There was high staff involvement for this. McCarthy held a book fair and have scheduled another for this fall.

The Chair attended the recent Building Committee meeting. A meeting will be held with MSBA on August 26th. Dr. Lang added that a Project Designer should be selected by September 15th.

ACTION/NEW ITEMS

The survey for staff and families with about 250 staff and almost 2,000 families participating is completing. Results will be shared later in the summer.

The Chair mentioned that Town Meeting will be held on Monday with the South Row roof and school elevators on the agenda. Also, a reminder for the upcoming July 4th parade!

PUBLIC COMMENTS:

None

ADJOURNMENT at 7:45 p.m.

Ms. Santos motioned to adjourn. Mr. Moses seconded. Motion carries 5-0.

Respectfully submitted,

Sharon Giglio, Recording Secretary

CHELMSFORD SCHOOL COMMITTEE
REGULAR MEETING
June 27, 2025
Meeting Minutes

Members Present: Mr. Dennis King (Chair), Ms. Maria Santos (Vice Chair), Ms. Diana Lebeaux (Secretary), Ms. Susan Mackinnon, and Mr. John Moses.

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

Call to Order

Mr. King called the meeting to order at 11:32 a.m.

Chair Opening Statement

“This meeting is being live-streamed by Chelmsford Telemedia and posted to the CPS website for interested community members to access and watch. In-person public participation will be taking place in accordance with the Chelmsford School Committee Public Participation Policy. Anyone speaking during the public input portion of this meeting has notified the superintendent’s office of their desire to speak and has been provided with these guidelines.”

Chair King indicated the purpose of the meeting this morning is to vote on contracts recently negotiated with school department employee unions. He thanked the school committee members and administration for working hard to get the contracts settled before the summer.

PUBLIC COMMENTS:

None

NEW BUSINESS

1. Ratification of Memorandum of Agreement: CFT Teachers & Nurses

Dr. Lang provided an overview of the recently negotiated items incorporated in the memorandum of agreement negotiated with the CFT Teachers & Nurses. After an overview of the contract highlights, the following motion was made:

By Mr. Moses, I move to approve and ratify the Memorandum of Agreement between the Chelmsford School Committee and Chelmsford Federation of Teachers, AFT-Massachusetts, Local 3569, Teachers and Nurses, for the successor Collective Bargaining

Agreement that will be in effect for the three-year period from July 1, 2025 through June 30, 2028 as negotiated and presented. Seconded by Ms. Santos. On a roll call vote, the vote was unanimous 7-0.

2. Ratification of Memorandum of Agreement: CFT Professional Support Personnel

Dr. Lang provided an overview of the recently negotiated items incorporated in the memorandum of agreement negotiated with the CFT Professional Support Personnel. After an overview of the contract highlights, the following motion was made:

By. Ms. Santos, I move to approve and ratify the Memorandum of Agreement between the Chelmsford School Committee and Chelmsford Federation of Teachers, AFT-Massachusetts, Local 3569, Professional Support Personnel, for the successor Collective Bargaining Agreement that will be in effect for the three-year period from July 1, 2025 through June 30, 2028 as negotiated and presented. Seconded by Ms. Mackinnon. On a roll call vote, the vote was unanimous 7-0.

3. Ratification of Memorandum of Agreement: Chelmsford Food Service Association

Dr. Lang provided an overview of the recently negotiated items incorporated in the memorandum of agreement negotiated with the Chelmsford Food Service Association. After an overview of the contract highlights, the following motion was made:

By Ms. Lebeaux, I move to approve and ratify the Memorandum of Agreement between the Chelmsford School Committee and Chelmsford Schools' Food Service Association, for the successor Collective Bargaining Agreement that will be in effect for the three-year period from July 1, 2025 through June 30, 2028 as negotiated and presented. Seconded by. Mr. Moses. On a roll call vote, the vote was unanimous 7-0.

4. Ratification of Memorandum of Agreement: Chelmsford School Administrators' Association

Dr. Lang provided an overview of the recently negotiated items incorporated in the memorandum of agreement negotiated with the Chelmsford School Administrators' Association. After an overview of the contract highlights, the following motion was made:

By Ms. Mackinnon, I move to approve and ratify the Memorandum of Agreement between the Chelmsford School Committee and Chelmsford School Administrators' Association, for the successor Collective Bargaining Agreement that will be in effect for the three-year period from July 1, 2025 through June 30, 2028 as negotiated and presented. Seconded Ms. Lebeaux. On a roll call vote, the vote was unanimous 7-0.

5. Vote to Approve FY2026 Non-Affiliated Staff Salary/Rate Increases

Dr. Lang indicated it is customary for the School Committee to vote and approve a cost-of-living wage increase to non-affiliated (non-union) employees consistent with cost-of-living wage increases negotiated with union employees. Director of Business and Finance Johnson-Collins provided a memorandum including a list of non-affiliated employees with a recommendation to provide a salary or hourly wage rate increase for the non-affiliated employees of three percent (3%) effective July 1, 2025. The following motion was made:

By Ms. Santos, I move to approve a three percent (3%) increase to the annual salary or hourly rate of pay, effective July 1, 2025, for the non-affiliated employees of the Chelmsford Public Schools as presented. Seconded by Mr. Moses. On a roll call vote, the vote was unanimous 6-0. Town Manager Cohen did/does not participate in this vote as this is not a collective bargaining unit of employees.

ADJOURNMENT at 11:47 a.m.

Ms. Santos motioned to adjourn. Mr. Moses seconded. Motion carries 5-0.

Respectfully submitted,

Jay Lang, Ed.D.
Superintendent of Schools



CHELMSFORD PUBLIC SCHOOLS

Dr. Linda Hirsch, Assistant Superintendent

MEMORANDUM

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

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

Date: July 22, 2025

RE: 2024/25 End-of-Year Academic Update

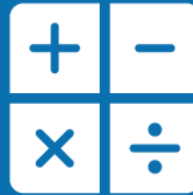
Attached you will find a presentation on academic data used to assess K-8 students in ELA and mathematics. Specially, I will review proficiency and growth data for the 2024/25 school year.

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



End of Year Data and Implementation Review

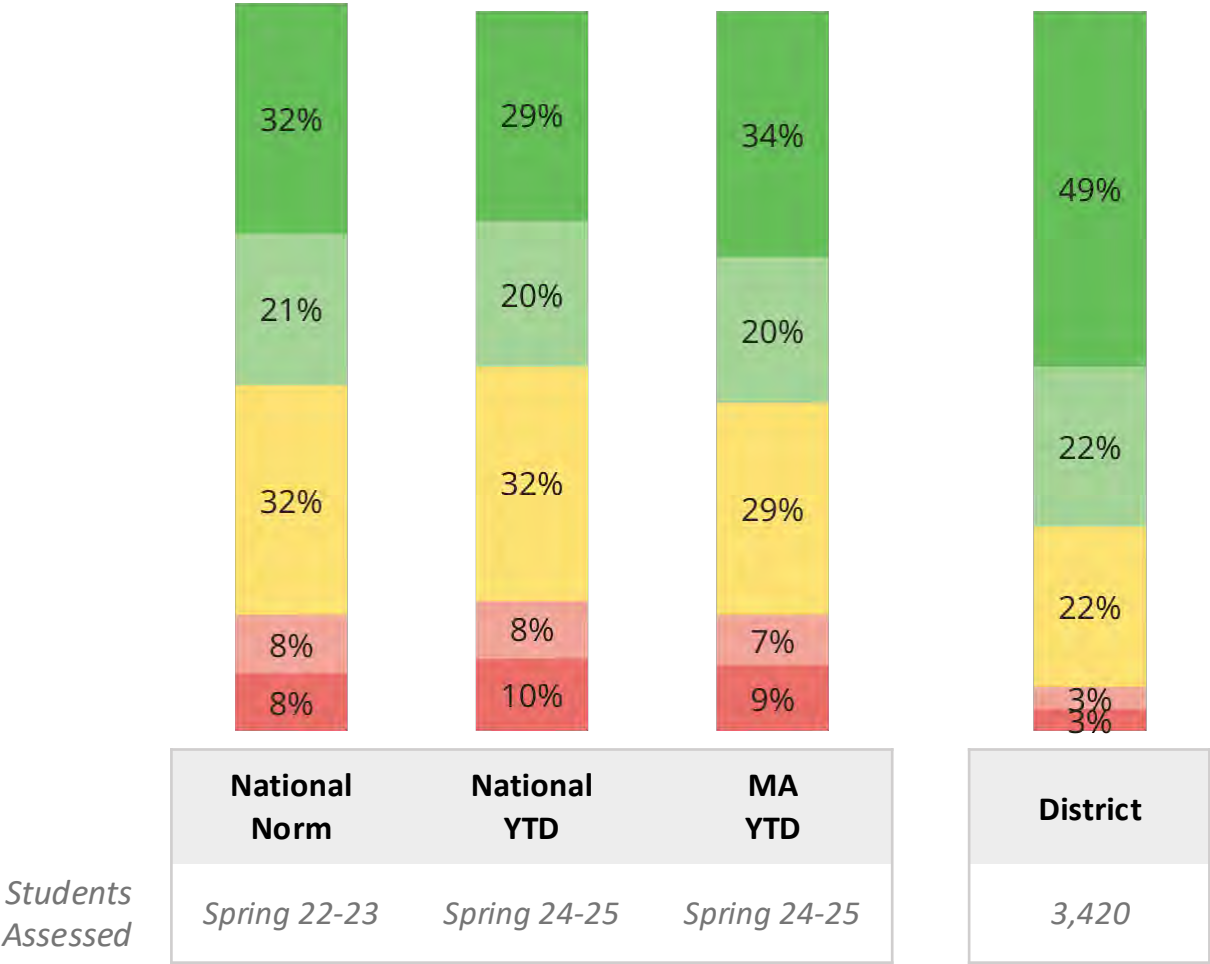




Mathematics Performance Review

How Do the District's Placements Compare to the Benchmarks?

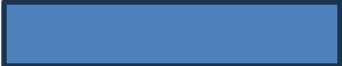
Spring Placement Distribution for District and Benchmarks



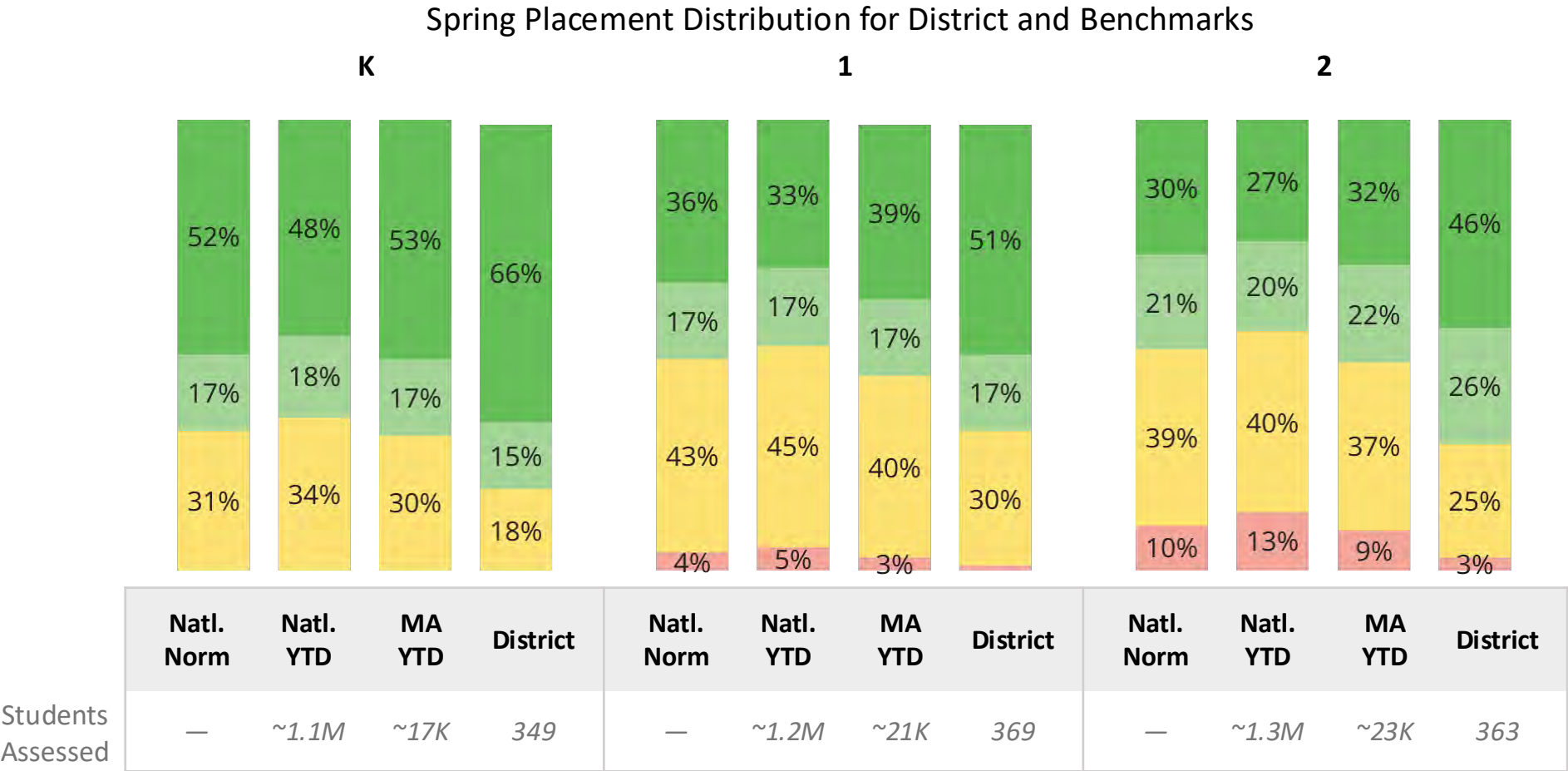
- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

i-Ready National Norms are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

The **National** and **MA YTD** populations include 9,994,536 and 187,637 students, respectively, who completed a Diagnostic from March 2 to June 5. This data may not be representative of the student populations.



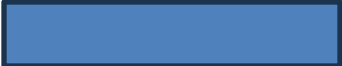
How Do the District's Placements Compare to the Benchmarks?



Natl. Norm: *i-Ready* National Norms Spring 22-23

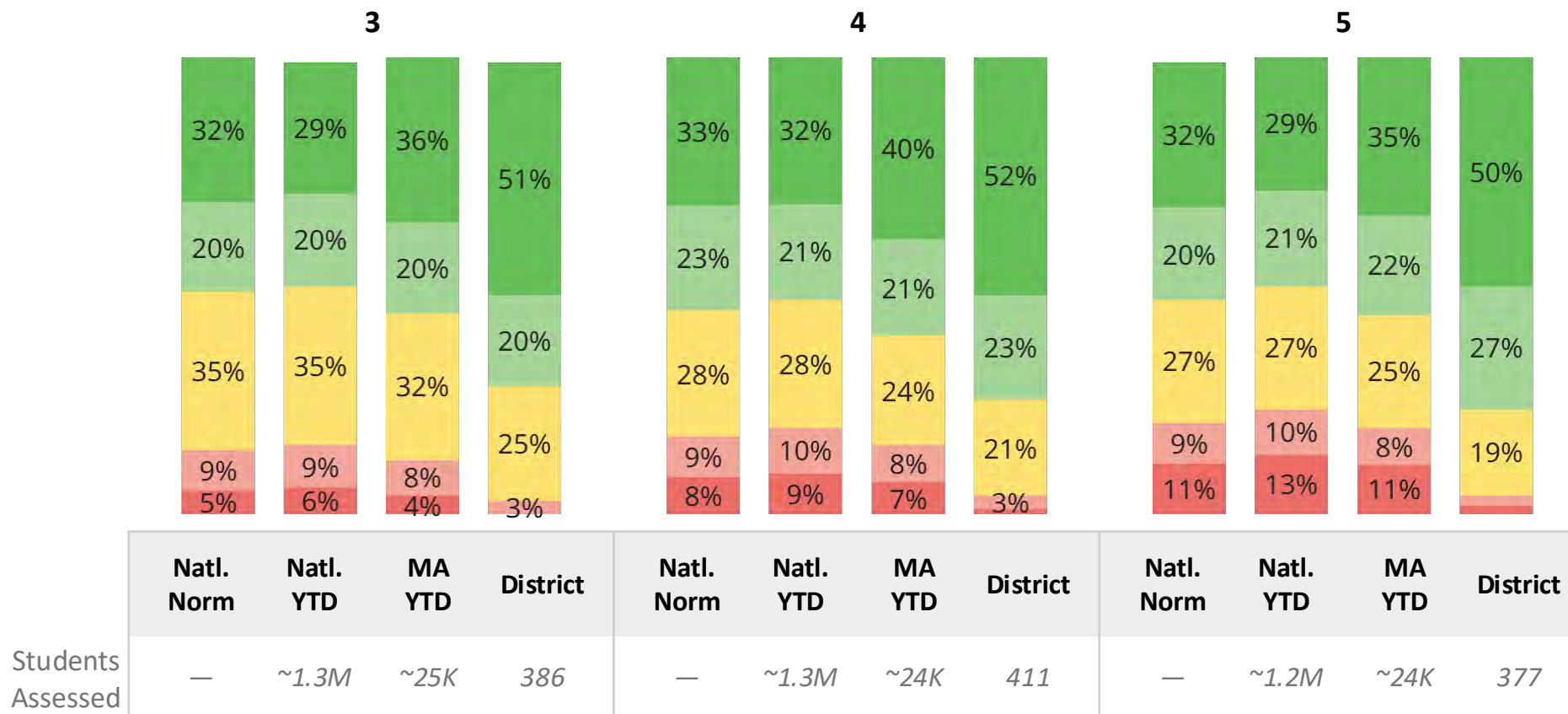
Natl. YTD: National Year-to-Date Spring 24-25

MA YTD: MA Year-to-Date Spring 24-25



How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks



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

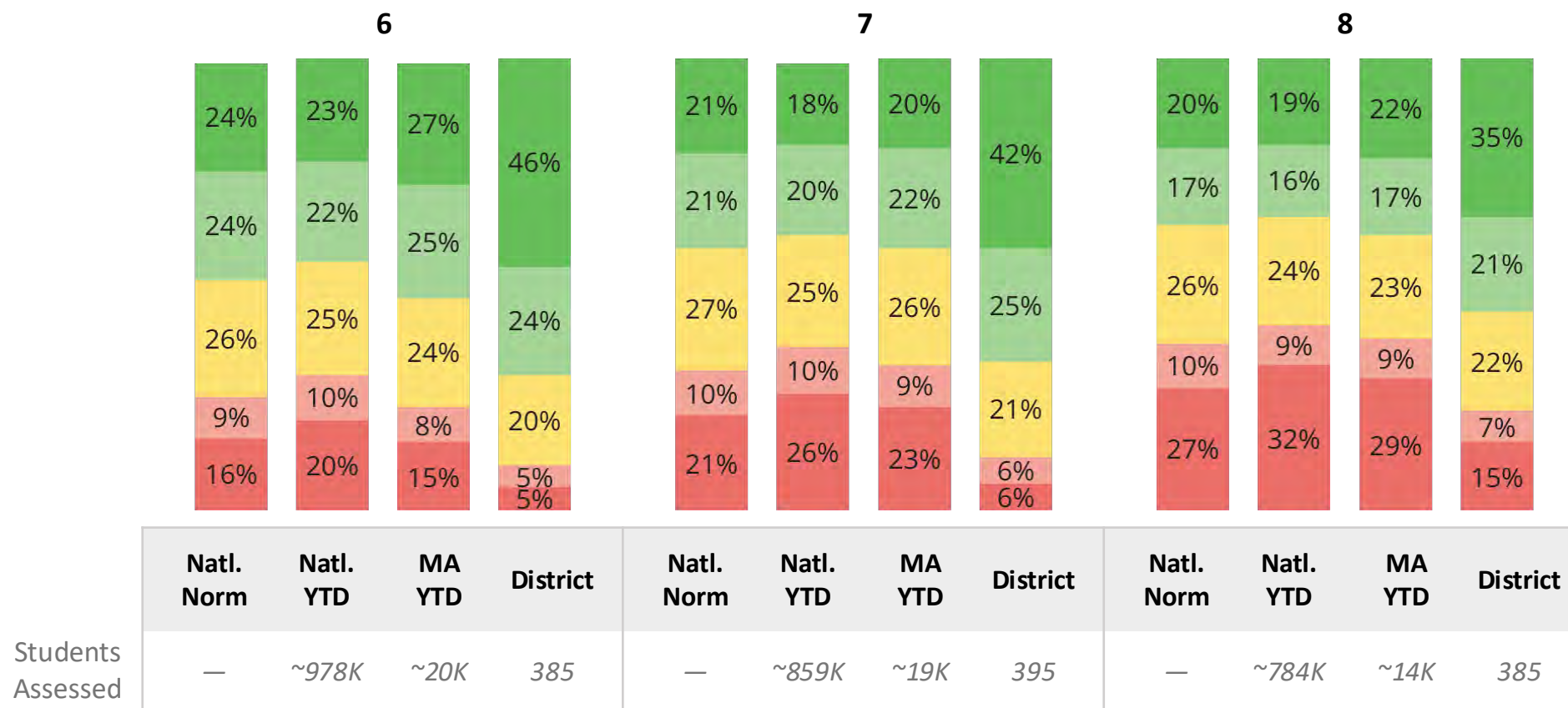
Natl. Norm: *i-Ready* National Norms Spring 22-23

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MA YTD: MA Year-to-Date Spring 24-25

How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks



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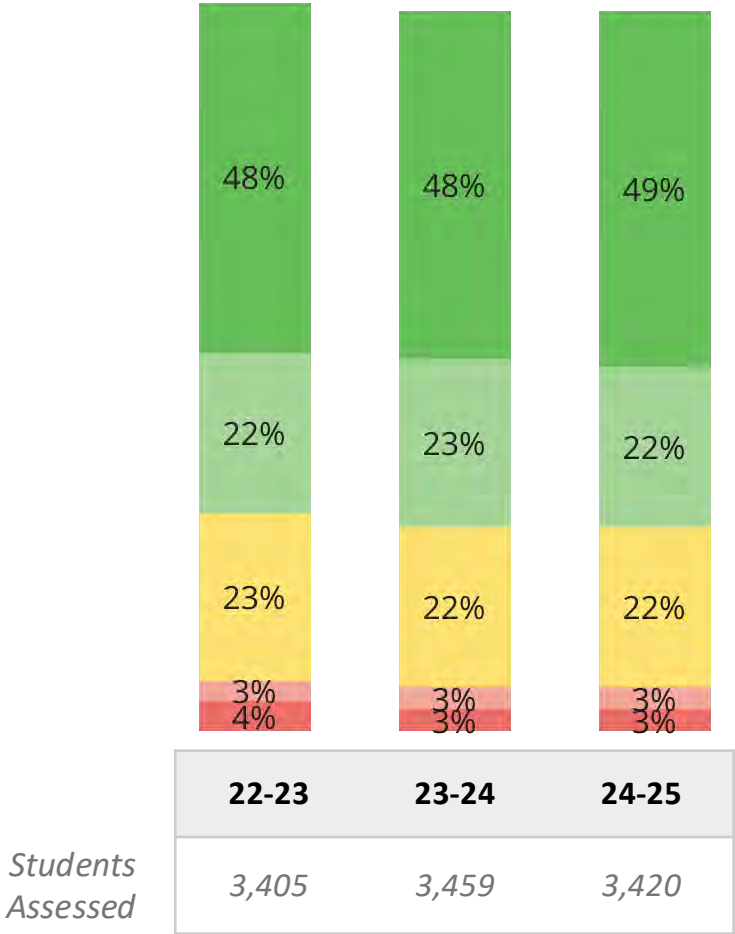
Natl. Norm: *i-Ready* National Norms Spring 22-23

Natl. YTD: National Year-to-Date Spring 24-25

MA YTD: MA Year-to-Date Spring 24-25

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 22-23 to Spring 24-25



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

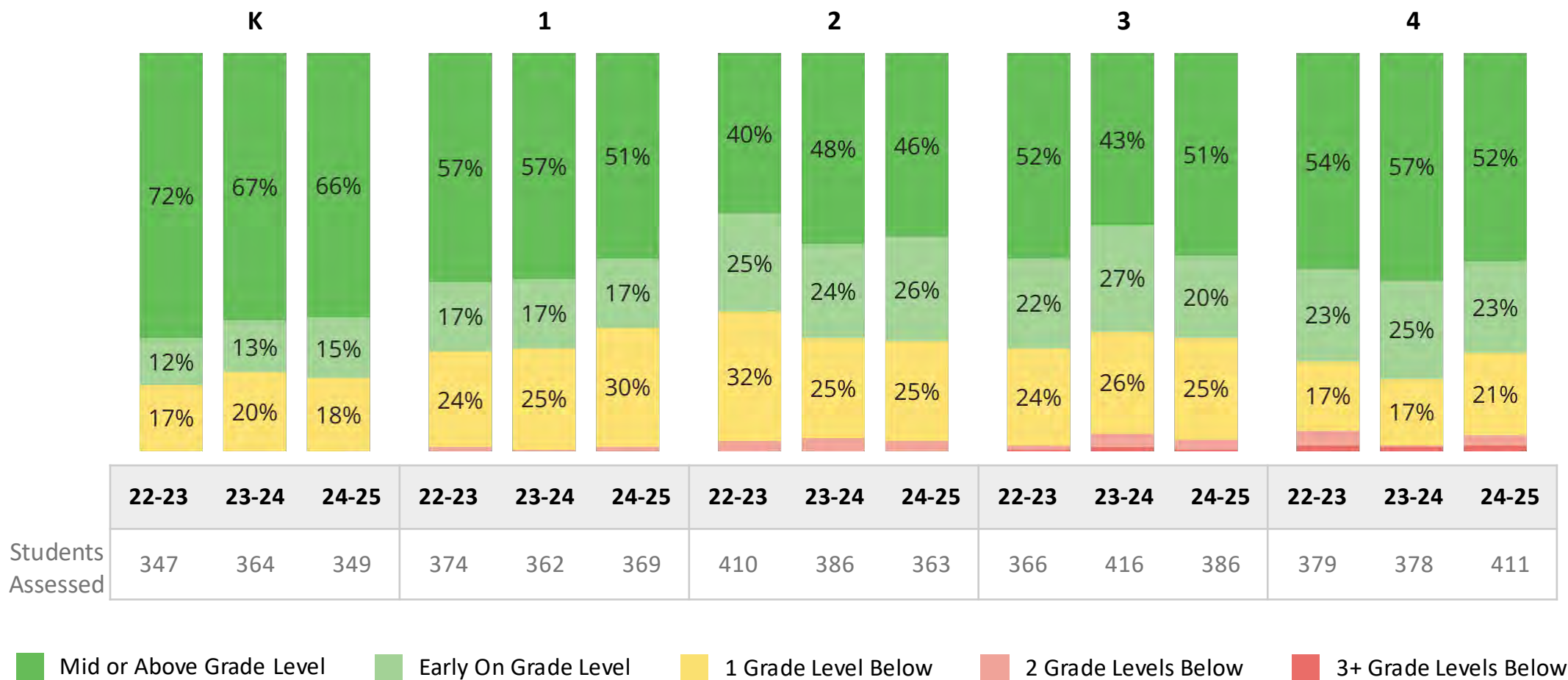
i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

This is a cross-sectional analysis.



How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 22-23 to Spring 24-25

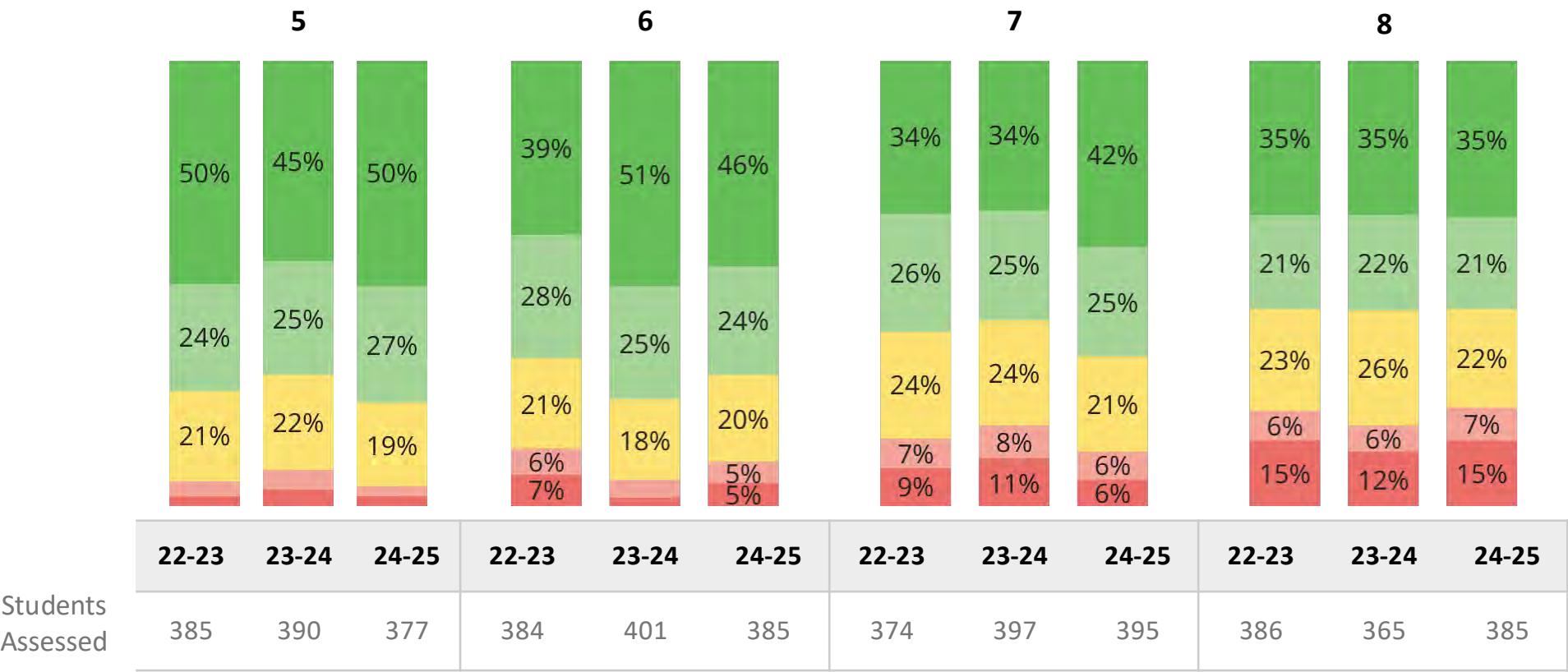


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How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 22-23 to Spring 24-25



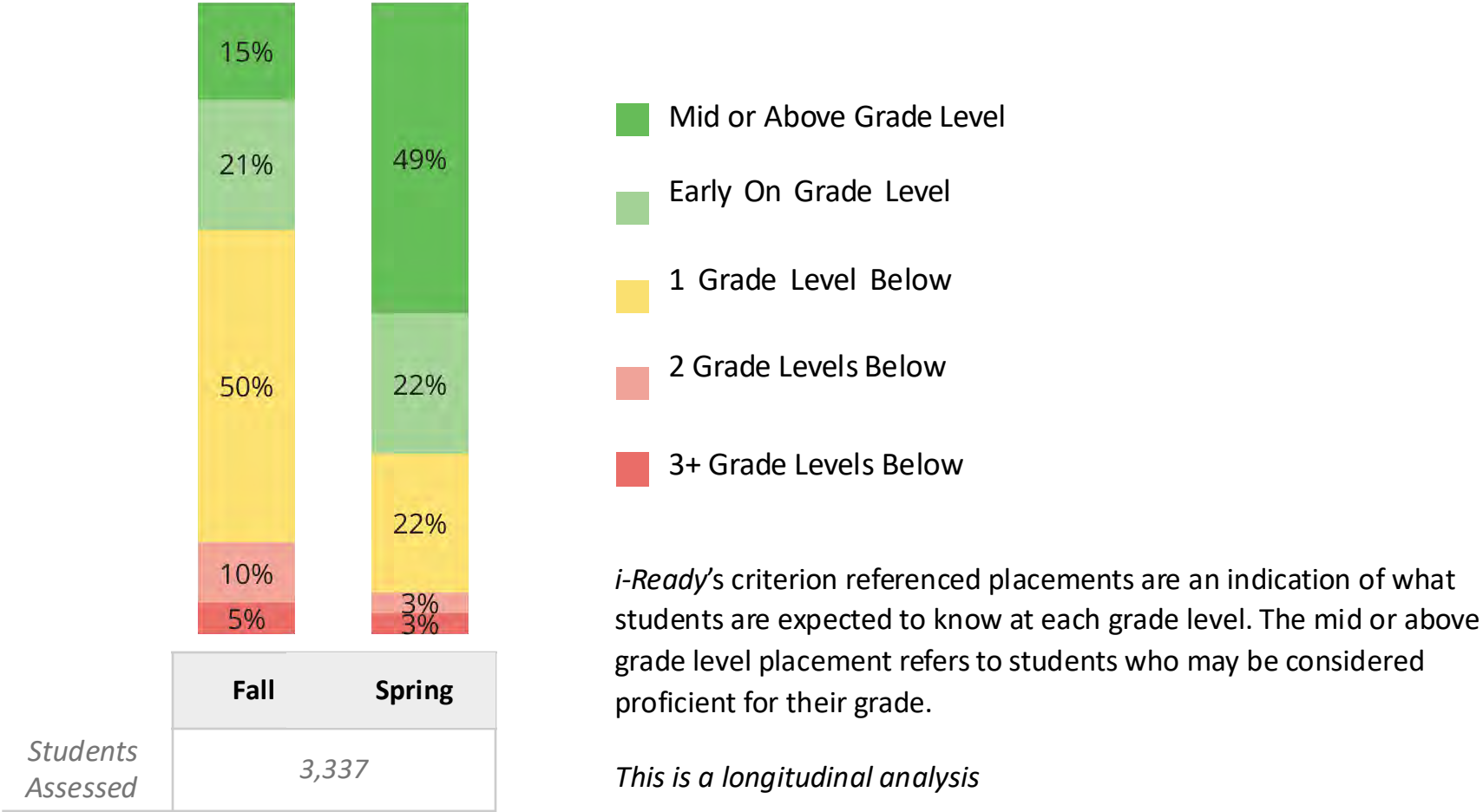
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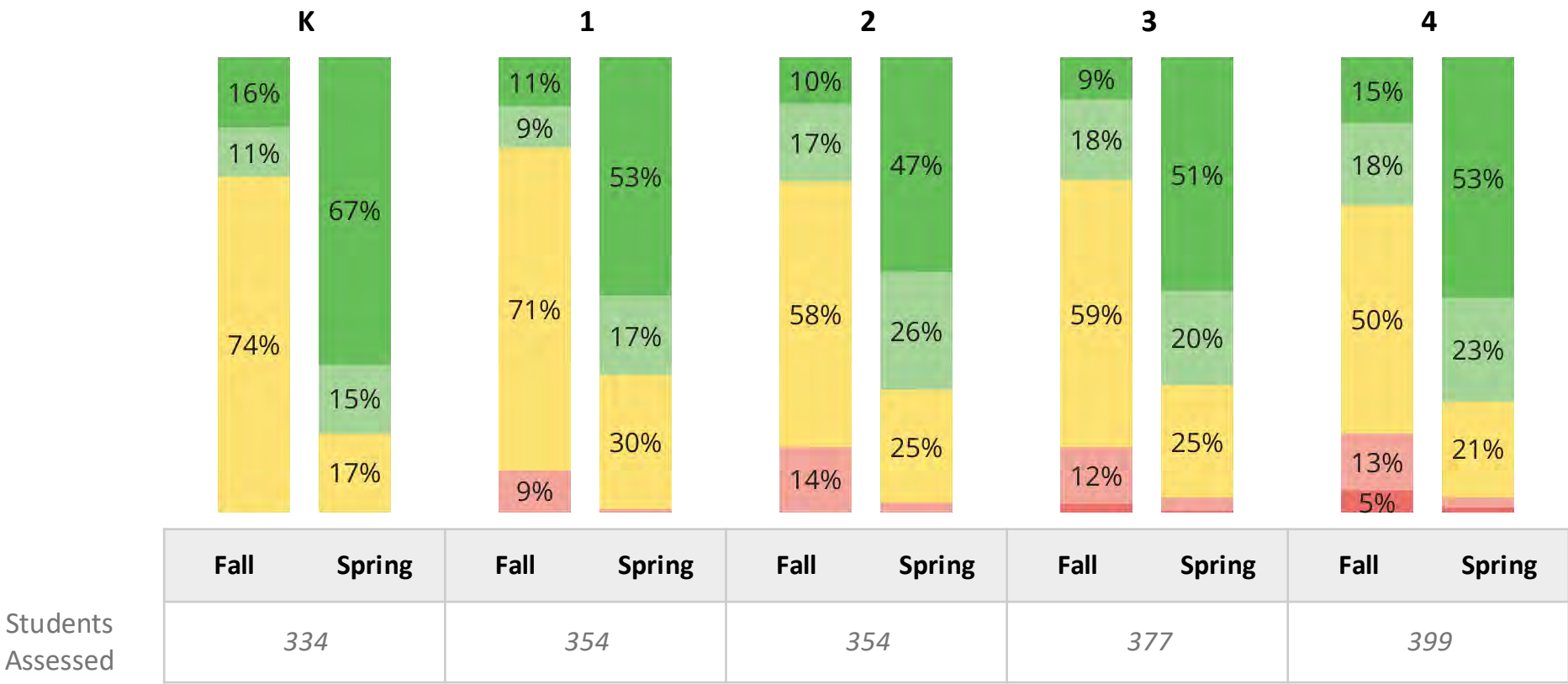
How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 24-25 to Spring 24-25



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Placement Distribution, Fall 24-25 to Spring 24-25

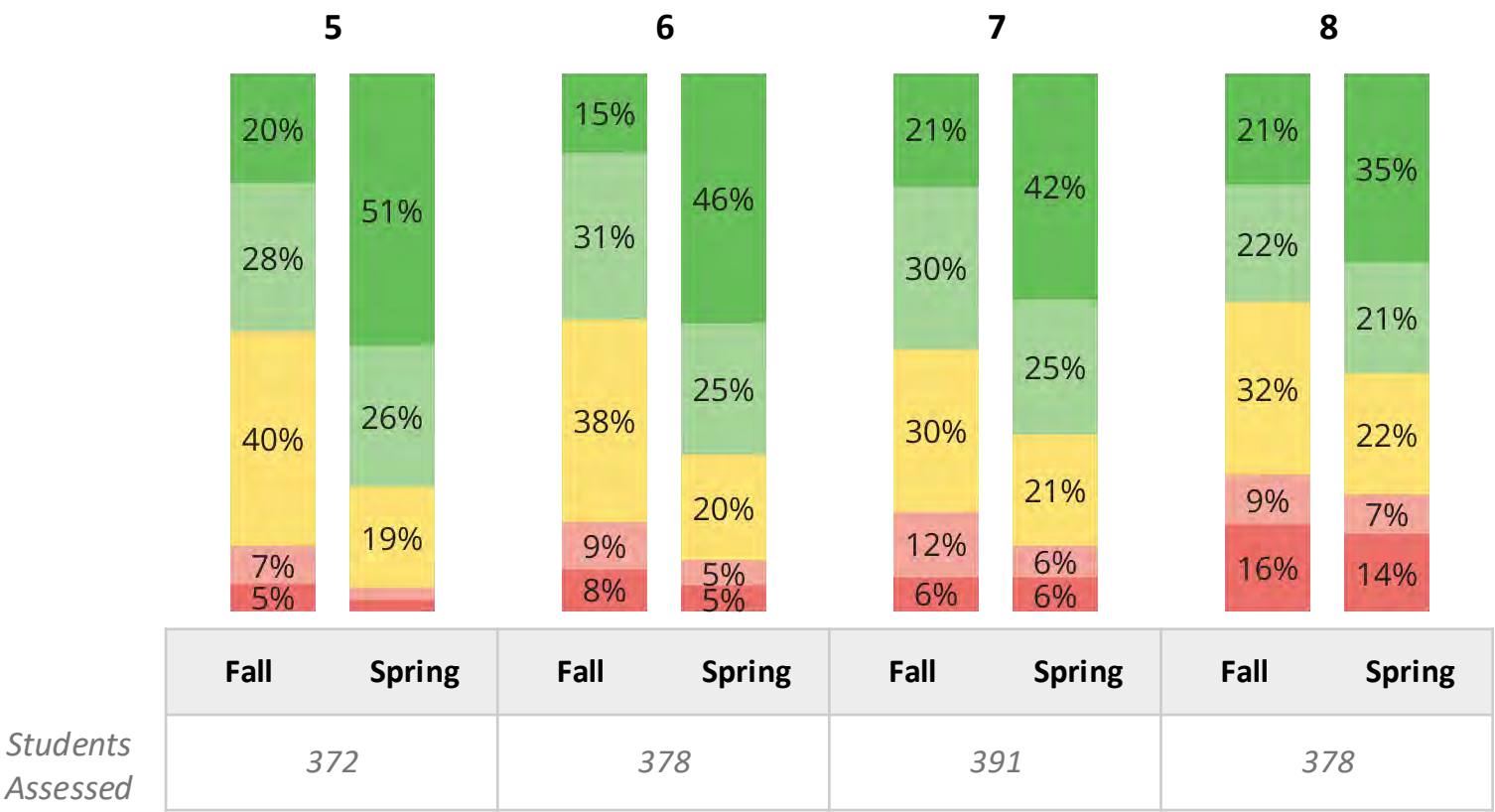


Mid or Above Grade Level Early On Grade Level 1 Grade Level Below 2 Grade Levels Below 3+ Grade Levels Below

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How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 24-25 to Spring 24-25



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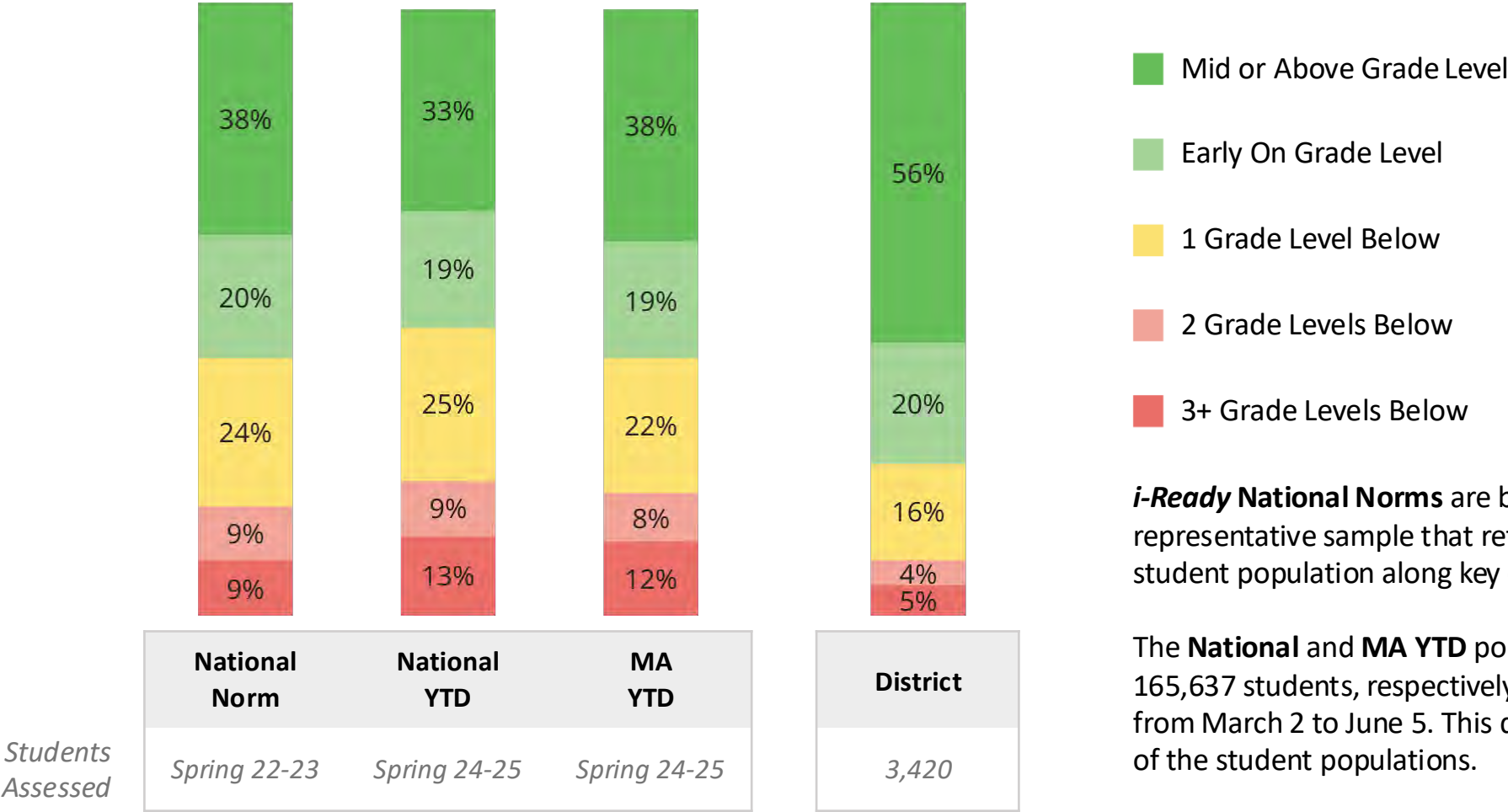
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Reading Performance Review

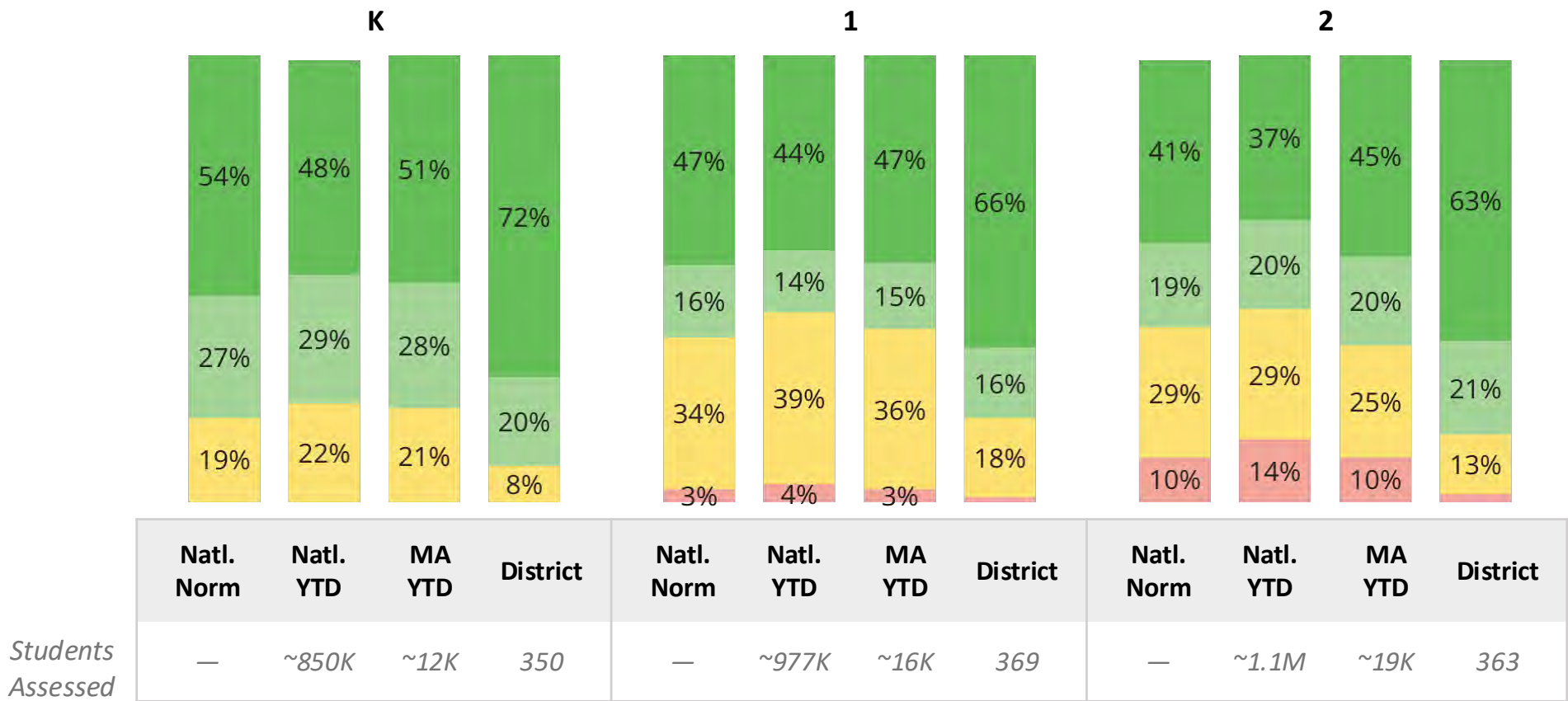
How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks



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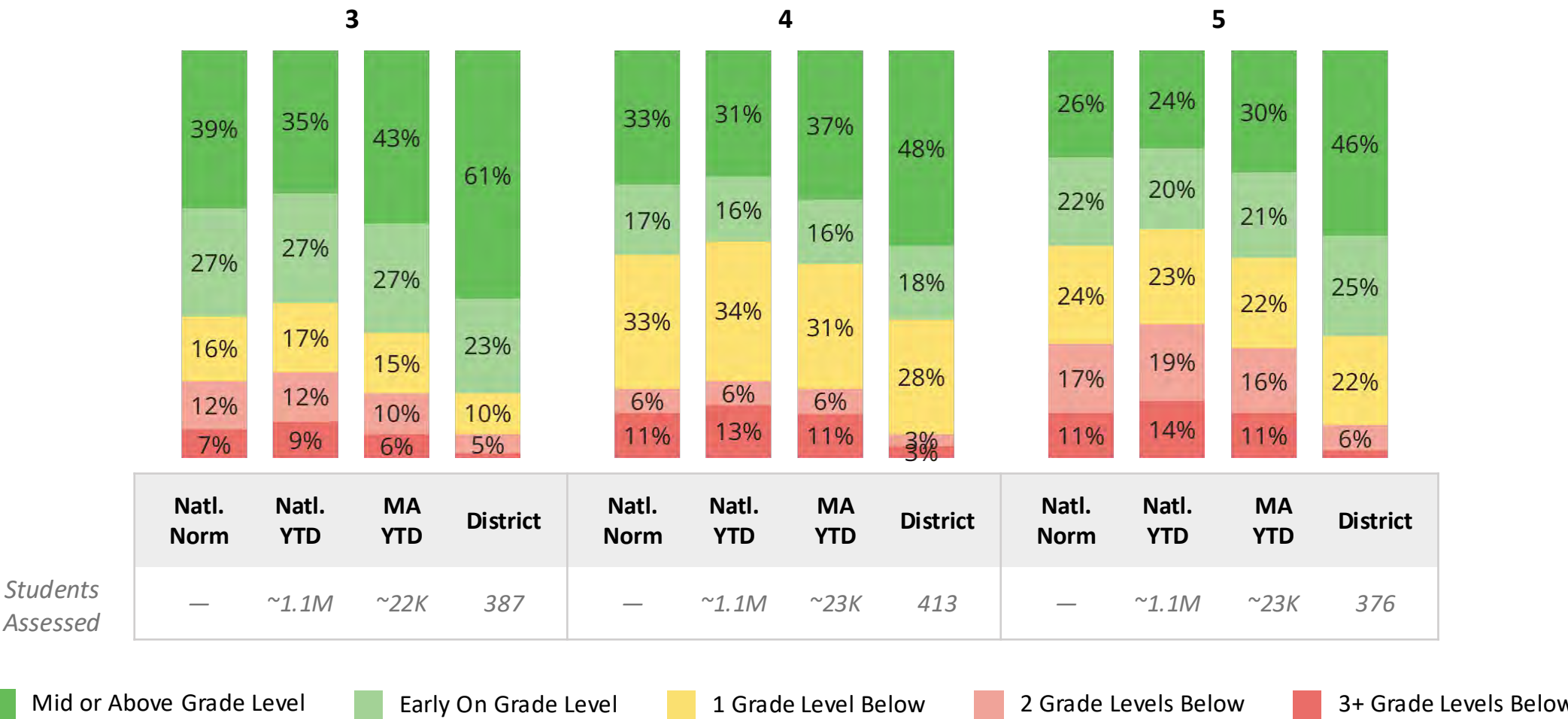


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Natl. Norm: *i-Ready* National Norms Spring 22-23 Natl. YTD: National Year-to-Date Spring 24-25 MA YTD: MA Year-to-Date Spring 24-25

How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks



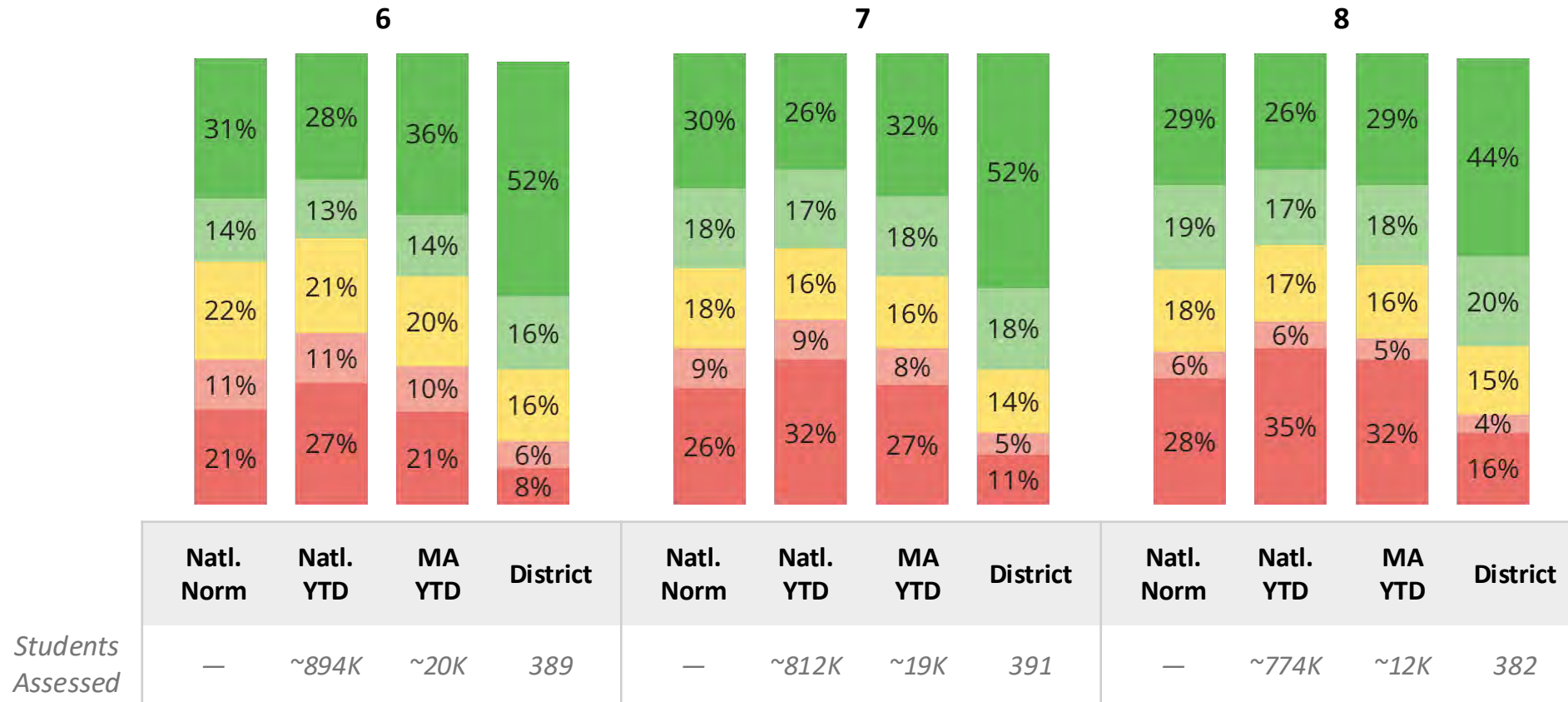
Natl. Norm: i-Ready National Norms Spring 22-23

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MA YTD: MA Year-to-Date Spring 24-25

How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks



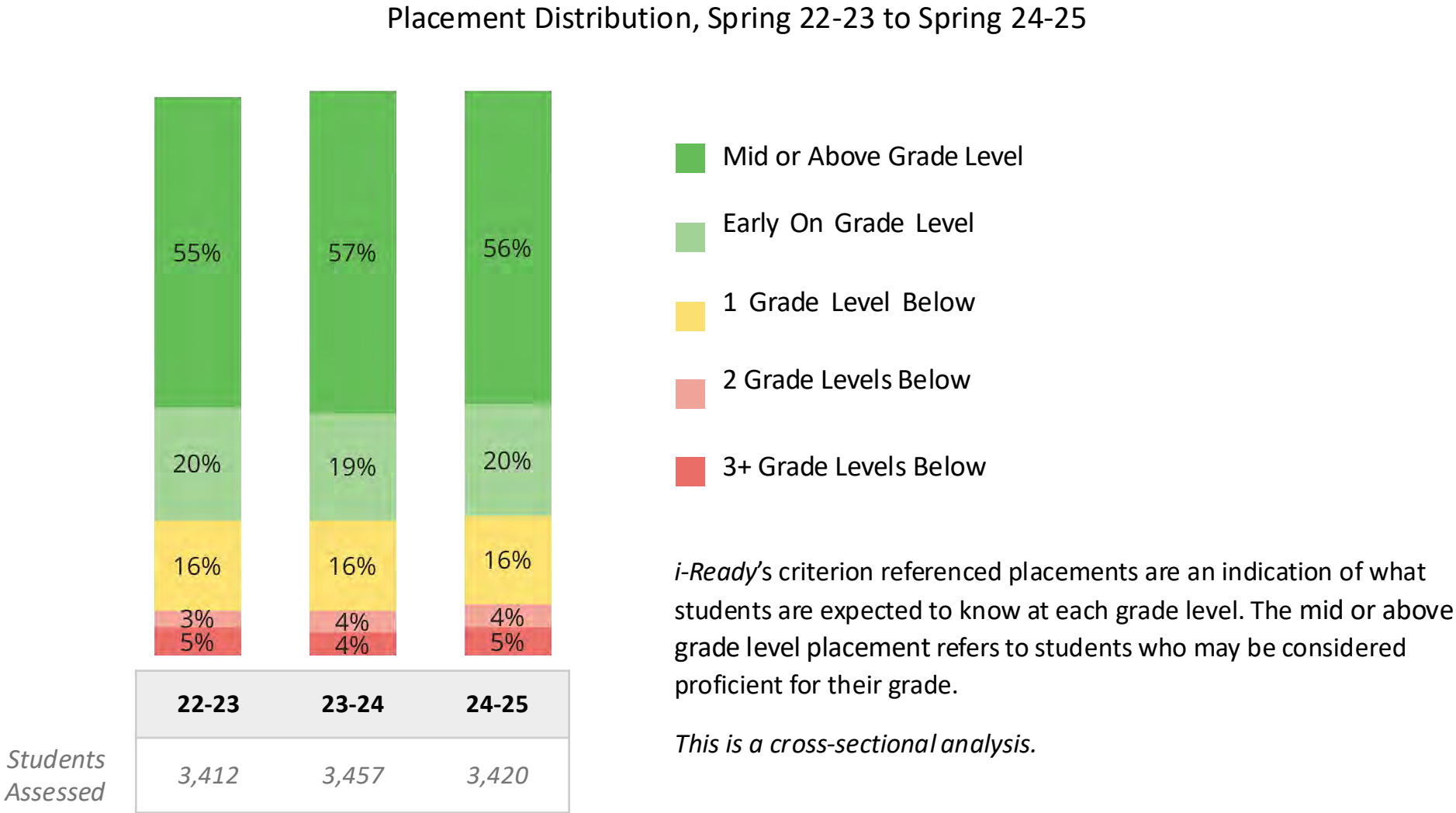
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Natl. Norm: *i-Ready* National Norms Spring 22-23

Natl. YTD: National Year-to-Date Spring 24-25

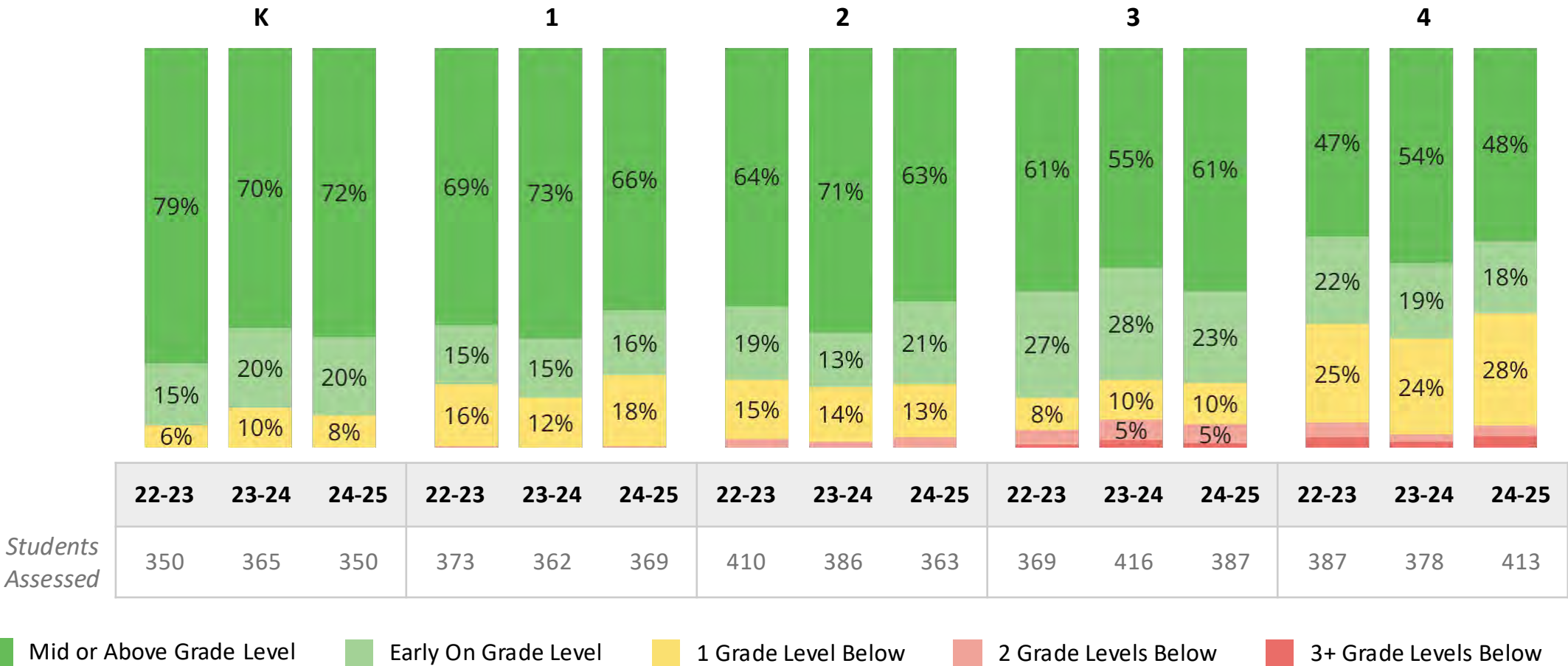
MA YTD: MA Year-to-Date Spring 24-25

How Have Relative Placements Changed From Spring to Spring?



How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 22-23 to Spring 24-25

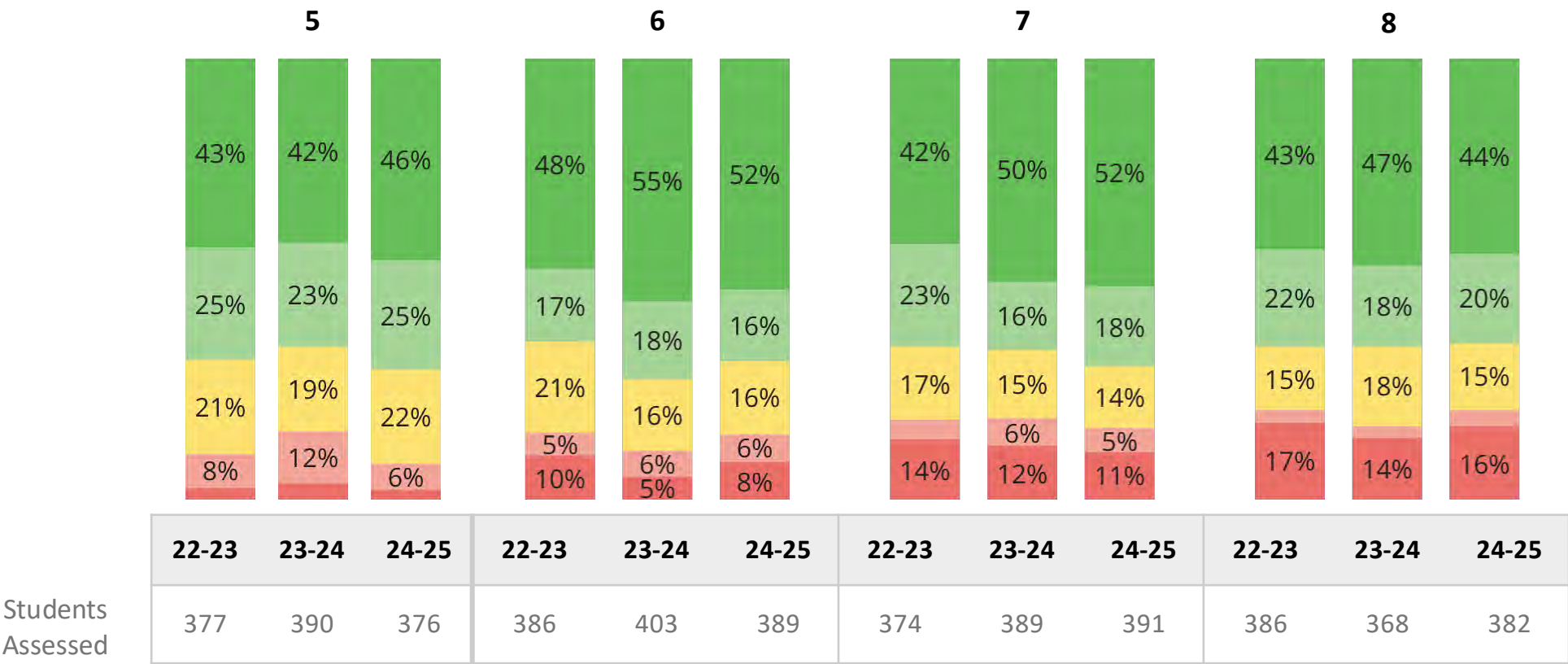


This is a cross-sectional analysis.



How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 22-23 to Spring 24-25



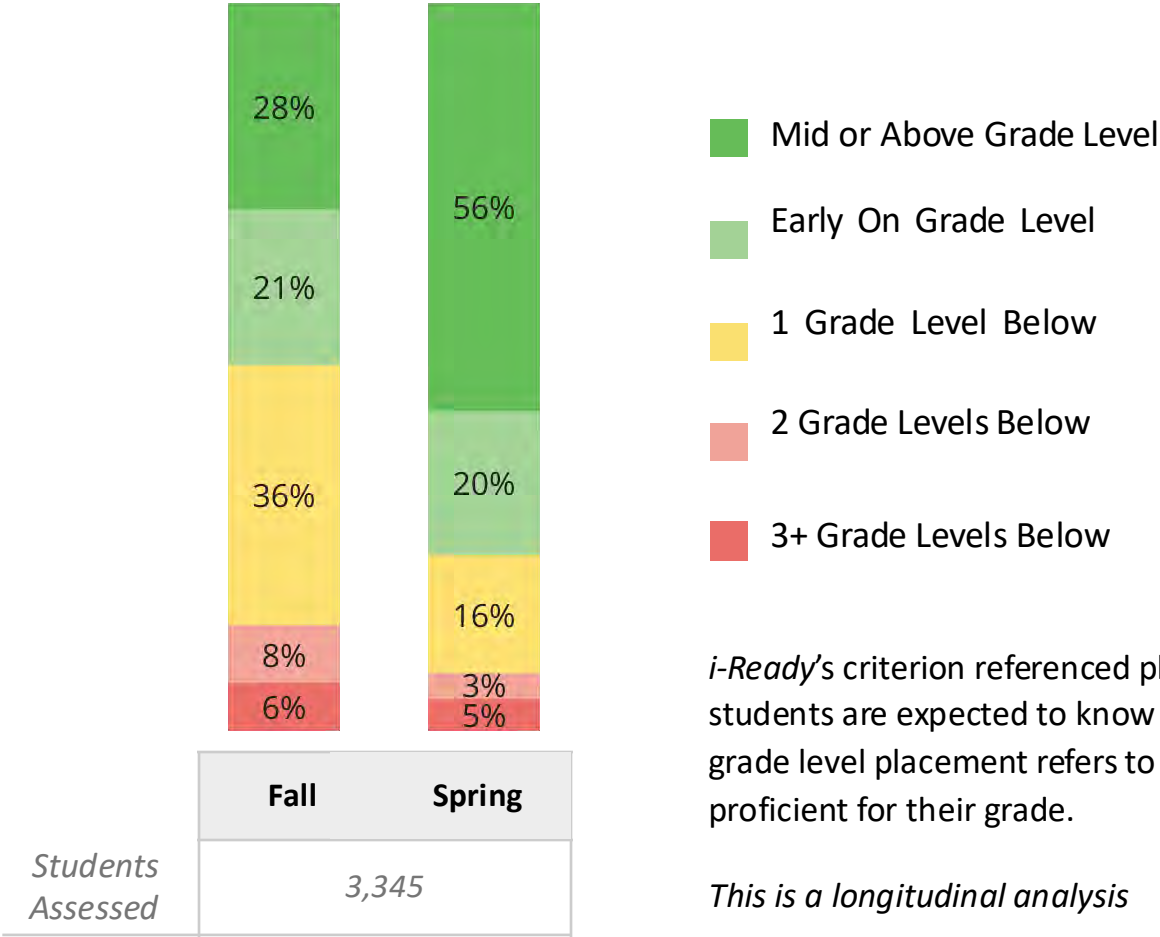
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How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 24-25 to Spring 24-25

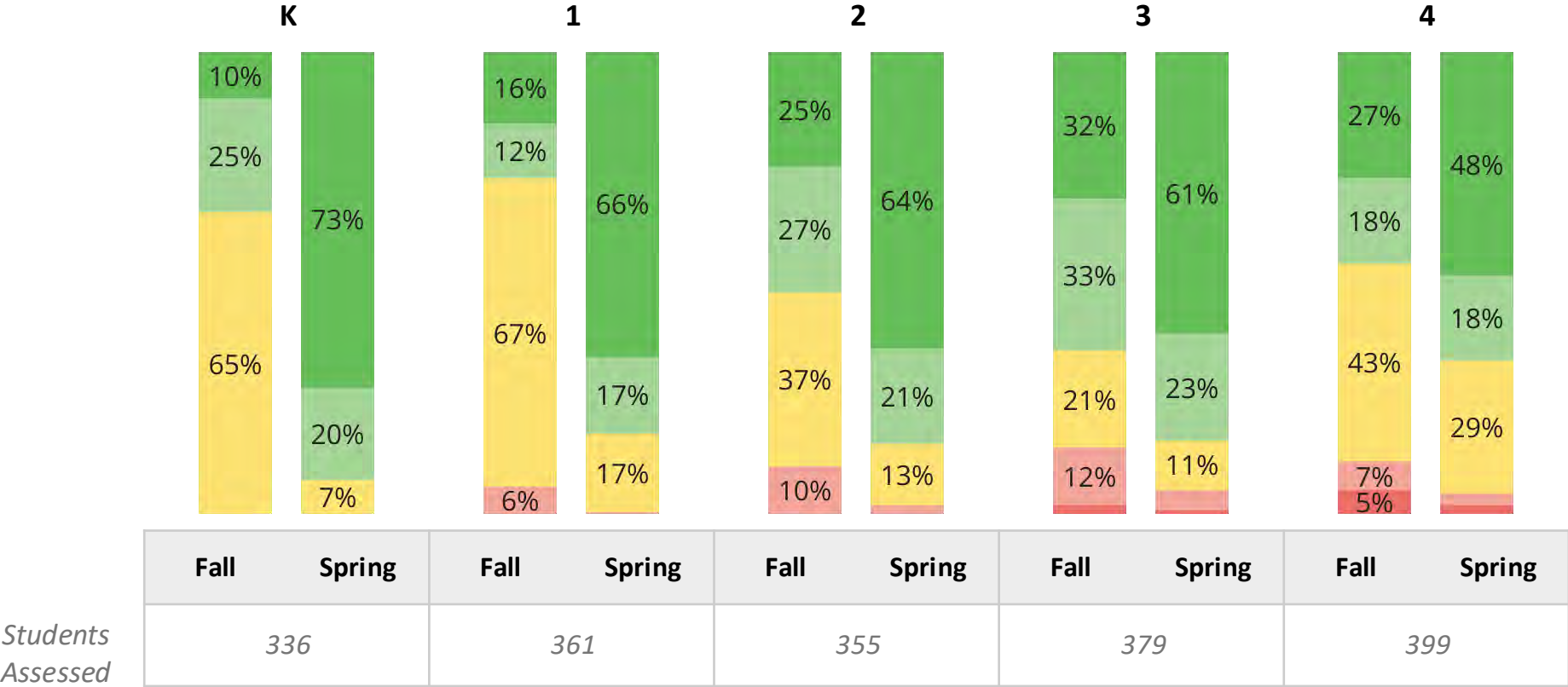


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How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 24-25 to Spring 24-25



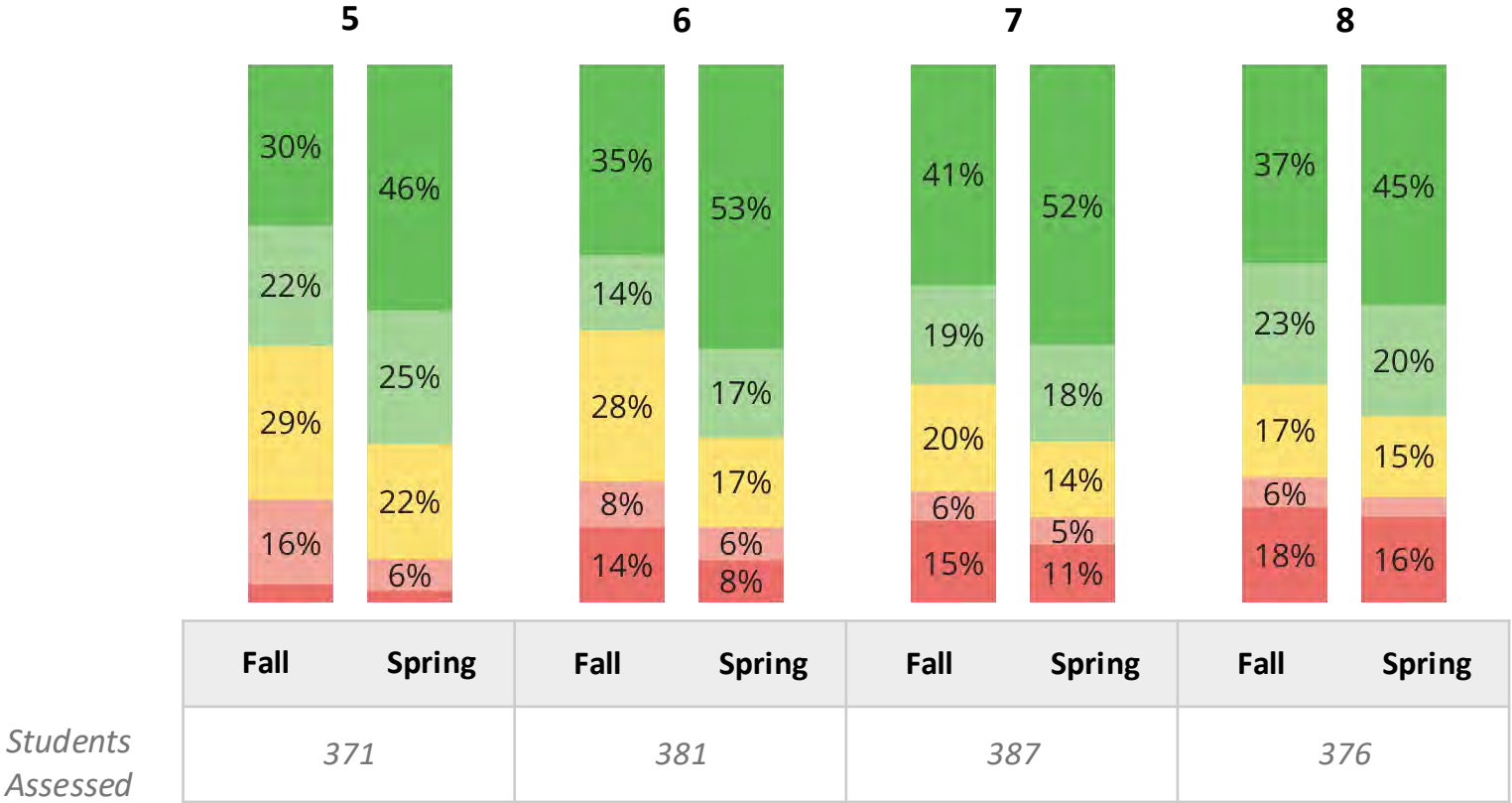
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How Have Relative Placements Changed From Fall to Spring?

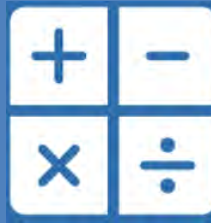
Placement Distribution, Fall 24-25 to Spring 24-25



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

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



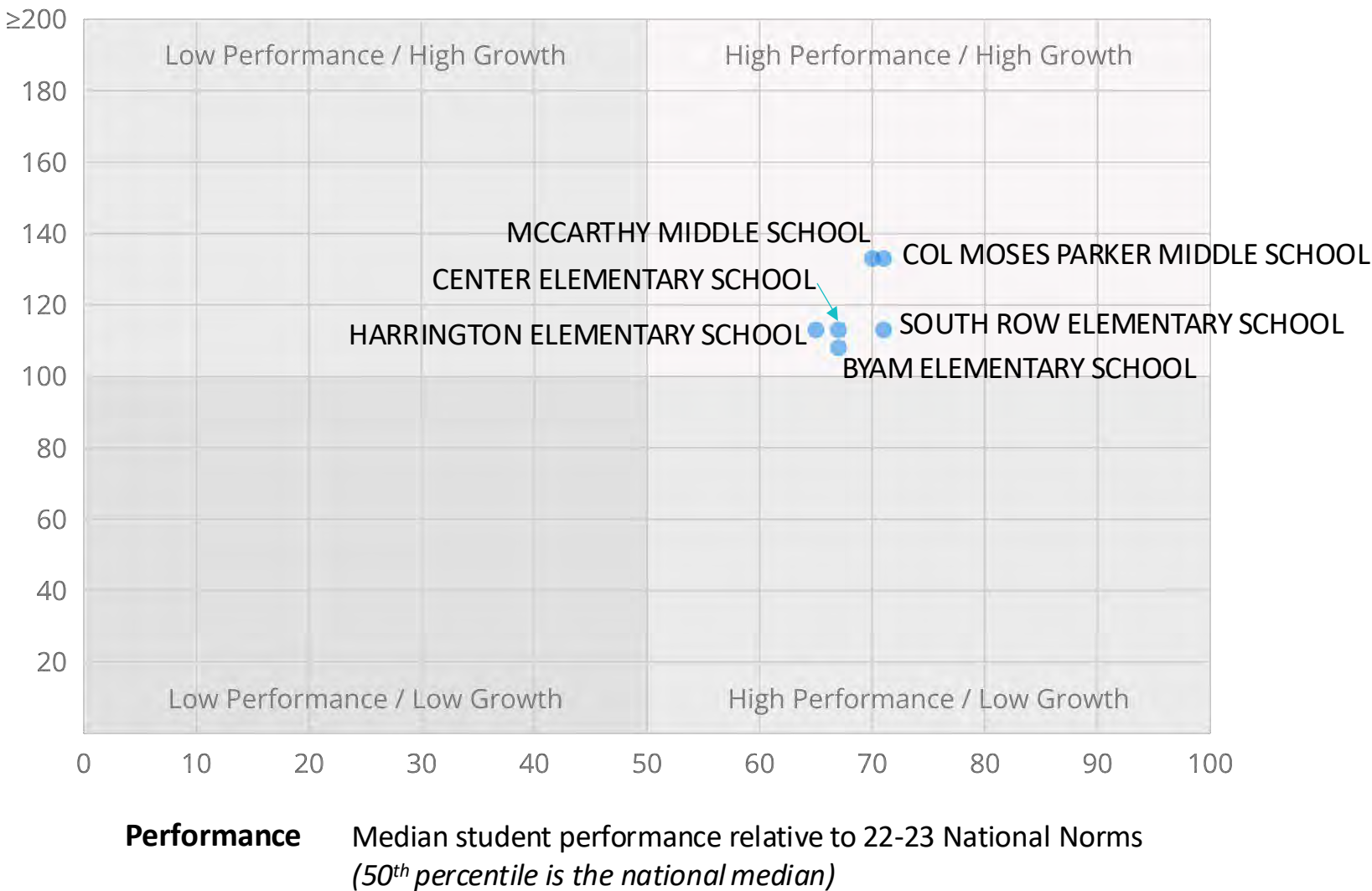


Mathematics Growth Review

How Did Students in Schools Across the District Grow from Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth

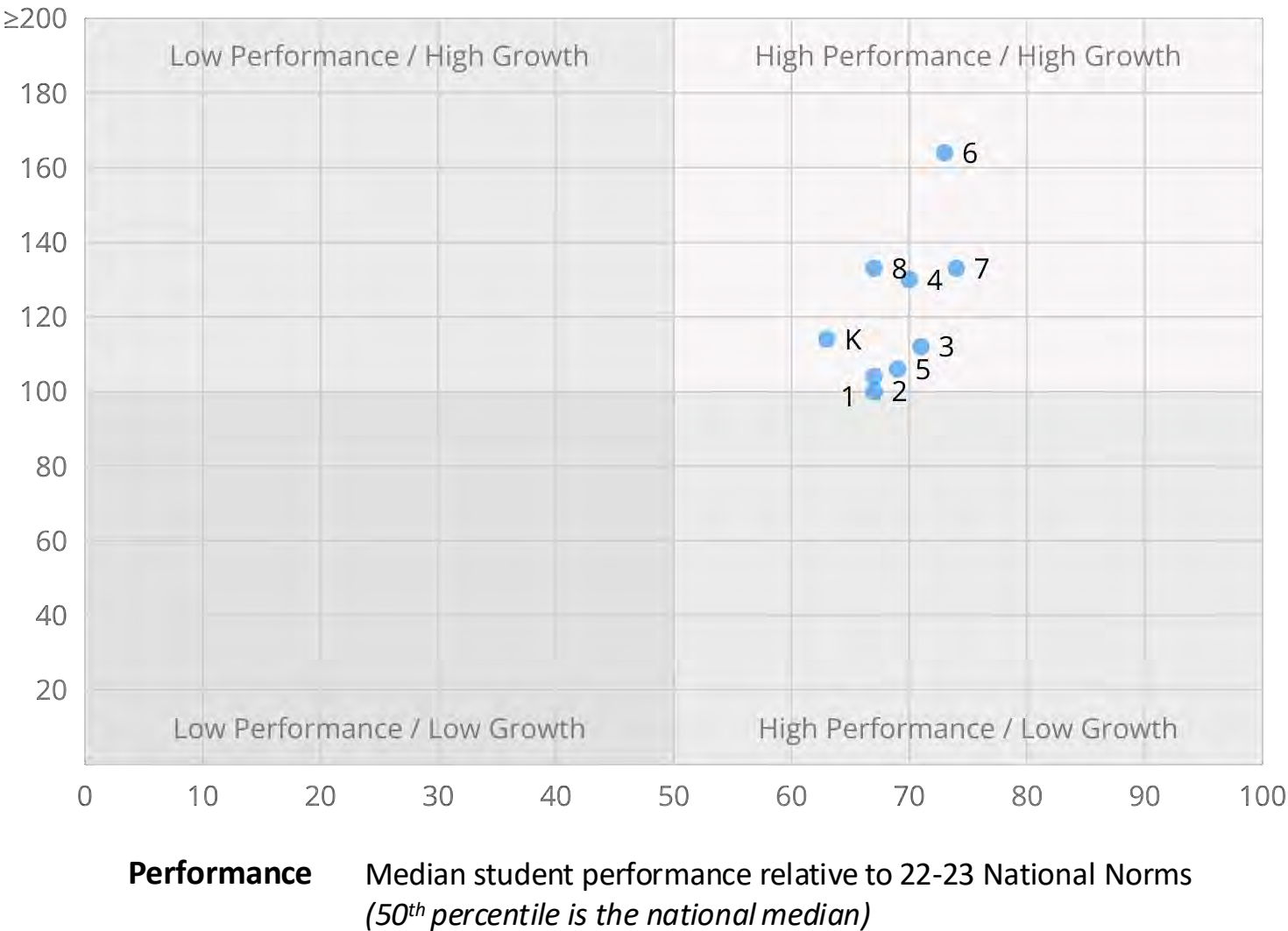
Growth
Median percent of typical growth achieved, differentiated by fall placement levels



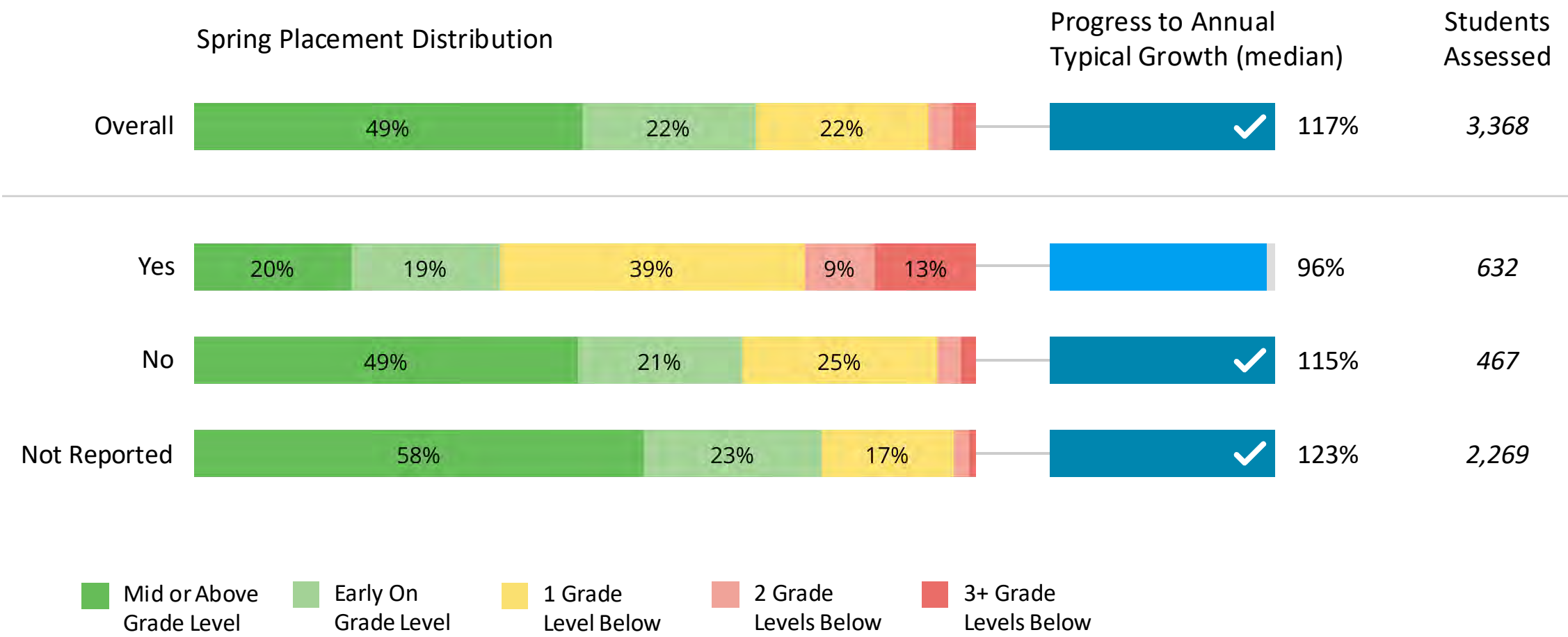
How Did Students Across the District Grow From Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth

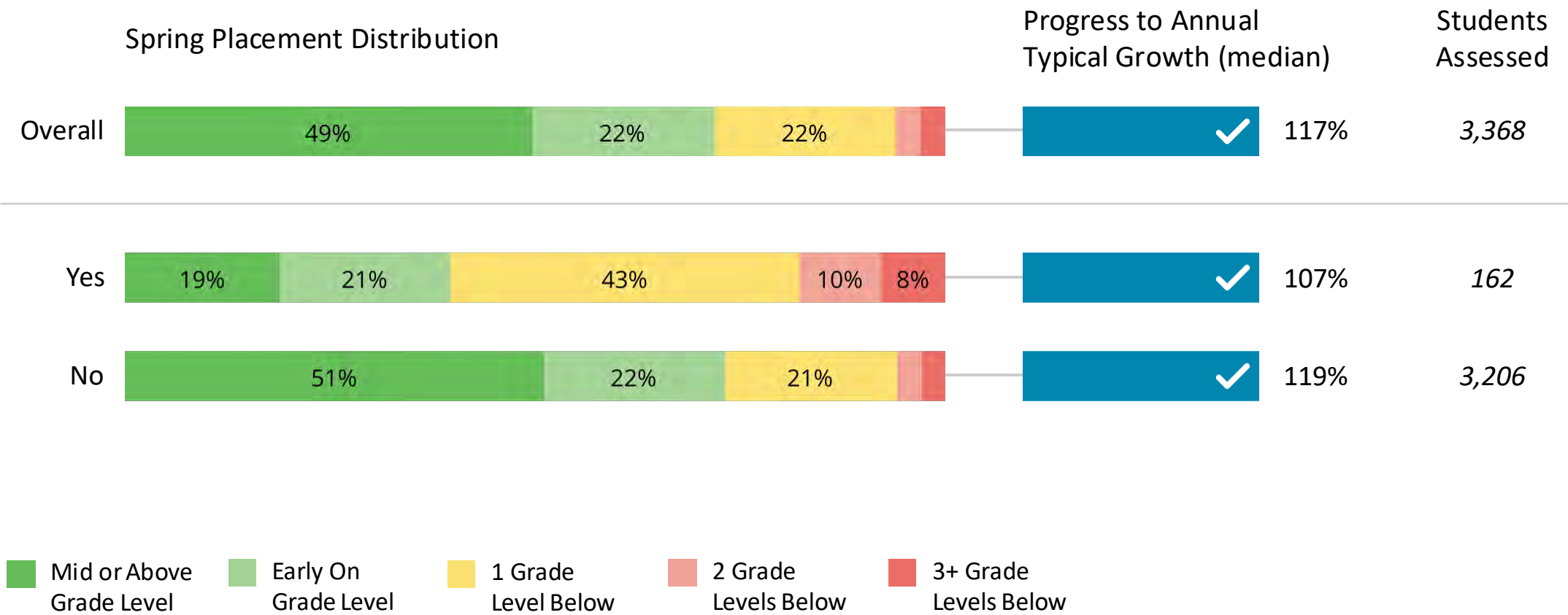
Growth
Median percent of typical growth achieved, differentiated by fall placement levels



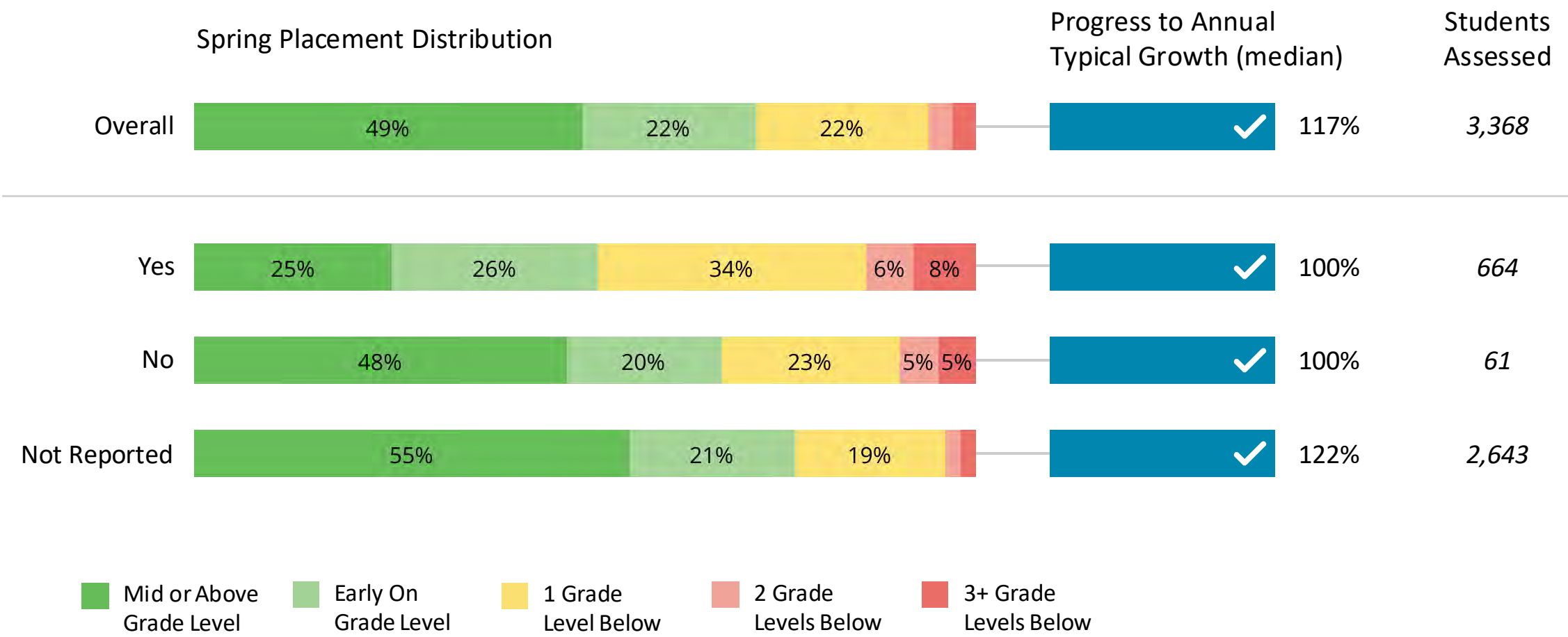
What Are the Relative Placements and Growth by Special Education?



What Are the Relative Placements and Growth by English Learner?



What Are the Relative Placements and Growth by Economically Disadvantaged?



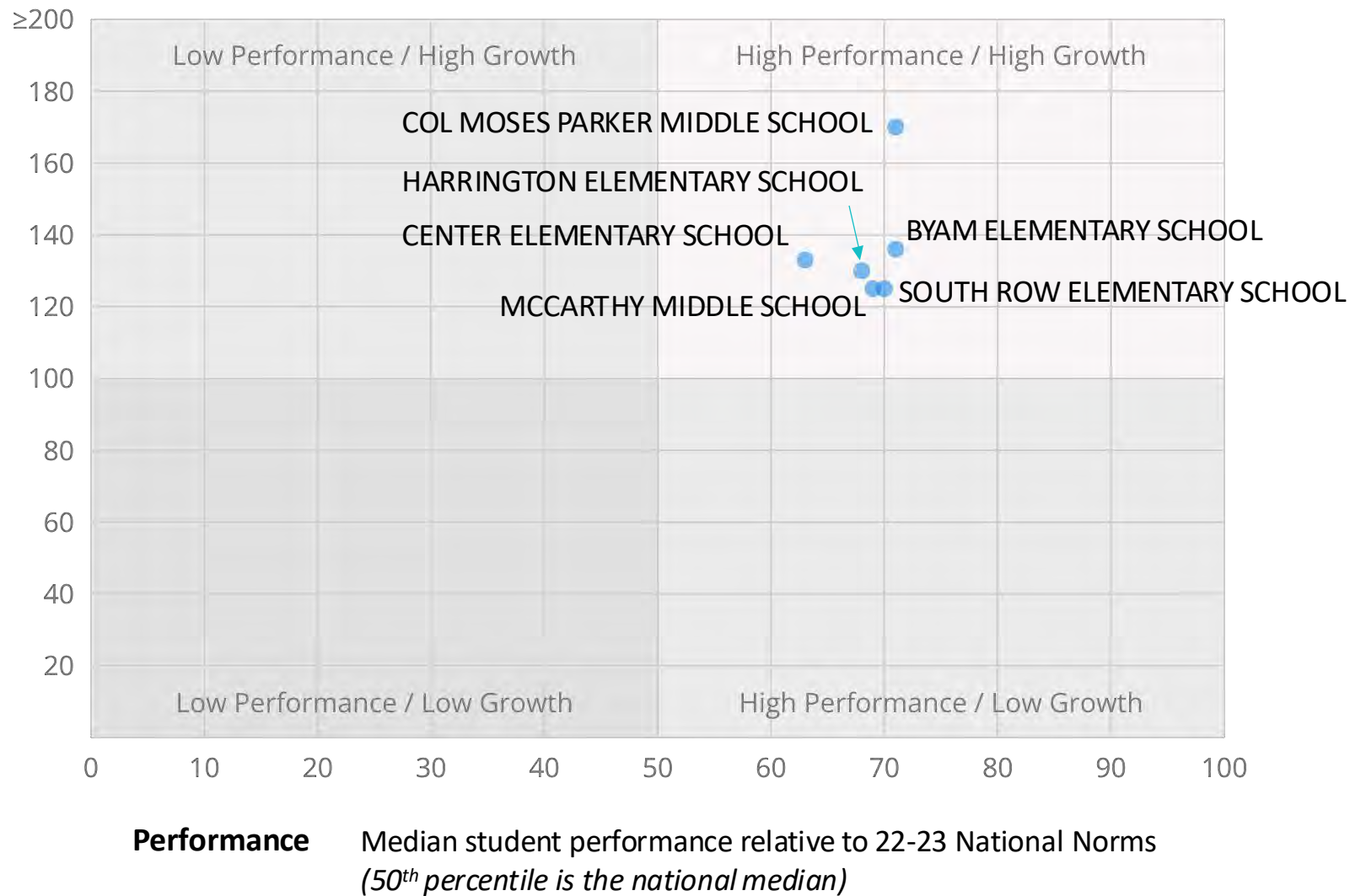


Reading Growth Review

How Did Students in Schools Across the District Grow from Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth

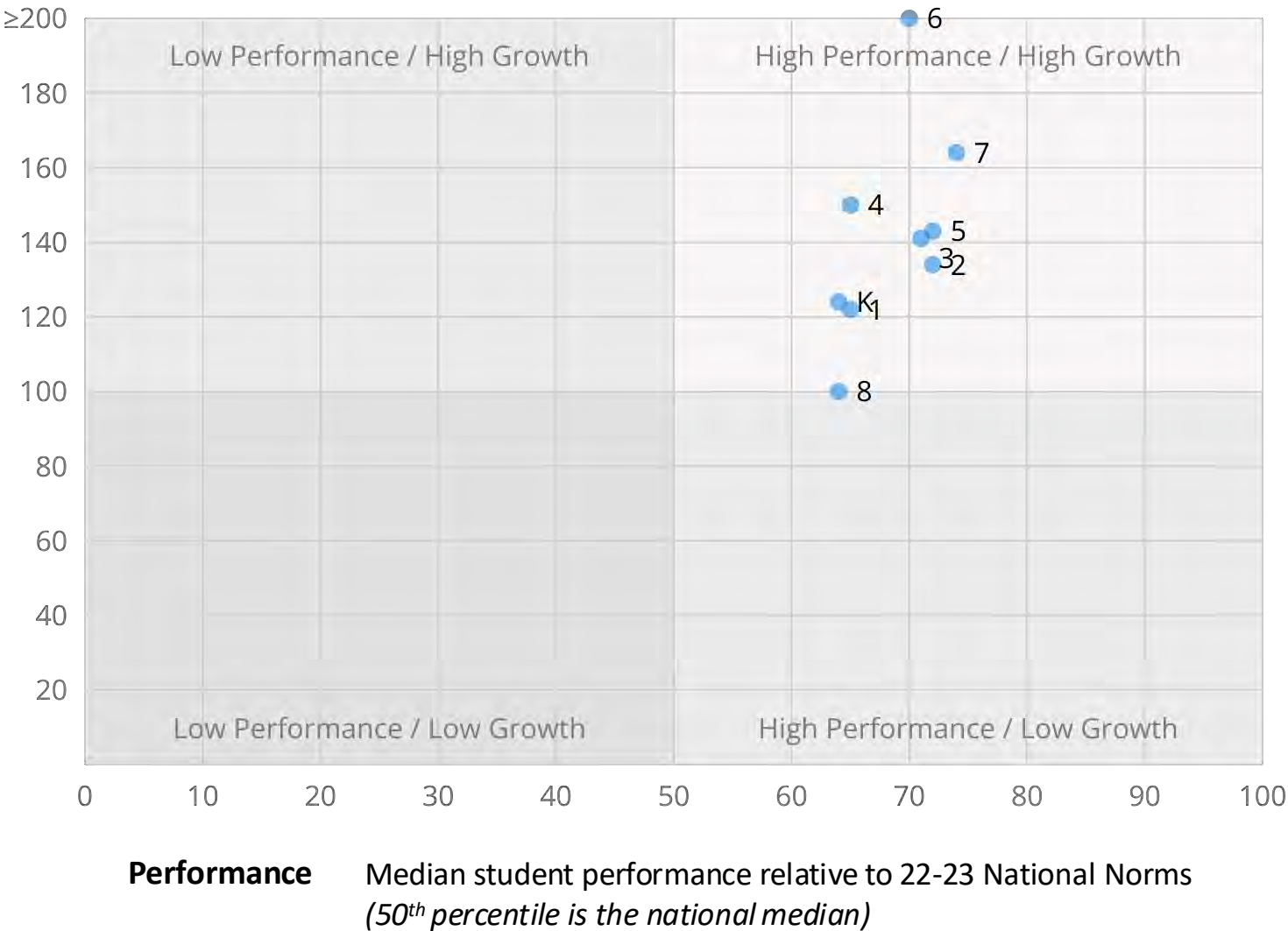
Growth
Median percent of
typical growth achieved,
differentiated by fall
placement levels



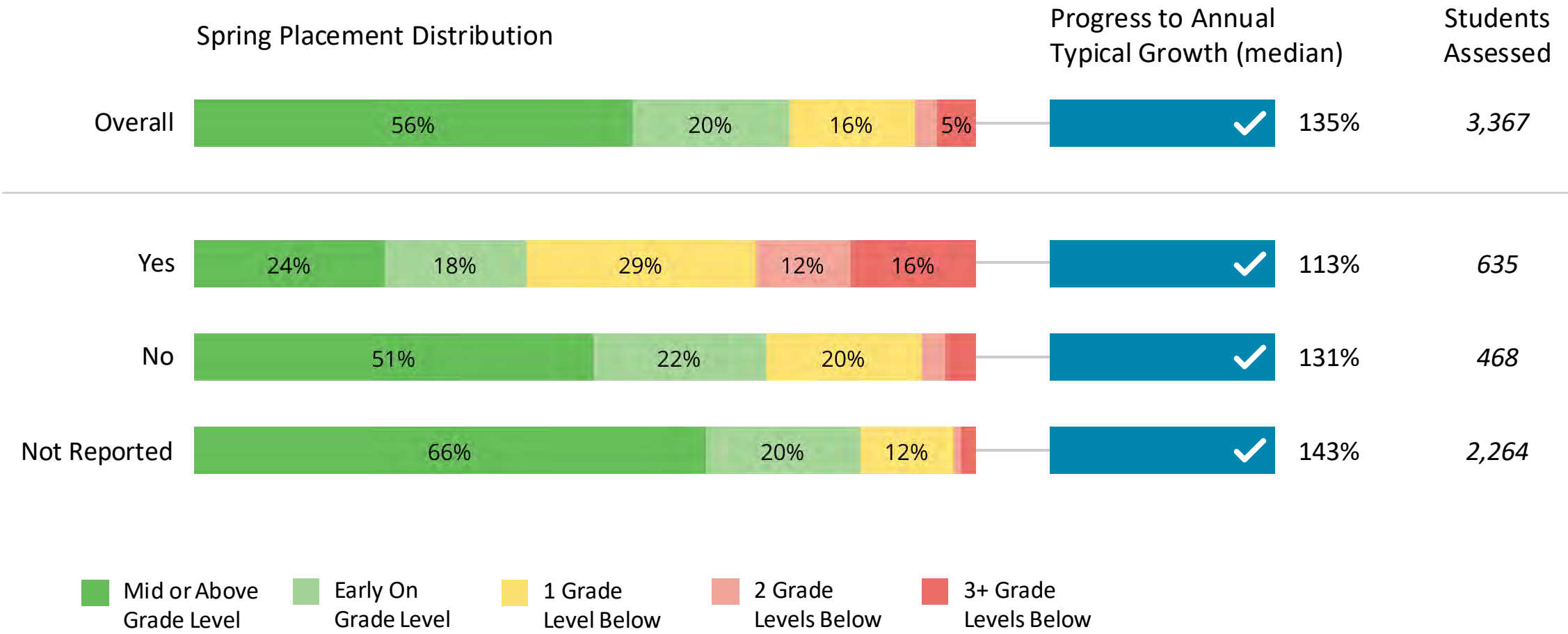
How Did Students Across the District Grow From Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth

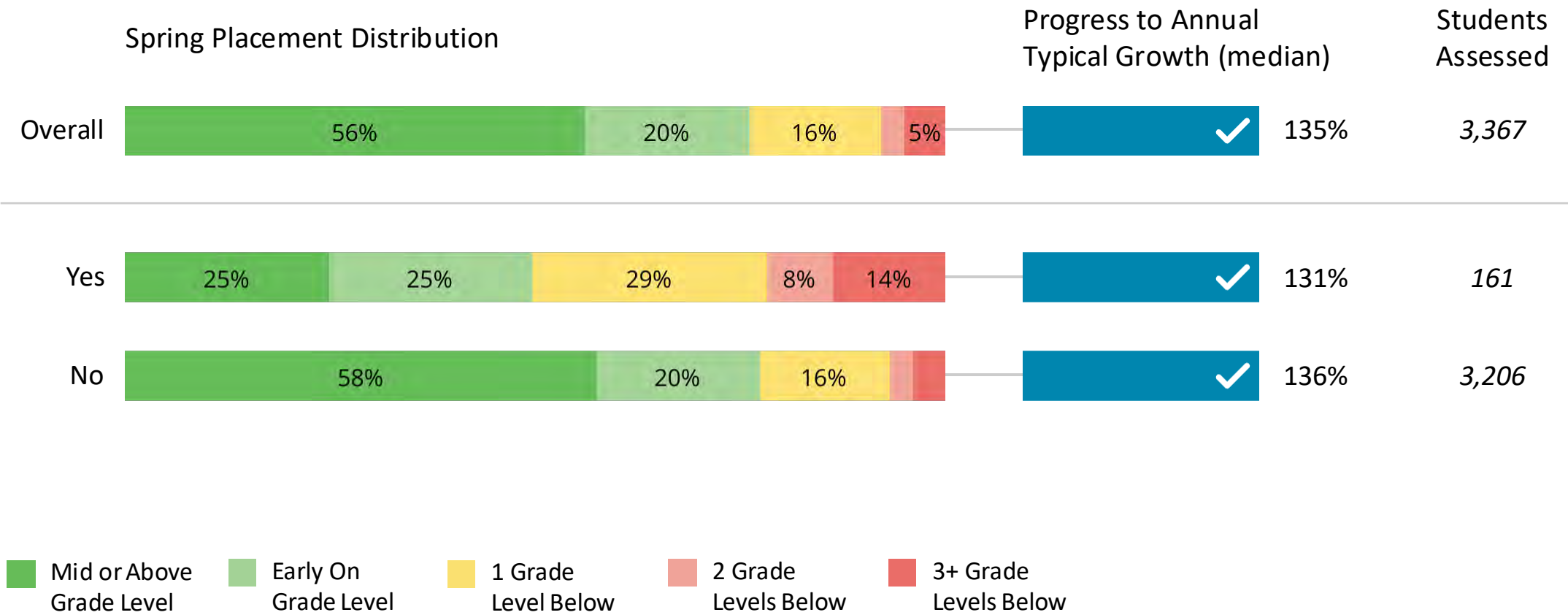
Growth
Median percent of typical growth achieved, differentiated by fall placement levels



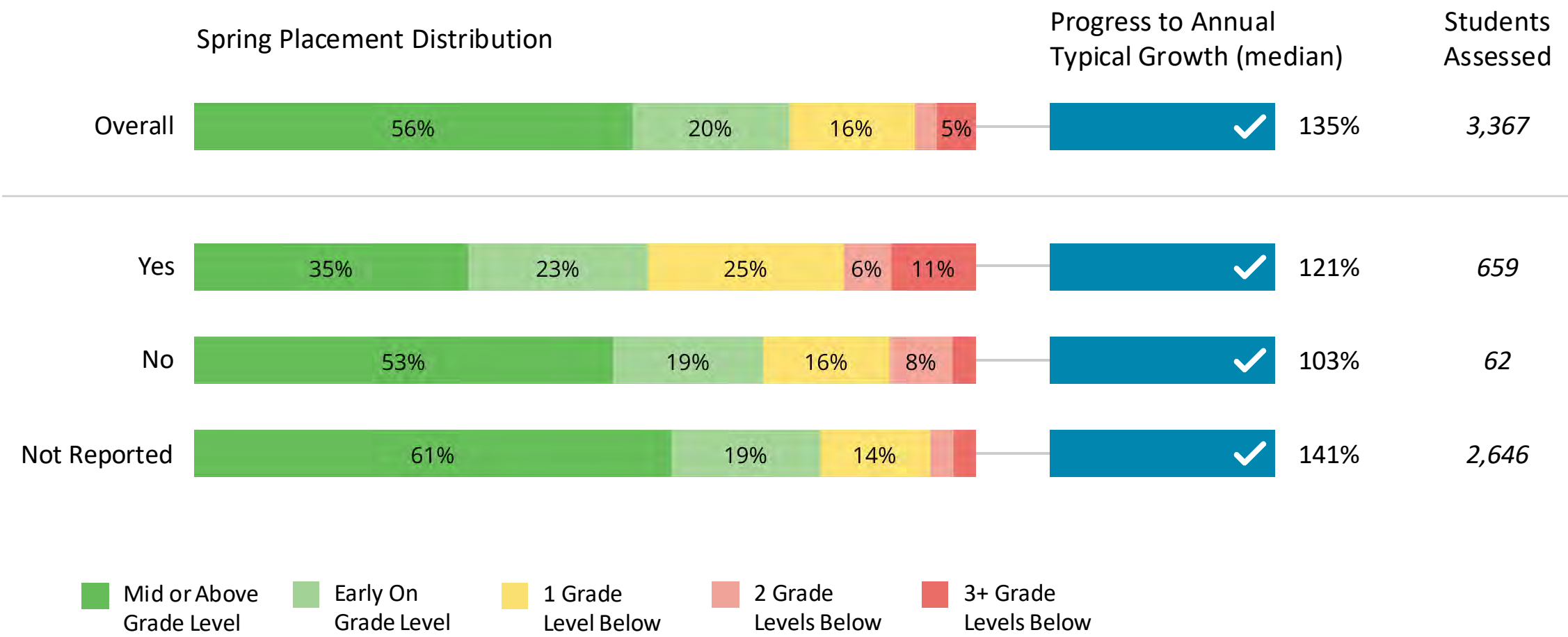
What Are the Relative Placements and Growth by Special Education?



What Are the Relative Placements and Growth by English Learner?



What Are the Relative Placements and Growth by Economically Disadvantaged?



CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: July 7, 2025
Re: Chelmsford Public Schools: 2024/25 Year in Review

As I reflect on my tenth year leading the Chelmsford Public Schools (CPS), I am deeply grateful for the encouragement and support I have received from students, parents, staff, and community members; I feel privileged to work with you as superintendent. I do not take the opportunity to lead this district lightly. Your support for our students is truly remarkable, and I look forward to working with you and the greater Chelmsford community as we build on past successes in the district and work to make CPS the best public school system in the state.

We have accomplished much over this past year. I am very proud of our work and I thank you for guiding and supporting me and the CPS staff as we strive to address students' academic, social, and emotional needs. I feel encouraged every day when I walk through schools, attend events, and witness firsthand the dedication to meeting students' needs displayed by our teachers, paraeducators, administrators, and support staff. Following are some highlights of our collective work this year:

FY2025 Budget Administration

School Committee members received regular reports on the district's finances throughout FY2025, including the local operating budget, grant funds, and revolving funds. After reviewing the FY2025 budget, I am pleased to report the district has continued to make great strides in stabilizing its finances. By implementing strict financial practices, it has accrued several reserve fund balances for future budget needs. At the end of FY2025, the district can:

- reserve approximately \$ 3.5 million in the special education circuit breaker revolving fund to pay for future unanticipated/unfunded special education student tuition and/or transportation costs (by contrast, when I arrived ten years ago in the fall of 2015, the school department had to request a supplemental appropriation of \$ 500,000 from the town to cover unanticipated special education tuition costs as no reserve fund balance was available).

- reserve \$ 822,000 in a new special education reserve fund in accordance with MGL Ch. 40 § 13E to offset unanticipated/unfunded special education student tuition and/or transportation costs in future fiscal years.
- carry over approximately \$ 3.8 million in food service/school nutrition funds. This is a significant achievement, given that many school districts find themselves operating their food service programs at a deficit. A portion of these funds has been allocated to a FY2025 capital improvement project.
- set aside approximately \$ 3.2 million in school choice funds as a reserve for future spending by the School Committee on educational programs and services to augment current program offerings in the schools, or a contingency in the event of an unanticipated budget shortfall. School choice funds are earmarked annually to support the 1:1 student Chromebook initiative.

FY2026 Budget Presentation and Review

In February, the administration presented the FY2026 general fund operating budget to the School Committee, including net school spending compliance and comparable community analysis (demographic and financial). We highlighted the assumptions that underlie the FY2026 budget, including normal step and lane increases, and funding to support the fourth and final phase implementation of the in-district Language Based Program at the middle school level. The School Committee held public input sessions and reviewed district-level budget detail and a staff salary book that cross-walked salaries to the main budget document. The budget presented and reviewed was in-line with Town Manager Cohen's recommended budget increase of \$ 1.77 million, \$ 73.88 million to \$ 75.65 million, to support the Chelmsford Public Schools.

At the April 28, 2025 town meeting, representatives once again asked thoughtful questions, received straightforward answers, and approved (near unanimously: 135 - 2) the FY2026 funding request of \$75.65 million to support CPS.

Ratification of the Chelmsford Federation of Teachers – Teachers and Nurses

On June 27, 2025, the School Committee ratified a three-year contract with the Chelmsford Federation of Teachers – Teachers and Nurses bargaining unit covering the period from July 1, 2025 to June 30, 2028.

Ratification of the Chelmsford Federation of Teachers – Professional Support Personnel Contract

On June 27, 2025, the School Committee ratified a three-year contract with the Chelmsford Federation of Teachers – Professional Support Personnel bargaining unit covering the period from July 1, 2025 to June 30, 2028.

Ratification of the Chelmsford School Administrators' Association Contract

On June 27, 2025, the School Committee ratified a three-year contract with the Chelmsford School Administrators' Association bargaining unit covering the period from July 1, 2025 to June 30, 2028.

Ratification of the Chelmsford Schools' Food Service Association Contract

On June 27, 2025, the School Committee ratified a three-year contract with the Chelmsford Schools Food Service Association bargaining unit covering the period from July 1, 2025 to June 30, 2028.

MSBA Eligibility Period Deliverables: Parker Middle School

On December 13, 2023, we received fantastic news that the Massachusetts School Building Authority (MSBA) Board of Directors voted to invite the Town of Chelmsford into the Eligibility Period for the Parker Middle School Statement of Interest (SOI) submitted in April, 2023. This was our sixth application (4 for CHS and 2 for Parker) to the MSBA for funding consideration of a potential new school building project in town. The Eligibility Period officially commenced on April 1, 2024 with the completion of eight (8) required deliverables by December 27, 2024. At the April 29, 2024 town meeting, representatives voted to approve a warrant article authorizing the expenditure of \$ 1.8 million to fund the Feasibility Study (near unanimously with 121 in favor, 3 opposed, and 1 abstention).

MSBA Invitation to Feasibility Study: Parker Middle School

After successfully submitting the eight (8) required deliverables to the MSBA by the December 27, 2024 deadline, the MSBA Board of Directors voted on December 13, 2024 to invite the Town to conduct a Feasibility Study of the Parker Middle School for a potential new school building project. This is a major step to obtain MSBA funding to support a new school building project in Town. During the Feasibility Study the Town will engage the services of an Owners Project Manager (OPM) and Designer to work with us to explore three potential building options for Parker Middle School. The first option is a 1:1 replacement of Parker Middle School serving two grade levels (5 and 6 – approximately 800 students), the second option is a new school serving all middle school grade levels (5 – 8) in one building (approximately 1,600 students), and the third option is a new school with a grade level reconfiguration serving three grade levels (4 – 6 – approximately 1,200 students). LeftField was selected and approved to serve as the OPM for the project after a successful procurement process during the spring of 2025. The procurement process to obtain the services of a designer is underway and selection is anticipated in early September, 2025.

School Safety and Security Review

In November, 2022, the district contracted with the Edward Davis Company to conduct a security site assessment and policy review of all eight (8) CPS schools. The contract included a comprehensive physical security site assessment/threat vulnerability risk assessment of all eight (8) CPS school facilities. The scope included fact gathering and a

technical walk through resulting in a report of identified threats relative to each schools' safety and prioritized recommendations for enhanced day-to-day security. School administration and our district security subcommittee reviewed the report and have incorporated immediate, short- and long-term recommendations to CPS facilities and procedures. In April, 2025, representatives of the Edward Davis Group returned to the district to observe and make recommendations on the secure school entrance capital project and visitor management procedures/process to be implemented throughout the district. Further, in May, representatives were on-site to observe and provide feedback on ALICE options-based safety drills conducted at each school location. Review and enhancement of school safety procedures and protocols remains a focal point of our work.

Districtwide Strategic Planning

In November of 2021, the district contracted with District Management Group (DMGroup) to develop a multi-year strategic plan for the Chelmsford Public Schools. DMGroup worked with district administrators and a steering committee to assess our current performance and needs, and to clearly articulate priority areas to be the focus of our improvement efforts in the coming years to continue to advance education in Chelmsford. DMGroup hosted staff and community sessions to gather input for the plan and presented updates to the steering committee and school committee throughout the process. In June of 2022, a draft strategic plan was presented and final feedback was sought on the identified priority areas. In July of 2022, the final strategic plan that will guide our work in the Chelmsford Public Schools over the next 5-years: 2022/23 – 2026/27 was approved by the school committee. A steering committee met regularly over the 2022/23, 2023/24, and 2024/25 school years to monitor the implementation of Years 1, 2, and 3 of the strategic plan priority areas. The School Committee received updates throughout the school year from the subcommittees focused on each of the five priority areas (academic achievement, equity, social emotional learning, human capital, and operations and facilities) as well as mid-year and end-of-year strategic plan updates from DMGroup.

Special Education Opportunities Review: Paraeducator Working Group

In September of 2022, the district contracted with District Management Group (DMGroup) to 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, and 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. In May of 2023, the school committee received a report and recommendations detailing the project methodology, data analysis, commendations, and high leverage support areas for CPS to consider implementing to improve support for students with disabilities. Among the top high leverage opportunity areas for examination was the role paraeducators play in supporting the districts' Equity priority

work around closing the achievement gap between students with and without disabilities in the district.

In the 2023/24 school year, a working group convened to review the roles and responsibilities of paraeducators throughout the district to 1) understand the gaps in current and ideal responsibilities of paraeducators in the district, 2) outline clear, consistent responsibilities of paraeducators to support students and district priorities, 3) develop a communication and PD plan so all staff understand the role of paraeducators, and 4) develop a progress monitoring plan to ensure consistency of the paraeducators role across the district to ensure consistency. The working group convened periodically throughout the 2024/25 school year to progress monitor the implementation of the refined roles and responsibilities of paraeducators in the district. The School Committee received mid-year and end-of-year strategic plan updates from DMGroup, including updates on the work of the Equity priority area and refined role of the paraeducator.

Over this past year, we have accomplished much as we worked together. In addition to the aforementioned actions of the past year, we continued to administer and manage the day-to-day operations of the school district, approved capital plans for FY2026, expanded programming, such as the Dual Enrollment and Innovation Pathways Programs at Chelmsford High School, and continued an emphasis on equitable and inclusive practices in our school system.

In addition to the developments already listed, we have taken steps to continue to build confidence in the school administration and school system. I have worked closely with Town Manager Cohen and the members of his financial team to provide accurate and timely information on our budget to Chelmsford's boards. We will close the books on FY2025 with a positive fund balance and we will set aside remaining school choice funds as a reserve for School Committee use. Much work lies ahead, but I strongly feel we are continuing to move in the right direction. I am excited about our staffs' accomplishments in the district this past year and look forward to a successful 2025/26 school year.

CHELMSFORD PUBLIC SCHOOLS

Memorandum

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

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

Date: July 15, 2025

Re: FY2025 Financial Report – Preliminary 4th Quarter (July 2024 through June 2025)

Attached please find a Year-to-Date Budget Report from MUNIS detailing the school department's financial activity through June 30, 2025 for the \$ 73.880M annual operating budget. Further, attached please find a summary of the school department's grant and revolving fund balances for the same reporting period. Also included is a summary of the balances, by club or team (as of May 2025), for the student activity accounts at Chelmsford High School, McCarthy and Parker Middle Schools. This is a preliminary report as we are closing out the fiscal year. I will present the final reports for the local operating budget, grants, revolving funds and student activity accounts at the school committee meeting on August 5, 2025.

BUDGET UPDATE

The results are as follows:

FY25 BUDGET	FY25 YTD EXPENDED	FY25 ENCUMBRANCES	FY25 AVAILABLE BUDGET
\$ 73,880,000	\$ 73,078,336.81	\$ 801,406.92	\$ 256.27

Throughout the fiscal year I have summarized a few of the larger budget variances. Many of the funds available due to the favorable budget variances were reallocated to recommended one-time purchases. Those budget transfers were approved at school committee meetings in March and May. The figures in the reports also reflect the special education circuit breaker offset entry of \$ 2,505,762 (crediting special education OOD tuitions in the local operating budget and debiting the circuit breaker revolving fund), maintaining the maximum reserve amount of \$ 3,557,051 in the circuit breaker revolving fund (one year of circuit breaker revenue). The committee also approved a budget transfer for the prepayment of Special Education Out-Of-District tuitions of up to \$ 1,885,000, and those prepayments have been made, totaling \$ 1,883,312.

After the one-time purchases and OOD tuition pre-payments, there were still some favorable balances (i.e. legal expenses, tutoring, various labor accounts). As reported at the regular meeting of the school committee on June 17, 2025, the intent is to utilize the favorable balances to build additional allowable reserve in the revolving funds (i.e. school choice, athletics) for future use. Two entries were made, one to fund the 1:1 computer initiative costs from the local budget instructional technology category (originally coded to the school choice revolving fund) in the amount of \$ 239,723 and the other to fund some coaching stipends from the local budget athletics category in the amount of \$61,854 (from the athletic revolving fund).

Thank you for the opportunity to provide this update.

TOWN OF CHELMSFORD

YEAR-TO-DATE BUDGET REPORT

FOR 2025 99									
			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
0001 GENERAL FUND									
000 UNDEFINED									
1110 SCHOOL COMMITTEE									
11110000	51070	SC SEC SAL	6,110	-705	5,405	5,405.00	.00	.00	100.0%
11110000	54000	SC SUPPLIES	200	-160	40	40.00	.00	.00	100.0%
11110000	57130	SC CONFERENCE	3,000	-1,761	1,239	1,239.08	.00	.00	100.0%
11110000	57800	SC OTHER EXPENSE	25,000	-876	24,124	24,123.89	.00	.00	100.0%
TOTAL SCHOOL COMMITTEE			34,310	-3,502	30,808	30,807.97	.00	.00	100.0%
1210 SUPERINTENDENT									
11210000	51003	ADMINISTRATOR	16,132	0	16,132	16,132.17	.00	-.17	100.0%
11210000	51050	SUPT SALARY	245,209	0	245,209	245,208.60	.00	.40	100.0%
11210000	51060	COMMUNICATIONS-M	66,950	0	66,950	66,950.00	.00	.00	100.0%
11210000	51070	SUPT SECRETARY S	64,100	0	64,100	64,099.62	.00	.38	100.0%
11210000	53990	CONTRACTED SERVI	50,000	-34,843	15,157	15,157.50	.00	-.61	100.0%
11210000	54000	SUPPLIES	10,000	-9,356	644	643.62	.00	.00	100.0%
11210000	57800	OTHER CHARGES/EX	46,050	39,873	85,923	85,922.87	.00	.00	100.0%
TOTAL SUPERINTENDENT			498,441	-4,327	494,114	494,114.38	.00	.00	100.0%
1220 ASST. SUPERINTENDENT									
11220000	51003	ADMINISTRATOR	11,710	0	11,710	11,710.26	.00	-.26	100.0%
11220000	51050	ASST. SUPT. SALA	177,996	0	177,996	177,995.90	.00	.10	100.0%
11220000	51070	ASST. SUPT. SEC.	64,100	0	64,100	64,099.62	.00	.38	100.0%
11220000	54000	ASST SUPT SUPPLI	5,000	-455	4,545	3,773.47	.00	771.53	83.0%
11220000	57800	ASST SUPT OTH EX	19,000	1,750	20,750	21,522.14	.00	-771.75	103.7%
TOTAL ASST. SUPERINTENDENT			277,806	1,295	279,101	279,101.39	.00	.00	100.0%
1230 DISTRICT WIDE									
11230000	53140	COPIER - ADMINIS	200,000	218,660	418,660	407,335.94	.00	11,324.46	97.3%

TOWN OF CHELMSFORD

YEAR-TO-DATE BUDGET REPORT

FOR 2025 99									
			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
11230000	53330	VITAL RECORDS PR	0	33,500	33,500	35,472.02	.00	-1,972.02	105.9%
11230000	53420	POSTAGE	36,200	-3,500	32,700	22,508.65	6,500.00	3,691.35	88.7%
11230000	53990	ADVERTISING	1,500	-482	1,018	880.23	.00	137.97	86.4%
11230000	54206	SOFTWARE	250,000	8,575	258,575	277,491.27	.00	-18,916.27	107.3%
11230000	57100	COOR. TRAVEL & C	6,500	3,046	9,546	8,375.09	.00	1,170.41	87.7%
11230000	57800	COOR. DUES	6,500	-3,046	3,455	114.00	.00	3,340.50	3.3%
TOTAL DISTRICT WIDE			500,700	256,754	757,454	752,177.20	6,500.00	-1,223.60	100.2%
1410 BUSINESS AND FINANCE									
11410000	51003	ADMINISTRATOR	10,711	0	10,711	10,710.86	.00	.14	100.0%
11410000	51050	SAL/BUSINESS MAN	162,805	0	162,805	162,804.98	.00	.02	100.0%
11410000	51070	BUS OFFICE- SECR	294,641	0	294,641	300,889.43	.00	-6,248.43	102.1%
11410000	53990	BUS OFFICE-CONTR	15,000	-2,015	12,985	3,500.00	3,000.00	6,485.00	50.1%
11410000	54000	BUSINESS OFFICE-	3,100	193	3,293	3,292.67	.00	.78	100.0%
11410000	57800	BUSINESS OFFICE-	6,900	2,887	9,787	10,024.54	.00	-237.51	102.4%
TOTAL BUSINESS AND FINANCE			493,157	1,065	494,222	491,222.48	3,000.00	.00	100.0%
1420 HUMAN RESOURCES									
11420000	51003	ADMINISTRATOR	6,246	0	6,246	6,245.88	.00	.12	100.0%
11420000	51050	SAL/HR/DIRECTOR	142,406	0	142,406	142,405.90	.00	.10	100.0%
11420000	51060	H/R SUBSTITUTES	39,467	0	39,467	39,466.98	.00	.02	100.0%
11420000	51070	HR SEC SALARY	125,388	0	125,388	136,487.30	.00	-11,099.30	108.9%
11420000	53990	CONTRACTED SERVI	30,000	-15,509	14,491	8,092.00	.00	6,398.81	55.8%
11420000	54000	HR SUPPLIES	3,000	0	3,000	1,244.21	.00	1,755.79	41.5%
11420000	57800	HR OTHER EXPENSE	10,000	0	10,000	7,055.54	.00	2,944.46	70.6%
TOTAL HUMAN RESOURCES			356,507	-15,509	340,998	340,997.81	.00	.00	100.0%
1430 LEGAL SERVICES									
11430000	53040	LEGAL FEES	75,000	-42,047	32,953	32,952.58	.00	.00	100.0%
11430076	53040	LEGAL FEES - SPE	45,000	-1,531	43,469	43,469.35	.00	.00	100.0%
TOTAL LEGAL SERVICES			120,000	-43,578	76,422	76,421.93	.00	.00	100.0%
1435 LEGAL SETTLEMENTS									

TOWN OF CHELMSFORD

YEAR-TO-DATE BUDGET REPORT

FOR 2025 99								
	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED	
11435076 53990 SPED - LEGAL SET	3,000	-3,000	0	.00	.00	.00	.0%	
TOTAL LEGAL SETTLEMENTS	3,000	-3,000	0	.00	.00	.00	.0%	
1450 DISTRICTWIDE MIS								
11450000 51003 ADMINISTRATOR	10,711	0	10,711	10,710.86	.00	.14	100.0%	
11450000 51050 MIS DIR SALARY	162,805	0	162,805	162,804.98	.00	.02	100.0%	
11450000 51060 SALARIES	164,970	0	164,970	164,970.00	.00	.00	100.0%	
11450000 52470 TECHNOLOGY SERVI	80,000	-2,943	77,057	77,057.36	.00	.00	100.0%	
11450000 54000 SUPPLIES & MATER	20,000	0	20,000	20,000.00	.00	.00	100.0%	
11450000 54204 SCHOOL SECURITY	150,000	171,533	321,533	321,526.99	.00	6.33	100.0%	
11450000 57100 TRAVEL IN STATE	20,000	10,198	30,198	30,189.22	.00	8.78	100.0%	
11450000 57800 OTHER CHARGES/EX	12,000	-10,628	1,372	1,371.92	.00	-.34	100.0%	
11450000 58510 EQUIPMENT- TECHN	70,000	-2,628	67,372	67,387.13	.00	-14.93	100.0%	
14400000 51056 SAL/NETWORK	440,711	-7,133	433,578	433,577.78	.00	.00	100.0%	
14400000 52472 COMPUTER SERVICE	460,000	-180,445	279,555	279,554.82	.00	.00	100.0%	
TOTAL DISTRICTWIDE MIS	1,591,197	-22,046	1,569,151	1,569,151.06	.00	.00	100.0%	
2110 CURRICULUM DIRECTORS								
12110000 51050 SAL/SYS/CURR	1,303,417	0	1,303,417	1,317,716.18	.00	-14,299.18	101.1%	
12110000 51070 SAL/SYS/SEC	43,966	0	43,966	43,966.00	.00	.00	100.0%	
12110000 51310 CURRICULUM STIPE	5,000	0	5,000	10,000.00	.00	-5,000.00	200.0%	
12110000 53170 STAFF DEVELOPMEN	10,000	-600	9,400	4,690.56	.00	4,709.44	49.9%	
12110000 53990 CONTRACTED SERVI	35,000	-18,530	16,470	16,077.02	.00	392.97	97.6%	
12110000 54000 SUPPLIES - CURR	2,000	3,600	5,600	5,553.96	.00	46.04	99.2%	
12110000 57140 COURSE REIMBURSE	10,000	-3,000	7,000	2,992.50	.00	4,007.50	42.8%	
12110000 58510 EQUIPMENT	5,000	0	5,000	4,950.71	.00	49.29	99.0%	
12110023 53990 ELL CONTRACTED S	7,000	0	7,000	1,736.60	179.36	5,084.04	27.4%	
12110076 51003 SALARIES ASSISTA	125,065	0	125,065	127,569.00	.00	-2,504.00	102.0%	
12110076 51050 SALARIES SUPERVI	165,805	0	165,805	165,804.98	.00	.02	100.0%	
12110076 51310 SALARIES-OVERTIM	10,908	0	10,908	10,908.22	.00	-.22	100.0%	
12110076 54000 PARENT ADVISORY	1,000	0	1,000	499.00	.00	501.00	49.9%	
12110076 54200 SUPPLIES SUPERVI	6,000	0	6,000	3,164.62	.00	2,835.38	52.7%	
12110076 54204 COMPUTER EQUIPME	3,500	-3,500	0	.00	.00	.00	.0%	
12110076 57100 TRAVEL IN STATE	9,200	0	9,200	7,774.48	.00	1,425.52	84.5%	
12110076 57310 DUES/OTHER	15,000	0	15,000	12,247.34	.00	2,752.66	81.6%	

TOWN OF CHELMSFORD

YEAR-TO-DATE BUDGET REPORT

FOR 2025 99									
			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
12110176	51050	SALARIES PROFESS	479,050	-19,362	459,688	459,688.48	.00	.00	100.0%
12110176	51070	SALARIES SECRETA	100,491	0	100,491	100,491.56	.00	-.56	100.0%
12110976	51050	SAL/CHIPS/SUPERV	119,188	0	119,188	119,187.90	.00	.10	100.0%
TOTAL CURRICULUM DIRECTORS			2,456,590	-41,392	2,415,198	2,415,019.11	179.36	.00	100.0%
2210 SCHOOL LEADERSHIP-BUILDING									
12210100	51003	DEANS	360,798	0	360,798	362,388.47	.00	-1,590.47	100.4%
12210100	51050	SAL/CHS/PRINCIPA	159,878	0	159,878	159,877.90	.00	.10	100.0%
12210100	51060	SALARIES - CLERK	113,192	-15,483	97,709	97,709.49	.00	.00	100.0%
12210100	51070	SAL/CHS/CLER/SEC	193,490	0	193,490	193,658.59	.00	-168.59	100.1%
12210100	51310	HS ACCREDITATION	7,000	-2,000	5,000	5,000.00	.00	.00	100.0%
12210100	53920	HS GRADUATION	33,800	5,197	38,997	39,730.68	.00	-733.54	101.9%
12210100	53930	HS ACCREDITATION	3,650	-3,650	0	.00	.00	.00	.0%
12210100	53990	PRINTING HIGH SC	13,153	-11,125	2,028	1,030.00	.00	998.00	50.8%
12210100	54000	SUPPLIES HIGH SC	9,025	-2,000	7,025	7,185.55	.00	-160.55	102.3%
12210100	54205	COMPUTER SUPP CH	15,000	0	15,000	14,988.04	.00	11.96	99.9%
12210100	54206	SOFTWARE HIGH SC	40,000	-18,338	21,662	21,662.00	.00	.00	100.0%
12210100	57310	PRINCIPAL DUES C	16,940	-7,674	9,266	9,266.00	.00	.00	100.0%
12210100	57810	PRINCIPAL CONFER	12,800	-3,908	8,892	8,891.86	.00	.00	100.0%
12210200	51003	ASSISTANT PRINCI	120,976	0	120,976	120,975.92	.00	.08	100.0%
12210200	51050	SAL/McCARTHY/PRI	148,097	0	148,097	148,096.94	.00	.06	100.0%
12210200	51051	SALARIES - COPY	19,604	-4,841	14,763	14,763.06	.00	.00	100.0%
12210200	51060	SALARIES - CLERK	28,540	0	28,540	29,162.10	.00	-622.10	102.2%
12210200	51070	SAL/McCARTHY/SEC	86,583	0	86,583	88,979.42	.00	-2,396.42	102.8%
12210200	53990	PRINTING MCCARTH	2,000	-398	1,602	224.00	.00	1,378.30	14.0%
12210200	54000	SUPPLIES MCCARTH	8,000	-6,650	1,350	1,350.04	.00	.00	100.0%
12210200	54205	COMPUTER SUPPLIE	7,000	0	7,000	7,000.00	.00	.00	100.0%
12210200	57310	DUES/CONFERENCES	5,000	-2,514	2,486	2,485.94	.00	.00	100.0%
12210300	51003	ASSISTANT PRINCI	123,976	0	123,976	123,976.06	.00	-.06	100.0%
12210300	51050	SAL/PARKER/PRINC	137,803	0	137,803	137,803.12	.00	-.12	100.0%
12210300	51051	SALARIES - COPY	21,162	0	21,162	21,161.92	.00	.08	100.0%
12210300	51060	SALARIES - CLERK	26,170	0	26,170	26,678.15	.00	-508.15	101.9%
12210300	51070	SAL/PARKER/SEC	81,806	0	81,806	82,041.34	.00	-235.34	100.3%
12210300	53990	PRINTING PARKER	2,500	-1,931	569	569.30	.00	.00	100.0%
12210300	54000	SUPPLIES PARKER	7,000	-3,577	3,423	3,422.86	.00	.00	100.0%
12210300	54205	COMPUTER SUPPLIE	7,000	0	7,000	7,000.00	.00	.00	100.0%
12210300	57310	DUES/CONFERENCES	5,000	-5,000	0	.00	.00	.00	.0%
12210400	51003	ASSISTANT PRINCI	121,976	0	121,976	121,975.88	.00	.12	100.0%
12210400	51050	SAL/BYAM/PRINCIP	139,658	0	139,658	139,658.08	.00	-.08	100.0%
12210400	51060	SALARIES - CLERK	22,842	0	22,842	24,048.27	.00	-1,206.27	105.3%

TOWN OF CHELMSFORD

YEAR-TO-DATE BUDGET REPORT

FOR 2025 99

			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
12210400	51070	SAL/BYAM/CLER/SE	44,931	0	44,931	44,930.97	.00	.03	100.0%
12210400	53990	PRINTING BYAM	600	195	795	795.00	.00	.00	100.0%
12210400	54000	SUPPLIES BYAM	2,000	-1,700	300	.00	.00	300.00	.0%
12210400	54205	COMPUTER SUPPLIE	7,000	0	7,000	7,000.00	.00	.00	100.0%
12210400	57310	DUES/CONFERENCES	2,000	2,331	4,331	4,330.86	.00	.00	100.0%
12210500	51003	ASSISTANT PRINCI	119,188	0	119,188	119,187.90	.00	.10	100.0%
12210500	51050	SAL/CENTER/PRINC	139,658	0	139,658	139,658.08	.00	-.08	100.0%
12210500	51060	SALARIES - CLERK	20,822	0	20,822	20,897.75	.00	-75.75	100.4%
12210500	51070	SAL/CENTER/CLER/	41,810	0	41,810	41,810.08	.00	-.08	100.0%
12210500	53990	PRINTING	500	-220	280	.00	.00	280.00	.0%
12210500	54000	SUPPLIES	2,500	1,644	4,144	4,142.96	.00	1.04	100.0%
12210500	54205	COMPUTER SUPPLIE	7,000	0	7,000	7,000.00	.00	.00	100.0%
12210500	57310	DUES/CONFERENCE	2,000	1,120	3,120	3,120.13	.00	-.13	100.0%
12210600	51003	ASSISTANT PRINCI	120,188	0	120,188	120,188.12	.00	-.12	100.0%
12210600	51050	SAL/HARR./PRINCI	139,658	0	139,658	139,658.08	.00	-.08	100.0%
12210600	51060	SALARIES - CLERK	20,361	0	20,361	20,825.72	.00	-464.72	102.3%
12210600	51070	SAL/HARR./CLER/S	50,584	0	50,584	50,661.86	.00	-77.86	100.2%
12210600	53990	PRINTING HARRING	800	0	800	.00	.00	800.00	.0%
12210600	54000	SUPPLIES HARRING	3,000	0	3,000	2,791.84	.00	208.16	93.1%
12210600	54205	COMPUTER SUPPLIE	7,000	0	7,000	7,000.00	.00	.00	100.0%
12210600	57310	DUES/CONFERENCES	2,000	0	2,000	349.00	.00	1,651.00	17.5%
12210700	51003	ASSISTANT PRINCI	120,976	1,000	121,976	121,975.88	.00	.12	100.0%
12210700	51050	SAL/SO.ROW/PRINC	134,638	0	134,638	134,637.88	.00	.12	100.0%
12210700	51060	SALARIES - CLERK	22,173	0	22,173	22,627.14	.00	-454.14	102.0%
12210700	51070	SAL/SO.ROW/CLER/	44,931	0	44,931	43,711.92	.00	1,219.08	97.3%
12210700	53990	PRINTING SOUTH R	200	0	200	.00	.00	200.00	.0%
12210700	54000	SUPPLIES SOUTH R	2,500	0	2,500	1,853.74	.00	646.26	74.1%
12210700	54205	COMPUTER SUPPLIE	7,000	0	7,000	7,000.00	.00	.00	100.0%
12210700	57310	DUES/CONFERENCES	1,000	0	1,000	.00	.00	1,000.00	.0%
12210976	51060	SALARIES - CLERK	40,861	0	40,861	40,860.96	.00	.04	100.0%
TOTAL SCHOOL LEADERSHIP-BUILDING			3,209,298	-79,521	3,129,777	3,129,776.85	.00	.00	100.0%
2300 INSTRUCTION-TEACHING SERVICES									
12300000	51310	SALARIES-OVERTIM	7,773	0	7,773	7,770.00	.00	3.00	100.0%
12300000	51311	SALARIES - STIPE	36,274	0	36,274	36,260.00	.00	14.00	100.0%
12300000	51312	SALARIES - STIPE	28,501	-1,354	27,147	27,164.00	.00	-17.00	100.1%
TOTAL INSTRUCTION-TEACHING SERVICES			72,548	-1,354	71,194	71,194.00	.00	.00	100.0%
2305 CLASSROOM TEACHERS									
12305000	51450	LONGEVITY	18,295	0	18,295	18,985.00	.00	-690.00	103.8%

TOWN OF CHELMSFORD

YEAR-TO-DATE BUDGET REPORT

FOR 2025 99			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
12305000	51460	SALARY RESERVE -	171,049	-146,942	24,107	.00	.00	24,107.00	.0%
12305039	51050	SAL/DIST.WIDE/TE	172,259	-51,365	120,894	120,894.11	.00	.00	100.0%
12305056	51050	SALARIES - PROFE	142,000	0	142,000	199,633.98	.00	-57,633.98	140.6%
12305102	51050	SAL/CHS/ART	264,897	-3,904	260,993	260,992.90	.00	.10	100.0%
12305106	51050	SAL/CHS/BUS.	191,904	0	191,904	191,903.90	.00	.10	100.0%
12305124	51050	SAL/CHS/ ENGLISH	1,371,989	0	1,371,989	1,370,411.92	.00	1,577.08	99.9%
12305128	51050	SAL/CHS/F.LANG.	758,936	-18,681	740,255	732,345.69	.00	7,909.79	98.9%
12305134	51050	SAL/CHS/HLTH. ED	274,796	0	274,796	267,143.82	.00	7,652.18	97.2%
12305136	51050	SAL/CHS/FAM. SCI.	95,952	0	95,952	95,951.96	.00	.04	100.0%
12305139	51050	SAL/CHS/TECH. ED	254,078	0	254,078	279,029.90	.00	-24,951.90	109.8%
12305156	51050	SAL/CHS/MATH	1,488,628	-15,740	1,472,888	1,472,364.36	.00	523.64	100.0%
12305158	51050	SAL/CHS/MUSIC	287,856	0	287,856	287,855.88	.00	.12	100.0%
12305174	51050	SAL/CHS/PHYS. ED	382,305	0	382,305	382,305.04	.00	-.04	100.0%
12305178	51050	SAL/CHS/SCIENCE	1,431,407	-20,666	1,410,741	1,411,005.40	.00	-264.40	100.0%
12305184	51050	SAL/CHS/SOC. ST.	1,287,315	-43,993	1,243,322	1,243,322.34	.00	.00	100.0%
12305202	51050	SAL/MCCARTHY/ART	183,451	-24,263	159,188	152,638.20	.00	6,549.70	95.9%
12305224	51050	SAL/MCCARTHY/ENG	722,269	-24,267	698,002	697,630.29	.00	371.98	99.9%
12305228	51050	SAL/MCCARTHY/F.L	502,662	0	502,662	536,215.28	.00	-33,553.28	106.7%
12305234	51050	SAL/MCCARTHY/HLT	191,904	0	191,904	191,903.92	.00	.08	100.0%
12305239	51050	SAL/MCCARTHY/TEC	289,518	0	289,518	289,518.06	.00	-.06	100.0%
12305256	51050	SAL/MCCARTHY/MAT	754,653	0	754,653	736,402.82	.00	18,250.18	97.6%
12305258	51050	SAL/MCCARTHY/MUS	261,163	0	261,163	261,162.96	.00	.04	100.0%
12305274	51050	SAL/MCCARTHY/PHY	197,211	0	197,211	197,211.04	.00	-.04	100.0%
12305278	51050	SAL/MCCARTHY/SCI	674,038	4,764	678,802	638,416.91	.00	40,385.09	94.1%
12305284	51050	SAL/MCCARTHY/SOC	761,290	-27,246	734,044	733,363.08	.00	681.38	99.9%
12305302	51050	SAL/PARKER/ART	95,263	24,263	119,526	111,910.91	.00	7,615.19	93.6%
12305334	51050	SAL/PARKER/HLTH.	176,481	0	176,481	176,968.22	.00	-487.22	100.3%
12305339	51050	SAL/PARKER/TECH.	61,323	0	61,323	61,323.08	.00	-.08	100.0%
12305358	51050	SAL/PARKER/MUSIC	326,008	0	326,008	326,008.02	.00	-.02	100.0%
12305374	51050	SAL/PARKER/PHYS.	292,213	0	292,213	291,171.82	.00	1,041.18	99.6%
12305396	51050	SAL/PARKER/GRADE	1,478,073	-6,439	1,471,634	1,486,672.20	.00	-15,038.47	101.0%
12305397	51050	SAL/PARKER/GRADE	1,511,398	4,869	1,516,267	1,461,672.31	.00	54,594.69	96.4%
12305400	51050	SAL/BYAM/CLASSRO	1,778,410	15,378	1,793,788	1,815,148.79	.00	-21,360.79	101.2%
12305402	51050	SAL/BYAM/ART	82,349	0	82,349	82,349.02	.00	-.02	100.0%
12305458	51050	SAL/BYAM/MUSIC	98,375	0	98,375	98,374.90	.00	.10	100.0%
12305474	51050	SAL/BYAM/PHYS. E	170,244	0	170,244	170,243.84	.00	.16	100.0%
12305491	51050	SAL/BYAM/KINDERG	460,115	0	460,115	458,537.67	.00	1,577.33	99.7%
12305500	51050	SAL/CENTER/CLASS	1,513,230	6,550	1,519,780	1,580,899.22	.00	-61,119.22	104.0%
12305502	51050	SAL/CENTER/ART	77,585	0	77,585	77,584.92	.00	.08	100.0%
12305558	51050	SAL/CENTER/MUSIC	71,000	0	71,000	70,999.95	.00	.05	100.0%
12305574	51050	SAL/CENTER/PHYS.	102,189	0	102,189	102,189.10	.00	-.10	100.0%
12305591	51050	SAL/CENTER/KINDE	368,369	-39,080	329,289	329,261.14	.00	27.86	100.0%
12305600	51050	SAL/HARR./CLASSR	1,552,890	-87,078	1,465,812	1,464,497.11	.00	1,314.43	99.9%
12305602	51050	SAL/HARR./ART	78,397	0	78,397	78,397.02	.00	-.02	100.0%

TOWN OF CHELMSFORD

YEAR-TO-DATE BUDGET REPORT

FOR 2025 99									
			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
12305658	51050	SAL/HARR./MUSIC	77,585	0	77,585	64,412.92	.00	13,172.08	83.0%
12305674	51050	SAL/HARR./PHYS.	95,952	0	95,952	95,951.96	.00	.04	100.0%
12305691	51050	SAL/HARR./KINDER	321,894	0	321,894	321,894.04	.00	-.04	100.0%
12305700	51050	SAL/SO. ROW/CLAS	1,498,750	6,550	1,505,300	1,505,674.48	.00	-374.48	100.0%
12305702	51050	SAL/SO. ROW/ART	95,952	0	95,952	95,951.96	.00	.04	100.0%
12305758	51050	SAL/SO. ROW/MUSI	95,002	0	95,002	95,001.92	.00	.08	100.0%
12305774	51050	SAL/SO. ROW/PHYS	93,145	0	93,145	93,145.00	.00	.00	100.0%
12305791	51050	SAL/SO. ROW/KIND	339,962	0	339,962	311,839.65	.00	28,122.35	91.7%
TOTAL CLASSROOM TEACHERS			26,043,979	-447,289	25,596,690	25,596,689.93	.00	.00	100.0%
2310 SPECIALIST TEACHERS									
12310000	51050	TUTORING	367,920	-148,933	218,987	153,896.19	.00	65,090.81	70.3%
12310023	51050	PROF SAL/ELL/DIS	71,000	4,522	75,522	91,647.99	.00	-16,125.99	121.4%
12310076	51054	SALARIES SPECIAL	1,234,179	-19,660	1,214,519	1,214,519.28	.00	.00	100.0%
12310076	51110	BOARD CERTIFIED	598,722	0	598,722	611,424.42	.00	-12,702.42	102.1%
12310076	51120	OTHER SALARIES -	150,000	-2,822	147,179	146,190.46	.00	988.04	99.3%
12310123	51050	SAL/CHS/ELL	84,334	4,808	89,142	89,142.04	.00	-.04	100.0%
12310176	51054	SALARIES SPECIAL	1,235,968	993	1,236,961	1,245,845.04	.00	-8,884.43	100.7%
12310177	51050	SAL/CHS/READING	101,259	0	101,259	101,259.08	.00	-.08	100.0%
12310223	51050	SAL/McCARTHY/ELL	84,334	4,808	89,142	89,142.04	.00	-.04	100.0%
12310276	51054	SALARIES SPECIAL	970,217	-43,433	926,784	926,784.00	.00	.00	100.0%
12310277	51050	SAL/McCARTHY/REA	169,895	28,237	198,132	198,132.22	.00	.00	100.0%
12310323	51050	SAL/PARKER/ELL	87,126	-14,215	72,911	71,000.02	.00	1,910.98	97.4%
12310376	51054	SALARIES SPECIAL	1,203,917	9,677	1,213,594	1,167,914.56	.00	45,679.44	96.2%
12310377	51050	SAL/PARKER/READI	198,141	0	198,141	198,141.06	.00	-.06	100.0%
12310423	51050	SAL/BYAM/ELL	95,952	0	95,952	95,951.96	.00	.04	100.0%
12310476	51054	SALARIES SPECIAL	631,432	0	631,432	625,174.97	.00	6,257.03	99.0%
12310477	51050	SAL/BYAM/READING	203,448	0	203,448	203,448.16	.00	-.16	100.0%
12310523	51050	SAL/CENTER/ELL	95,952	0	95,952	94,374.71	.00	1,577.29	98.4%
12310576	51054	SALARIES SPECIAL	550,296	-19,964	530,332	502,608.78	.00	27,723.68	94.8%
12310577	51050	SAL/CENTER/READI	202,518	0	202,518	202,518.16	.00	-.16	100.0%
12310623	51050	SAL/HARR./ELL	95,952	0	95,952	95,951.96	.00	.04	100.0%
12310676	51054	SALARIES SPECIAL	713,214	0	713,214	708,979.77	.00	4,234.23	99.4%
12310677	51050	SAL/HARR./READIN	196,271	0	196,271	196,271.14	.00	-.14	100.0%
12310723	51050	SAL/SO.ROW/ELL	71,000	31,189	102,189	102,189.11	.00	.00	100.0%
12310776	51054	SALARIES SPECIAL	582,949	5,307	588,256	589,003.88	.00	-747.88	100.1%
12310777	51050	SAL/SO.ROW/READI	191,904	0	191,904	191,903.92	.00	.08	100.0%
12310976	51054	SALARIES- SPECIA	548,527	15,378	563,905	678,905.26	.00	-115,000.26	120.4%
TOTAL SPECIALIST TEACHERS			10,736,427	-144,107	10,592,320	10,592,320.18	.00	.00	100.0%

TOWN OF CHELMSFORD

YEAR-TO-DATE BUDGET REPORT

FOR 2025 99									
			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
12320076	51053	SAL MEDICAL/THER	404,210	0	404,210	404,209.97	.00	.00	100.0%
12320076	51054	SALARIES- PHYSIC	136,416	-12,444	123,972	123,972.26	.00	.00	100.0%
TOTAL MEDICAL/THERAPEUTIC SERVICES			540,626	-12,444	528,182	528,182.23	.00	.00	100.0%
2325 SUBSTITUTES									
12325000	51005	DTD SUBSTITUTE T	420,000	-5,178	414,822	421,075.82	.00	-6,253.91	101.5%
12325000	51006	LTS SUBSTITUTE T	185,000	-17,800	167,200	167,200.00	.00	.00	100.0%
12325000	51008	RETIREE SUBSTITU	54,000	4,000	58,000	60,296.09	.00	-2,296.09	104.0%
12325000	53990	CONTRACTUAL SER/	0	93,483	93,483	84,933.00	.00	8,550.00	90.9%
12325076	51004	SUBSTITUTE PSP	152,000	-39,543	112,457	112,457.00	.00	.00	100.0%
TOTAL SUBSTITUTES			811,000	34,962	845,962	845,961.91	.00	.00	100.0%
2330 PARAPROFESSIONALS/ INST ASST									
12330076	51060	SPED - PSP'S - S	25,200	0	25,200	32,430.00	.00	-7,230.00	128.7%
12330100	51060	SAL/CHS/PSP	32,713	-7,000	25,713	25,681.08	.00	31.92	99.9%
12330176	51060	SPED PSP SALARY	791,734	-172,108	619,626	619,635.37	.00	-9.37	100.0%
12330200	51060	SAL/MCCARTHY/PSP	77,849	-11,700	66,149	66,137.72	.00	11.28	100.0%
12330276	51060	SPED PSP SALARY	511,408	-52,081	459,327	459,435.68	.00	-108.68	100.0%
12330300	51060	SAL/PARKER/PSP	85,450	-7,900	77,550	77,495.62	.00	54.38	99.9%
12330376	51060	SPED PSP SALARY	537,093	-8,500	528,593	528,526.17	.00	66.83	100.0%
12330400	51060	SAL/BYAM/PSP	78,378	-7,900	70,478	70,431.11	.00	46.89	99.9%
12330476	51060	SPED PSP SALARY	533,067	-18,000	515,067	512,548.10	.00	2,518.90	99.5%
12330500	51060	SAL/CENTER/PSP	78,575	0	78,575	75,702.99	.00	2,872.01	96.3%
12330576	51060	SPED - PSP SALAR	461,767	-25,535	436,232	434,581.28	.00	1,650.65	99.6%
12330600	51060	SAL/HARR./PSP	77,320	-2,250	75,070	72,171.85	.00	2,898.15	96.1%
12330676	51060	SPED PSP SALARY	537,331	35,000	572,331	572,890.30	.00	-559.30	100.1%
12330700	51060	SAL/SO.ROW/PSP	79,436	-47	79,389	79,048.17	.00	340.83	99.6%
12330776	51060	SPED - PSP SALAR	389,960	-80,000	309,960	312,544.49	.00	-2,584.49	100.8%
12330976	51060	PSP/CHIPS	517,759	-101,959	415,800	415,799.73	.00	.00	100.0%
TOTAL PARAPROFESSIONALS/ INST ASST			4,815,040	-459,980	4,355,060	4,355,059.66	.00	.00	100.0%
2340 LIBRARIANS MEDIA CENTER DIRECT									
12340100	51050	SAL/CHS/LIBRARY	101,259	0	101,259	101,259.08	.00	-.08	100.0%

TOWN OF CHELMSFORD

YEAR-TO-DATE BUDGET REPORT

FOR 2025 99			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
12340100	51060	SAL/CHS/PSP/LIBR	58,657	0	58,657	58,657.04	.00	-.04	100.0%
12340200	51050	SAL/MCCARTHY/LIB	93,145	-29,791	63,354	63,354.24	.00	.00	100.0%
12340200	51051	TECHNOLOGY ASSIS	47,807	-11,229	36,578	24,529.05	.00	12,048.45	67.1%
12340300	51050	SAL/PARKER/LIBRA	71,000	0	71,000	93,145.00	.00	-22,145.00	131.2%
12340300	51051	TECHNOLOGY ASSIS	47,807	-16,553	31,254	24,529.05	.00	6,724.45	78.5%
12340400	51051	TECHNOLOGY ASSIS	51,559	-2,065	49,494	46,555.08	.00	2,938.92	94.1%
12340400	51060	SAL/BYAM/PSP/LIB	51,559	0	51,559	51,558.99	.00	.01	100.0%
12340500	51051	TECHNOLOGY ASSIS	49,058	0	49,058	49,058.10	.00	-.10	100.0%
12340500	51060	SAL/CENTER/PSP/L	58,358	0	58,358	58,358.04	.00	-.04	100.0%
12340600	51051	TECHNOLOGY ASSIS	49,058	0	49,058	49,058.10	.00	-.10	100.0%
12340600	51060	SAL/HARR./PSP/LI	49,058	0	49,058	49,943.10	.00	-885.10	101.8%
12340700	51050	SAL/SO.ROW/LIBRA	51,559	0	51,559	51,559.04	.00	-.04	100.0%
12340700	51051	TECHNOLOGY ASSIS	58,358	-10,484	47,874	46,554.90	.00	1,318.67	97.2%
TOTAL LIBRARIANS MEDIA CENTER DIRECT			838,241	-70,122	768,119	768,118.81	.00	.00	100.0%
2357 PROFESSIONAL DEVELOPMENT STIPE									
12357000	51310	MENTOR STIPENDS	35,000	0	35,000	36,384.00	.00	-1,384.00	104.0%
12357000	53170	CONSULTANT SERVI	50,000	-46,166	3,834	2,071.90	.00	1,762.05	54.0%
12357000	57130	TEACHERS CONFERE	10,000	0	10,000	31,930.00	.00	-21,930.00	319.3%
12357000	57140	TEACHERS COURSE	75,000	0	75,000	56,130.72	10,377.91	8,491.37	88.7%
12357000	57800	SEC/PARA COURSE	5,000	0	5,000	315.00	.00	4,685.00	6.3%
12357100	57130	CHS - TEACHER CO	18,175	-2,229	15,946	14,958.03	.00	987.97	93.8%
12357200	57130	MCCARTHY TEACHER	6,000	-1,437	4,563	730.20	.00	3,832.55	16.0%
12357300	57130	PARKER TEACHER C	6,000	1,437	7,437	7,437.25	.00	.00	100.0%
12357400	57130	BYAM TEACHER CON	2,000	115	2,115	2,115.00	.00	.00	100.0%
12357500	57130	CENTER TEACHER C	5,000	-141	4,859	1,950.00	.00	2,909.06	40.1%
12357600	57130	HARRINGTON TEACH	4,100	0	4,100	3,454.00	.00	646.00	84.2%
12357700	57130	SOUTH ROW TEACHE	2,500	114	2,614	2,614.00	.00	.00	100.0%
TOTAL PROFESSIONAL DEVELOPMENT STIPE			218,775	-48,307	170,468	160,090.10	10,377.91	.00	100.0%
2410 TEXTBOOKS & MEDIA MATERIALS									
12410000	53990	REBINDING	4,000	-2,765	1,235	1,235.36	.00	.00	100.0%
12410000	54000	TEXTBOOK ADOPTIO	127,000	-86,085	40,915	40,914.69	.00	.00	100.0%
12410023	54000	TEXTS/ELL/GENERA	3,000	-2,747	253	253.41	.00	.00	100.0%
12410076	54000	SUPPLIES/CURRICU	42,000	-19,202	22,798	22,797.86	.00	.00	100.0%
12410106	54000	TEXTS/CHS/BUS.	12,000	-188	11,812	11,811.94	.00	.00	100.0%

TOWN OF CHELMSFORD

YEAR-TO-DATE BUDGET REPORT

FOR 2025 99			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
12410124	54000	TEXTS/CHS/ENGLIS	14,200	-66	14,134	14,134.30	.00	.00	100.0%
12410128	54000	TEXTS/CHS/F. LAN	6,000	-34	5,966	5,965.62	.00	.00	100.0%
12410156	54000	TEXTS/CHS/MATH	2,500	-2,500	0	.00	.00	.00	.0%
12410177	54000	TEXTS/CHS/READIN	2,000	-1,197	803	803.18	.00	.00	100.0%
12410178	54000	TEXTS/CHS/SCIENC	1,000	-55	945	945.00	.00	.00	100.0%
12410184	54000	TEXTS/CHS/SOC. S	7,000	-150	6,850	6,849.92	.00	-.07	100.0%
12410224	54000	TEXTS/McCARTHY/E	6,000	26,991	32,991	32,990.77	.00	.00	100.0%
12410228	54000	TEXTS/McCARTHY/F	5,000	-139	4,861	4,860.65	.00	.00	100.0%
12410256	54000	TEXTS/McCARTHY/M	2,500	-2,500	0	.00	.00	.00	.0%
12410277	54000	TEXTS/McCARTHY/R	2,000	-1,664	336	335.80	.00	.00	100.0%
12410278	54000	TEXTS/McCARTHY/S	27,000	-205	26,795	26,795.28	.00	.00	100.0%
12410284	54000	TEXTS/McCARTHY/S	6,000	-2	5,998	5,998.20	.00	.00	100.0%
12410324	54000	TEXTS/PARKER/ENG	5,000	439	5,439	5,439.41	.00	.00	100.0%
12410356	54000	TEXTS/PARKER/MAT	2,500	342	2,842	2,842.00	.00	.00	100.0%
12410377	54000	TEXTS/PARKER/REA	2,000	-1,331	669	669.11	.00	.00	100.0%
12410384	54000	TEXTS/PARKER/SOC	3,000	659	3,659	3,659.19	.00	-.04	100.0%
12410451	54000	TEXTS/BYAM/LANG.	15,000	1,935	16,935	16,934.56	.00	.00	100.0%
12410456	54000	TEXTS/BYAM/MATH	2,500	-1,570	930	930.12	.00	.00	100.0%
12410484	54000	TEXTS/BYAM/SOC.	2,500	-187	2,313	2,313.49	.00	.00	100.0%
12410551	54000	TEXTS/CENTER/LAN	15,000	3,408	18,408	18,408.19	.00	.00	100.0%
12410556	54000	TEXTS/CENTER/MAT	2,500	-1,570	930	930.12	.00	.00	100.0%
12410584	54000	TEXTS/CENTER/SOC	2,500	-156	2,344	2,344.02	.00	.11	100.0%
12410651	54000	TEXTS/HARR./LANG	15,000	-1,593	13,407	13,406.91	.00	.00	100.0%
12410656	54000	TEXTS/HARR./MATH	2,500	-1,570	930	930.13	.00	.00	100.0%
12410684	54000	TEXTS/HARR./SOC.	2,500	-187	2,313	2,313.48	.00	.00	100.0%
12410751	54000	TEXTS/SO. ROW/LA	15,000	-732	14,268	14,268.31	.00	.00	100.0%
12410756	54000	TEXTS/SO. ROW/MA	2,500	-1,570	930	930.13	.00	.00	100.0%
12410784	54000	TEXTS/SO. ROW/SO	2,500	-187	2,313	2,313.48	.00	.00	100.0%
TOTAL TEXTBOOKS & MEDIA MATERIALS			361,700	-96,375	265,325	265,324.63	.00	.00	100.0%
2415 OTHER INSTRUCTIONAL MATERIALS									
12415000	53990	CURRICULUM DEVEL	50,000	-21,180	28,820	28,820.00	.00	.00	100.0%
12415058	54000	SUPPLIES/MUSIC	10,624	-526	10,099	10,098.50	.00	.00	100.0%
12415100	53990	CONTRACTUAL SERV	6,000	0	6,000	6,000.00	.00	.00	100.0%
12415100	54000	LIBRARY SUPPLIES	10,000	-2,151	7,849	7,848.68	.00	.00	100.0%
12415200	54000	LIBRARY SUP/MCCA	7,000	-1,660	5,340	5,339.76	.00	.00	100.0%
12415300	54000	LIBRARY SUPPLIES	7,000	-499	6,501	6,501.03	.00	.00	100.0%
12415400	54000	LIBRARY GENERAL	4,500	0	4,500	4,500.00	.00	.00	100.0%
12415500	54000	LIBRARY GEN SUPP	4,500	-29	4,471	4,470.85	.00	.00	100.0%
12415600	54000	LIBRARY GENERAL	4,500	0	4,500	4,500.00	.00	.00	100.0%

TOWN OF CHELMSFORD

YEAR-TO-DATE BUDGET REPORT

FOR 2025 99									
			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
12415700	54000	LIBRARY GENERAL	4,500	111	4,611	4,611.48	.00	.00	100.0%
TOTAL OTHER INSTRUCTIONAL MATERIALS			108,624	-25,934	82,690	82,690.30	.00	.00	100.0%
2420 INSTRUCTIONAL EQUIPMENT									
12420000	58510	EQUIP/CENT/GENER	50,000	-7,102	42,898	15,398.75	27,470.52	28.73	99.9%
12420002	53990	CONTRACTED SERVI	600	0	600	.00	.00	600.00	.0%
12420074	58510	EQUIPMENT MAINT/	10,000	-510	9,490	9,389.87	.00	100.03	98.9%
12420100	58510	EQUIP/CHS/GENERA	6,000	0	6,000	5,728.50	.00	271.50	95.5%
12420138	52460	MACHINE MAINT/IN	2,000	0	2,000	2,000.00	.00	.00	100.0%
12420138	58510	EQUIP/CHS/INDUST	3,500	5,867	9,367	9,203.66	.00	163.34	98.3%
12420139	52460	MACHINE MAINT/TE	3,500	-2,820	680	680.00	.00	.00	100.0%
12420139	58510	EQUIP/CHS/TECH.E	26,000	7,102	33,102	33,102.65	.00	-.65	100.0%
12420174	58510	EQUIP/CHS/PHYS.E	4,000	0	4,000	4,000.00	.00	.00	100.0%
12420178	52460	MACHINE MAINT/SC	1,500	0	1,500	1,240.92	.00	259.08	82.7%
12420178	53810	WASTE DISPOSAL	7,500	0	7,500	9,535.00	.00	-2,035.00	127.1%
12420178	58510	EQUIP/CHS/SCIENC	18,000	0	18,000	17,764.42	.00	235.58	98.7%
12420200	58510	EQUIP/McCARTHY/G	5,000	-4,843	157	157.40	.00	.00	100.0%
12420274	58510	EQUIP/McCARTHY/P	2,500	0	2,500	2,500.00	.00	.00	100.0%
12420278	58510	EQUIP/McCARTHY/S	6,000	0	6,000	5,968.62	.00	31.38	99.5%
12420300	58510	EQUIP/PARKER/GEN	5,000	-4,687	313	313.23	.00	.00	100.0%
12420374	58510	EQUIP/PARKER/PHY	2,500	160	2,660	2,638.15	.00	21.85	99.2%
12420378	52460	MACH MAINT/SCIEN	2,000	0	2,000	1,750.92	.00	249.08	87.5%
12420378	58510	EQUIP/PARKER/SCI	4,000	0	4,000	3,999.13	.00	.87	100.0%
12420400	58510	EQUIP/BYAM/GENER	5,000	-5,000	0	.00	.00	.00	.0%
12420474	58510	EQUIP/BYAM/PHYS.	1,000	10,529	11,529	1,000.00	10,528.75	.00	100.0%
12420500	58510	EQUIP/CENTER/GEN	5,000	-5,000	0	.00	.00	.00	.0%
12420574	58510	EQUIP/CENTER/PHY	1,000	10,529	11,529	1,000.00	10,528.75	.00	100.0%
12420600	58510	EQUIP/HARR./GENE	5,000	-5,000	0	.00	.00	.00	.0%
12420674	58510	EQUIP/HARR./PHYS	1,000	10,529	11,529	972.42	10,528.75	27.58	99.8%
12420700	58510	EQUIP/SO. ROW/GE	5,000	-4,894	106	105.99	.00	.00	100.0%
12420774	58510	EQUIP/SO. ROW/PH	1,000	10,369	11,369	793.37	10,528.75	46.63	99.6%
TOTAL INSTRUCTIONAL EQUIPMENT			183,600	15,229	198,829	129,243.00	69,585.52	.00	100.0%
2430 GENERAL SUPPLIES									
12430000	54200	COPIER PAPER	54,000	20,155	74,155	69,183.56	.00	4,971.64	93.3%
12430023	54000	SUPP./SYSTEMWIDE	3,000	0	3,000	2,291.49	8,029.93	-7,321.42	344.0%

TOWN OF CHELMSFORD

YEAR-TO-DATE BUDGET REPORT

FOR 2025 99			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
12430058	57800	OTHER EXPENSE/MU	15,400	2,371	17,771	17,126.25	.00	645.00	96.4%
12430076	54000	SUPPLIES SPECIAL	42,500	0	42,500	34,247.07	.00	8,252.93	80.6%
12430084	57800	OTHER CHARGES/EX	3,200	0	3,200	2,560.00	.00	640.00	80.0%
12430100	54000	SUPP./CHS/GENERA	68,225	-35,353	32,872	23,040.16	.00	9,831.41	70.1%
12430102	54000	SUPP./CHS/ART	23,723	0	23,723	23,721.79	.00	1.21	100.0%
12430106	54000	SUPP./CHS/BUS.	8,000	0	8,000	848.26	.00	7,151.74	10.6%
12430124	54000	SUPP./CHS/ENGLIS	1,500	0	1,500	1,499.82	.00	.18	100.0%
12430128	54000	SUPP./CHS/F. LAN	5,000	27,097	32,097	32,086.08	.00	10.92	100.0%
12430134	54000	SUPP./CHS/HLTH.	2,400	-45	2,355	2,348.55	.00	6.26	99.7%
12430138	54000	SUPP./CHS/INDUST	7,500	1,547	9,047	9,047.01	.00	-.01	100.0%
12430139	54000	SUPP./CHS/TECH.	11,000	-1,547	9,453	8,835.41	.00	617.59	93.5%
12430156	54000	SUPP./CHS/MATH	2,350	7,800	10,150	10,142.40	.00	7.60	99.9%
12430158	54000	SUPP./CHS/MUSIC	8,933	21,679	30,612	24,669.50	5,476.16	466.09	98.5%
12430177	54000	SUPP./CHS/READIN	1,500	0	1,500	697.52	.00	802.48	46.5%
12430178	54000	SUPP./CHS/SCIENC	21,000	-1,167	19,833	16,729.09	.00	3,103.91	84.3%
12430184	54000	SUPP./CHS/SOC. S	3,000	0	3,000	2,965.95	.00	34.05	98.9%
12430200	54000	SUPP./MCCARTHY/G	19,000	12,500	31,500	65,625.23	.00	-34,125.23	208.3%
12430202	54000	SUPP./MCCARTHY/A	7,900	1,302	9,202	9,066.17	.00	136.30	98.5%
12430224	54000	SUPP./MCCARTHY/E	1,500	248	1,748	1,747.94	.00	.00	100.0%
12430228	54000	SUPP./MCCARTHY/F	2,500	0	2,500	2,500.00	.00	.00	100.0%
12430234	54000	SUPP./MCCARTHY/H	800	45	845	845.19	.00	.00	100.0%
12430239	54000	SUPP./MCCARTHY/T	11,000	0	11,000	10,818.70	.00	181.30	98.4%
12430256	54000	SUPP./MCCARTHY/M	3,000	0	3,000	2,925.10	.00	74.90	97.5%
12430258	54000	SUPP./MCCARTHY/M	6,150	12,697	18,847	18,846.08	.00	.92	100.0%
12430277	54000	SUPP./MCCARTHY/R	2,000	0	2,000	1,594.36	.00	405.64	79.7%
12430278	54000	SUPP./MCCARTHY/S	8,500	0	8,500	7,725.44	.00	774.56	90.9%
12430284	54000	SUPP./MCCARTHY/S	1,500	0	1,500	1,500.00	.00	.00	100.0%
12430300	54000	SUPP./PARKER/GEN	15,500	11,965	27,465	63,130.77	5,192.30	-40,858.07	248.8%
12430302	54000	SUPP./PARKER/ART	6,125	16,570	22,695	22,693.83	.00	1.17	100.0%
12430324	54000	SUPP./PARKER/ENG	2,000	353	2,353	2,353.31	.00	.00	100.0%
12430334	54000	SUPP./PARKER/HLT	800	0	800	773.85	.00	26.15	96.7%
12430339	54000	SUPP./PARKER/TEC	11,000	0	11,000	3,940.96	.00	7,059.04	35.8%
12430356	54000	SUPP./PARKER/MAT	3,000	0	3,000	2,834.50	.00	165.50	94.5%
12430358	54000	SUPP./PARKER/MUS	7,100	25,765	32,865	32,864.05	.00	.48	100.0%
12430377	54000	SUPP./PARKER/REA	2,000	0	2,000	1,649.72	.00	350.28	82.5%
12430378	54000	SUPP./PARKER/SCI	12,000	1,167	13,167	13,050.73	.00	116.27	99.1%
12430384	54000	SUPP./PARKER/SOC	3,000	0	3,000	2,985.12	.00	14.88	99.5%
12430400	54000	GENERAL SUPPLIES	39,500	25,000	64,500	64,032.71	155.14	312.15	99.5%
12430402	54000	SUPP./BYAM/ART	3,400	85	3,485	3,484.72	.00	.28	100.0%
12430439	54000	SUPP./BYAM/TECH.E	3,500	0	3,500	2,545.32	.00	954.68	72.7%
12430451	54000	SUPP./BYAM/LANG.	2,500	0	2,500	2,500.00	.00	.00	100.0%
12430456	54000	SUPP./BYAM/MATH	2,500	0	2,500	2,494.87	.00	5.13	99.8%
12430458	54000	SUPP./BYAM/MUSIC	1,300	1,771	3,071	3,044.10	.00	26.90	99.1%
12430478	54000	SUPP./BYAM/SCIEN	6,500	0	6,500	6,413.04	.00	86.96	98.7%

TOWN OF CHELMSFORD

YEAR-TO-DATE BUDGET REPORT

FOR 2025 99									
			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
12430484	54000	SUPP./BYAM/SOC.	2,500	0	2,500	2,500.00	.00	.00	100.0%
12430500	54000	SUPP./CENTER/GEN	25,700	22,913	48,613	43,256.08	.00	5,356.64	89.0%
12430502	54000	SUPP./CENTER/ART	3,400	-45	3,355	3,321.86	.00	33.14	99.0%
12430539	54000	SUPP/CENTER/TECH	3,500	0	3,500	1,876.58	.00	1,623.42	53.6%
12430551	54000	SUPP./CENTER/LAN	2,500	0	2,500	2,198.39	.00	301.61	87.9%
12430556	54000	SUPP./CENTER/MAT	2,500	0	2,500	2,428.82	.00	71.18	97.2%
12430558	54000	SUPP./CENTER/MUS	1,300	0	1,300	1,173.04	.00	126.96	90.2%
12430578	54000	SUPP./CENTER/SCI	6,500	0	6,500	6,469.23	.00	30.77	99.5%
12430584	54000	SUPP./CENTER/SOC	2,500	0	2,500	2,500.00	.00	.00	100.0%
12430600	54000	SUPP./HARR./GENE	26,000	25,000	51,000	39,426.74	.00	11,573.26	77.3%
12430602	54000	SUPP./HARR./ART	3,500	50	3,550	3,549.44	.00	.07	100.0%
12430639	54000	SUPP/HARR./TECH.	3,500	0	3,500	1,896.44	.00	1,603.56	54.2%
12430651	54000	SUPP./HARR./LANG	2,500	0	2,500	1,890.65	.00	609.35	75.6%
12430656	54000	SUPP./HARR./MATH	2,500	0	2,500	2,481.57	.00	18.43	99.3%
12430658	54000	SUPP./HARR./MUSI	1,300	-50	1,250	1,043.33	.00	207.16	83.4%
12430678	54000	SUPP./HARR./SCIE	6,500	0	6,500	6,383.72	.00	116.28	98.2%
12430684	54000	SUPP./HARR./SOC.	2,500	0	2,500	2,500.00	.00	.00	100.0%
12430700	54000	SUPP./SO. ROW/GE	25,000	25,000	50,000	38,087.34	284.42	11,628.24	76.7%
12430702	54000	SUPP./SO. ROW/AR	3,152	170	3,322	3,321.57	.00	.43	100.0%
12430739	54000	SUPP/SO. ROW./TEC	3,500	0	3,500	1,985.00	.00	1,515.00	56.7%
12430751	54000	SUPP./SO. ROW/LA	2,500	0	2,500	2,321.15	.00	178.85	92.8%
12430756	54000	SUPP./SO. ROW/MA	2,500	0	2,500	2,466.03	.00	33.97	98.6%
12430758	54000	SUPP./SO. ROW/MU	1,100	-125	975	974.01	.00	.99	99.9%
12430778	54000	SUPP./SO. ROW/SC	6,500	0	6,500	6,461.08	.00	38.92	99.4%
12430784	54000	SUPP./SO. ROW/SO	2,500	0	2,500	2,500.00	.00	.00	100.0%
TOTAL GENERAL SUPPLIES			613,258	224,918	838,176	819,037.79	19,137.95	.00	100.0%
2440 OTHER INSTRUCTIONAL SERVICES									
12440076	53981	TUTORING/INSTRUC	20,000	-2,254	17,746	16,538.29	.00	1,207.43	93.2%
12440076	53990	CONTRACTUAL SERV	140,000	-18,560	121,440	123,062.19	.00	-1,622.19	101.3%
12440076	54000	CONTINGENCY EXPE	55,000	-3,257	51,743	45,272.03	6,056.00	414.76	99.2%
TOTAL OTHER INSTRUCTIONAL SERVICES			215,000	-24,071	190,929	184,872.51	6,056.00	.00	100.0%
2451 CLASSROOM INST TECHNOLOGY									
12451100	54204	INSTR TECH/CHS	100,000	95,388	195,388	195,387.97	.00	.00	100.0%
12451128	54205	INSTR TECH/CHS/F	10,000	0	10,000	5,000.00	.00	5,000.00	50.0%

TOWN OF CHELMSFORD

YEAR-TO-DATE BUDGET REPORT

FOR 2025 99									
			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
12451200	54204	INSTR TECH/MCC	60,000	41,753	101,753	106,753.06	.00	-5,000.00	104.9%
12451300	54204	INSTR TECH PARKE	60,000	47,527	107,527	107,527.02	.00	.00	100.0%
12451414	54204	COMPUTER/EQUIP/B	25,000	0	25,000	25,000.00	.00	.00	100.0%
12451514	54204	COMPUTER EQUIPME	25,000	0	25,000	25,000.00	.00	.00	100.0%
12451614	54204	INSTR TECH/HARR/	25,000	0	25,000	25,000.00	.00	.00	100.0%
12451714	54204	INSTR TECH/SROW/	25,000	0	25,000	25,000.00	.00	.00	100.0%
TOTAL CLASSROOM INST TECHNOLOGY			330,000	184,668	514,668	514,668.05	.00	.00	100.0%
2455 INSTRUCTIONAL SOFTWARE									
12455000	54000	INSTRUCTIONAL SO	455,000	-68,593	386,407	386,407.21	.00	.00	100.0%
TOTAL INSTRUCTIONAL SOFTWARE			455,000	-68,593	386,407	386,407.21	.00	.00	100.0%
2710 GUIDANCE COUNSELORS									
12710000	51050	SAL/SOCIAL WORKE	247,560	-17,598	229,962	229,961.93	.00	.00	100.0%
12710000	51310	MTSS/SEL STIPEND	42,500	0	42,500	42,500.00	.00	.00	100.0%
12710100	51050	GUID SALARIES /C	637,270	-13,468	623,802	623,802.43	.00	.00	100.0%
12710100	51060	CAREER ED/CHS	68,508	0	68,508	64,028.07	.00	4,479.93	93.5%
12710100	51070	SAL/SEC/GUID	47,749	0	47,749	47,749.00	.00	.00	100.0%
12710100	51310	STIPEND - GUIDAN	21,600	0	21,600	15,575.17	.00	6,024.83	72.1%
12710100	54000	SUPP./CHS/GUID	14,000	0	14,000	14,003.36	.00	-3.36	100.0%
12710200	51050	GUID SALARIES /M	363,509	0	363,509	374,858.08	.00	-11,349.08	103.1%
12710200	54000	SUPP./MCCARTHY/G	8,515	0	8,515	5,366.03	.00	3,148.97	63.0%
12710300	51050	GUID SALARIES /P	203,138	0	203,138	203,138.00	.00	.00	100.0%
12710300	54000	SUPP./PARKER/GUI	6,040	0	6,040	5,224.36	.00	815.64	86.5%
12710327	51050	SAL/PARKER/S.W.	82,349	-10,353	71,996	64,412.92	.00	7,582.75	89.5%
12710400	51050	GUID SALARIES/BY	80,877	0	80,877	80,876.90	.00	.10	100.0%
12710400	54000	SUPP./BYAM/GUID	3,100	0	3,100	2,763.93	.00	336.07	89.2%
12710500	51050	GUID SALARIES /C	95,952	0	95,952	107,683.26	.00	-11,731.26	112.2%
12710500	54000	SUPP./CENTER/GUI	3,100	0	3,100	2,763.93	.00	336.07	89.2%
12710600	51050	GUID SALARIES /H	71,000	-10,893	60,107	60,106.85	.00	.00	100.0%
12710600	54000	SUPP./HARR./GUID	3,100	0	3,100	2,763.93	.00	336.07	89.2%
12710700	51050	GUID SALARIES /S	71,000	4,558	75,558	75,558.08	.00	-.08	100.0%
12710700	54000	SUPP./SO.ROW/GUI	3,100	0	3,100	3,076.65	.00	23.35	99.2%
TOTAL GUIDANCE COUNSELORS			2,073,967	-47,754	2,026,213	2,026,212.88	.00	.00	100.0%
2800 PSYCHOLOGICAL SERVICES									
12800100	51050	SAL/CHS/PSYCH	295,447	0	295,447	295,447.10	.00	-.10	100.0%

TOWN OF CHELMSFORD

YEAR-TO-DATE BUDGET REPORT

FOR 2025 99									
			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
12800200	51050	SAL/McCARTHY/PSY	161,068	0	161,068	155,331.00	.00	5,737.00	96.4%
12800300	51050	SAL/PARKER/PSYCH	177,752	0	177,752	208,531.48	.00	-30,779.48	117.3%
12800400	51050	SAL/BYAM/PSYCH	97,218	-13,108	84,110	69,695.08	.00	14,414.72	82.9%
12800500	51050	SAL/CENTER/PSYCH	91,112	-47,291	43,821	33,193.15	.00	10,627.85	75.7%
12800600	51050	SAL/HARR./PSYCH	80,534	0	80,534	80,533.95	.00	.05	100.0%
12800700	51050	SAL/SO.ROW/PSYCH	107,186	0	107,186	107,186.04	.00	-.04	100.0%
TOTAL PSYCHOLOGICAL SERVICES			1,010,317	-60,399	949,918	949,917.80	.00	.00	100.0%
3200 MEDICAL/HEALTH SERVICES									
13200000	51007	NURSES/SUB	60,000	-33,851	26,149	27,200.00	.00	-1,051.00	104.0%
13200000	51310	SCHOOL NURSES-ST	2,200	-2,200	0	.00	.00	.00	.0%
13200000	53170	DOCTOR SALARY	5,000	0	5,000	5,000.00	.00	.00	100.0%
13200000	53990	CONTRACTUAL SERV	58,883	-53,030	5,853	5,853.00	.00	.00	100.0%
13200000	57140	COURSE REIMBURSE	4,000	-4,000	0	.00	.00	.00	.0%
13200100	51050	SAL/CHS/NURSE	159,188	0	159,188	159,736.09	.00	-548.09	100.3%
13200100	54000	SUPP/CHS/NURSE	4,200	0	4,200	2,756.82	.00	1,443.18	65.6%
13200100	57100	HEALTH TRAVEL/HI	700	0	700	.00	.00	700.00	.0%
13200100	58510	EQUIP/CHS/NURSE	2,100	-2,100	0	.00	.00	.00	.0%
13200163	51050	SAL/CHS/NURSE	51,559	0	51,559	51,558.99	.00	.01	100.0%
13200200	51050	SAL/McCARTHY/NUR	95,952	-31,148	64,804	64,803.20	.00	.80	100.0%
13200200	53990	INSUR./McCARTHY/	1,375	-44	1,331	781.00	.00	549.65	58.7%
13200200	54000	SUPP/McCARTHY/NU	1,623	0	1,623	1,256.74	.00	366.26	77.4%
13200263	51050	SAL/McCARTHY/NUR	51,559	0	51,559	51,841.51	.00	-282.51	100.5%
13200300	51050	SAL/PARKER/NURSE	95,952	0	95,952	96,477.72	.00	-525.72	100.5%
13200300	54000	SUPP/PARKER/NURS	1,623	0	1,623	1,260.87	.00	362.13	77.7%
13200363	51050	SAL/PARKER/NURSE	58,358	0	58,358	58,358.04	.00	-.04	100.0%
13200400	51050	SAL/BYAM/NURSE	71,000	0	71,000	71,548.01	.00	-548.01	100.8%
13200400	54000	SUPP/BYAM/NURSE	1,260	0	1,260	1,274.89	.00	-14.89	101.2%
13200500	51050	SAL/CENTER/NURSE	80,877	0	80,877	80,876.90	.00	.10	100.0%
13200500	54000	SUPP/CENTER/NURS	1,260	0	1,260	1,090.93	.00	169.07	86.6%
13200600	51050	SAL/HARR./NURSE	64,450	0	64,450	64,450.05	.00	-.05	100.0%
13200600	54000	SUPP/HARR./NURSE	1,260	0	1,260	1,259.98	.00	.02	100.0%
13200700	51050	SAL/SO.ROW/NURSE	77,585	0	77,585	78,010.16	.00	-425.16	100.5%
13200700	54000	SUPP/SO.ROW/NURS	1,260	0	1,260	1,228.05	.00	31.95	97.5%
13200976	51050	SAL/CHIPS/NURSE	41,646	0	41,646	41,873.70	.00	-227.70	100.5%
TOTAL MEDICAL/HEALTH SERVICES			994,870	-126,373	868,497	868,496.65	.00	.00	100.0%
3300 TRANSPORTATION									
13300000	51060	SALARIES PSP	10,800	0	10,800	5,130.00	.00	5,670.00	47.5%

TOWN OF CHELMSFORD

YEAR-TO-DATE BUDGET REPORT

FOR 2025 99									
			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
13300000	51070	SALARIES -TRANSP	54,776	0	54,776	54,776.54	.00	- .54	100.0%
13300000	53988	REGULAR TRANSPOR	1,853,187	0	1,853,187	1,742,652.00	.00	110,535.00	94.0%
13300000	53990	LATE BUSES/HIGH-	69,000	1,855	70,855	61,300.96	.00	9,554.04	86.5%
13300000	53996	FOSTER TRANS	40,000	0	40,000	10,050.00	.00	29,950.00	25.1%
13300000	53997	TRANSPORTATION S	4,995	0	4,995	4,995.00	.00	.00	100.0%
13300000	53999	HOMELESS TRANS	75,000	0	75,000	140,323.05	1,855.00	-67,178.05	189.6%
13300076	53990	SPED TRANSPORTAT	2,540,000	188,000	2,728,000	2,816,530.72	.00	-88,530.45	103.2%
TOTAL TRANSPORTATION			4,647,758	189,855	4,837,613	4,835,758.27	1,855.00	.00	100.0%
3400 FOOD SERVICES									
13400000	51110	SALARIES-FULL TI	104,691	0	104,691	104,691.08	.00	- .08	100.0%
13400000	53990	CAFE CONT SERVIC	25,000	-19,100	5,900	5,900.00	.00	.08	100.0%
TOTAL FOOD SERVICES			129,691	-19,100	110,591	110,591.08	.00	.00	100.0%
3510 ATHLETIC SERVICES									
13510100	51040	SAL/ATHLETIC STU	14,239	0	14,239	11,204.97	.00	3,034.03	78.7%
13510100	51050	SAL/CHS/AD/TRAIN	120,976	0	120,976	120,975.92	.00	.08	100.0%
13510100	51060	SAL/ATHLETICTRAI	57,461	0	57,461	57,461.04	.00	- .04	100.0%
13510100	51070	SAL/SEC/ATHL	42,017	0	42,017	40,861.08	.00	1,155.92	97.2%
13510100	51310	SAL/ATHLETIC/COA	96,626	42,826	139,452	158,480.67	.00	-19,028.79	113.6%
13510100	52110	ATH DEPT STADIUM	2,500	0	2,500	.00	.00	2,500.00	.0%
13510100	52400	POOL & ICE	95,000	0	95,000	82,871.20	.00	12,128.80	87.2%
13510100	53989	OFFICIALS/POLICE	135,000	-5,000	130,000	128,630.59	.00	1,369.41	98.9%
13510100	53990	RECONDITIONING	25,000	1,400	26,400	26,378.73	.00	21.27	99.9%
13510100	53995	TRANSPORTATION	120,000	0	120,000	116,536.52	.00	3,463.48	97.1%
13510100	54000	SUPP/CHS/ATHL	68,000	69,795	137,795	72,076.37	72,250.72	-6,532.09	104.7%
13510100	54310	MEDICAL	9,500	0	9,500	9,372.07	.00	127.93	98.7%
13510100	57400	INSUR./CHS/ATHL	30,170	0	30,170	28,410.00	.00	1,760.00	94.2%
13510100	57800	OTHER EXPENSES	60,000	61,337	121,337	75,294.90	46,042.39	.00	100.0%
TOTAL ATHLETIC SERVICES			876,489	170,358	1,046,847	928,554.06	118,293.11	.00	100.0%
3520 OTHER STUDENT ACTIVITIES									
13520064	54000	DESTINATION IMAG	2,300	-2,300	0	.00	.00	.00	.0%

TOWN OF CHELMSFORD

YEAR-TO-DATE BUDGET REPORT

FOR 2025 99									
			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
13520100	51050	SAL/CHS/ADVISORS	93,190	0	93,190	93,190.00	.00	.00	100.0%
13520128	57800	CULTURAL EXCHANG	8,000	-6,490	1,510	1,510.21	.00	.00	100.0%
13520145	54000	SUPP/CHS/VOICE	3,000	-3,000	0	.00	.00	.00	.0%
13520154	53990	MATH TEAM TRANSP	2,750	-883	1,867	1,867.23	.00	.00	100.0%
13520160	54000	NAT'L HONOR SOC/	4,900	-4,900	0	.00	.00	.00	.0%
13520178	53910	SCIENCE CLUB/HIG	2,500	0	2,500	2,384.25	.00	115.75	95.4%
13520194	51465	NIGHT SCHOOL HS	5,000	-2,500	2,500	2,500.02	.00	.00	100.0%
13520200	51050	SAL/MCCARTHY/ADV	39,900	0	39,900	39,634.76	.00	265.24	99.3%
13520200	51310	SAL/MCCARTHY/K.B	3,000	-489	2,511	2,250.00	.00	261.47	89.6%
13520300	51050	SAL/PARKER/ADVIS	39,900	0	39,900	40,542.46	.00	-642.46	101.6%
TOTAL OTHER STUDENT ACTIVITIES			204,440	-20,561	183,879	183,878.93	.00	.00	100.0%
3600 SCHOOL SECURITY									
13600100	51060	STCH SCHOOL SECU	103,120	0	103,120	103,120.08	.00	-.08	100.0%
13600100	51310	COURT LIAISON	15,000	-15,000	0	.00	.00	.17	.0%
13600200	51060	MCC PSP - SECURI	49,058	0	49,058	49,058.10	.00	-.10	100.0%
13600300	51060	PARKER - PSP - S	51,559	0	51,559	51,558.99	.00	.01	100.0%
TOTAL SCHOOL SECURITY			218,737	-15,000	203,737	203,737.17	.00	.00	100.0%
4110 CUSTODIAL SERVICES									
14110000	51003	ADMINISTRATOR	9,678	0	9,678	9,678.16	.00	-.16	100.0%
14110000	51040	SALARIES - CUSTO	576,956	0	576,956	610,639.25	.00	-33,683.25	105.8%
14110000	51050	SALARIES - PROFE	147,108	0	147,108	147,108.00	.00	.00	100.0%
14110000	51110	SALARIES-CUST OT	10,000	0	10,000	8,782.17	.00	1,217.83	87.8%
14110000	51310	SALARIES- CUST O	17,500	0	17,500	24,197.63	.00	-6,697.63	138.3%
14110000	53990	CONTRACTUAL SERV	901,659	-27,833	873,826	863,499.00	.00	10,327.00	98.8%
14110000	54000	SUPPLIES	234,086	-36,000	198,086	161,887.96	10,062.40	26,135.64	86.8%
14110000	55960	UNIFORM ALLOWANC	8,250	0	8,250	8,250.00	.00	.00	100.0%
14110000	57800	OTHER CHARGES/EX	1,577	6,000	7,577	6,658.02	.00	918.98	87.9%
14110119	54000	SUPP/CHS/PERFORM	17,000	0	17,000	13,738.54	.00	3,261.46	80.8%
TOTAL CUSTODIAL SERVICES			1,923,814	-57,833	1,865,981	1,854,438.73	10,062.40	1,479.87	99.9%
4120 HEATING OF BUILDINGS									
14120000	52130	FUEL	7,500	0	7,500	8,685.50	.00	-1,185.50	115.8%

TOWN OF CHELMSFORD

YEAR-TO-DATE BUDGET REPORT

FOR 2025 99									
			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
14120100	52130	FUEL/HIGH	144,200	0	144,200	144,672.20	.00	-472.20	100.3%
14120200	52130	FUEL/MCCARTHY	74,600	0	74,600	83,938.32	.00	-9,338.32	112.5%
14120300	52130	FUEL/PARKER	61,900	-47,902	13,998	1,941.49	.00	12,056.14	13.9%
14120400	52130	FUEL / BYAM	39,500	0	39,500	30,983.03	.00	8,516.97	78.4%
14120500	52130	FUEL - CENTER SC	32,600	0	32,600	32,056.97	.00	543.03	98.3%
14120600	52130	FUEL-HARRINGTON	22,400	0	22,400	20,739.28	.00	1,660.72	92.6%
14120700	52130	FUEL-SOUTH ROW	34,500	0	34,500	46,280.84	.00	-11,780.84	134.1%
TOTAL HEATING OF BUILDINGS			417,200	-47,902	369,298	369,297.63	.00	.00	100.0%
4130 UTILITY SERVICES									
14130000	52110	ELECTRIC	22,400	0	22,400	19,277.80	.00	3,122.20	86.1%
14130000	53410	TELEPHONE/SUPT O	68,800	-42,871	25,929	24,766.74	22.09	1,139.98	95.6%
14130100	52110	ELECTRICITY/HIGH	226,700	-58,475	168,225	167,554.92	.00	670.08	99.6%
14130100	52310	WATER/HIGH	9,300	0	9,300	11,044.64	.00	-1,744.64	118.8%
14130100	53410	TELEPHONE/HIGH	47,200	-19,174	28,026	27,805.19	135.17	85.73	99.7%
14130200	52110	ELECTRICITY/MCCA	101,600	0	101,600	111,318.70	.00	-9,718.70	109.6%
14130200	53410	TELEPHONE/MCCART	28,600	-11,590	17,010	12,642.50	22.09	4,345.52	74.5%
14130300	52110	ELECTRICITY/PARK	103,400	0	103,400	100,868.37	.00	2,531.63	97.6%
14130300	53410	TELEPHONE/PARKER	28,600	-16,164	12,436	12,397.31	.00	38.49	99.7%
14130400	52110	ELECTRICITY/BYAM	59,500	0	59,500	63,533.25	.00	-4,033.25	106.8%
14130400	53410	TELEPHONE/BYAM	17,200	-6,262	10,938	7,991.31	22.09	2,924.90	73.3%
14130500	52110	ELECTRIC - CENTE	62,900	-22,169	40,731	40,730.96	.00	.00	100.0%
14130500	52310	WATER CENTER SCH	3,400	0	3,400	2,171.40	.00	1,228.60	63.9%
14130500	53410	TELEPHONE - CENT	16,000	0	16,000	8,234.30	44.18	7,721.52	51.7%
14130600	52110	ELECTRICITY/HARR	55,600	0	55,600	69,210.41	.00	-13,610.41	124.5%
14130600	52310	WATER/HARRINGTON	3,300	0	3,300	4,709.82	.00	-1,409.82	142.7%
14130600	53410	TELEPHONE/HARR	16,000	0	16,000	7,748.32	.00	8,251.68	48.4%
14130700	52110	ELECTRICITY/SO R	48,600	0	48,600	58,839.55	.00	-10,239.55	121.1%
14130700	53410	TELEPHONE/SO ROW	14,900	-5	14,895	6,198.65	.00	8,696.04	41.6%
TOTAL UTILITY SERVICES			934,000	-176,710	757,290	757,044.14	245.62	.00	100.0%
4210 MAINTENANCE OF GROUNDS									
14210000	59238	GENERAL MAINT	115,000	389,113	504,113	121,019.85	383,093.19	.00	100.0%
14210100	59238	GROUNDS/HIGH	55,000	67,181	122,181	119,930.59	2,250.00	.00	100.0%
TOTAL MAINTENANCE OF GROUNDS			170,000	456,294	626,294	240,950.44	385,343.19	.00	100.0%
5150 EMPLOYEE SEPERATION COSTS									

TOWN OF CHELMSFORD

YEAR-TO-DATE BUDGET REPORT

FOR 2025 99								
	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED	
15150000 51140 RETIREMENT/SICK	242,777	-71,001	171,777	171,776.50	.00	.00	100.0%	
TOTAL EMPLOYEE SEPERATION COSTS	242,777	-71,001	171,777	171,776.50	.00	.00	100.0%	
7200 CAPITAL- LAND & BUILDING								
17200000 57800 OTHER CHARGES/EX	0	207,145	207,145	36,374.20	170,770.86	.00	100.0%	
TOTAL CAPITAL- LAND & BUILDING	0	207,145	207,145	36,374.20	170,770.86	.00	100.0%	
9300 TUITION NON-PUBLIC SCHOOLS								
19300076 53990 TUITIONS	4,151,116	-1,371,770	2,779,346	2,779,346.21	.00	.00	100.0%	
19309976 53990 PREPAID TUITION	0	1,883,312	1,883,312	1,883,311.63	.00	.00	100.0%	
TOTAL TUITION NON-PUBLIC SCHOOLS	4,151,116	511,542	4,662,658	4,662,657.84	.00	.00	100.0%	
TOTAL UNDEFINED	73,880,000	0	73,880,000	73,078,336.81	801,406.92	256.27	100.0%	
GRAND TOTAL	73,880,000	0	73,880,000	73,078,336.81	801,406.92	256.27	100.0%	

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

CHELMSFORD PUBLIC SCHOOLS
FY25 GRANT AND REVOLVING FUND SUMMARY
AS OF JUNE 30, 2025 - PRELIMINARY

MUNIS #	DESE #		FY25 Award	Balance 7/1/2024	Receipts	Expenditures	Encumbrances	Current Ending Balance (ties to Munis)	Remaining Revenue	Ending Balance with Remaining Revenue
Federal & State Grants										
119	119	ESSER III CARES Act Grant - FY22	1,428,108	0.00	1,428,108.00	1,428,108.00		0.00	-	-
180	180	Title III - FY23	38,161	0.00	38,161.00	38,161.00		0.00	-	-
305	305	Title I - FY23	230,005	0.00	230,005.00	230,005.00		0.00	-	-
309	309	Title IVA - FY23	14,195	0.00	14,195.00	14,195.00		0.00	-	-
140	140	Title IIA Teacher Quality - FY24	76,828	0.00	76,828.00	76,828.00		0.00	-	-
180	180	Title III - FY24	40,671	0.00	40,671.00	40,671.00		0.00	-	-
240	240	SPED Entitlement Allocation - FY24	1,431,188	0.00	1,430,206.00	1,431,188.00		(982.00)	982.00	-
274	274	SPED Program Improvement - FY24	38,197	0.00	38,196.50	38,196.50		0.00	-	-
305	305	Title I - FY24	213,121	0.00	213,121.00	213,121.00		0.00	-	-
309	309	Title IVA - FY24	16,854	0.00	13,142.00	13,941.00		(799.00)	3,712.00	2,913.00
140	140	Title IIA Teacher Quality - FY25	80,679	0.00	80,679.00	80,679.00		0.00	-	-
180	180	Title III - FY25	46,750	0.00	38,735.14	38,735.14		0.00	8,014.86	8,014.86
240	240	SPED Entitlement Allocation - FY25	1,433,698	0.00	556,492.80	620,743.49		(64,250.69)	877,205.20	812,954.51
262	262	SPED Early Childhood - FY25	40,917	0.00	40,917.00	40,917.00		0.00	-	-
274	274	SPED Program Improvement - FY25	20,000	0.00	550.00	550.00		0.00	19,450.00	19,450.00
305	305	Title I - FY25	419,657	0.00	180,620.90	182,722.12		(2,101.22)	239,036.10	236,934.88
309	309	Title IVA - FY25	15,454	0.00	6,750.00	6,750.00		0.00	8,704.00	8,704.00
419	419	Innovation Pathways CHS - FY25	42,400	0.00	35,707.61	35,707.61		0.00	6,692.39	6,692.39
461	461	Early College Planning CHS - FY25	26,300	0.00	19,238.21	19,238.21		0.00	7,061.79	7,061.79
Other Grant Funds										
237	23724206	ATEF Grant (FY25)	1,741		1,741.23	1,676.16		65.07		65.07
250	25032005	Essential School Heath Grant (State) - FY25	37,500		37,500.00	30,145.60		7,354.40		7,354.40
254	254796	Terraponics Science Grant (Energy Conserv Comm) c/o		800.00				800.00		800.00
273	27300000	E-rate	156,167		156,167.34	72,773.34		83,394.00		83,394.00
301	30130007	Lowell General Hospital Circle Health (Private Grant 10K)		846.41				846.41		846.41
301	30123504	Applied Learning Leadership (Private Gr) CHS 3600 c/o		17.43				17.43		17.43
301	30123575	Project Lead The Way (Private Grant) CHS	15,000		15,000.00	15,000.00		0.00		-
301	30124152	Science Eco Rise (Private Grant) 1439 c/o		2.69				2.69		2.69
301	30124154	Science Eco Rise (Private Grant) 649.80 c/o		649.80				649.80		649.80
301	30124201	AFCEA Science (Private Grant) 2,000 c/o		28.17				28.17		28.17
301	30124153	Ecology Club Composting (Private Gr) 10000 c/o		2,563.40		2,563.40		0.00		-
301	30124155	Ecology Club Composting (Private Gr) 5000	5,000		5,000.00	2,086.60		2,913.40		2,913.40
301	30124405	PACE-TWO MIT STEM (Private Gr) 6084	6,084		6,084.00	2,500.00		3,584.00		3,584.00
301	30127000	MA School Mental Health Consort. (Private) c/o		500.00				500.00		500.00
301	30135200	Computer Science Honor Society 1 (Private) 500 c/o		75.00				75.00		75.00
301	30135201	Computer Science Honor Society 2 (Private) 500 c/o		500.00				500.00		500.00
310	---	Circuit Breaker	3,557,051	2,285,026.00	2,990,765.00	2,505,762.00		2,770,029.00	822,268.00	3,592,297.00
819	819555	Special Ed Reserve Fund (750K established FY22)		795,660.20	27,020.60			822,680.80		822,680.80
589	58962002	MA Civic Learning Grant (State) - 4400 c/o from FY22		350.00				350.00		350.00

CHELMSFORD PUBLIC SCHOOLS
FY25 GRANT AND REVOLVING FUND SUMMARY
AS OF JUNE 30, 2025 - PRELIMINARY

		Revolving Accounts	Estimated Receipts	Balance 7/1/2024	Receipts	Expenditures	Encumbrances	Current Ending Balance	Estimated Revenue	Ending Balance with Estimated Revenue
501	---	Café (School Nutrition)		4,168,053.36	2,832,581.30	3,189,353.78		3,811,280.88		3,811,280.88
502	---	Athletic		1,146,597.91	353,721.20	459,454.56		1,040,864.55		1,040,864.55
503	---	Gifts & Donations		53,320.55	16,055.62	13,337.82		56,038.35		56,038.35
503	---	Gifts & Donations - 255 Princeton St Development			180,000.00			180,000.00		180,000.00
504	---	Lost / Damaged Books & Computers		19,018.59	32,934.62	400.00		51,553.21		51,553.21
505	---	Musical Instrument Repair		0.00	0.00	0.00		0.00		-
506	---	Adult Education/Music/Guidance		500,439.15	411,875.24	333,200.25		579,114.14		579,114.14
507	---	Childcare		1,818,301.40	2,459,153.84	2,314,459.43		1,962,995.81		1,962,995.81
508	---	Out of Town Tuition Reimbursement		75,494.99	23,672.32			99,167.31		99,167.31
509	---	Summer School		34,746.16	6,500.00	4,000.00		37,246.16		37,246.16
510	---	School Choice	260,000.00	2,820,570.06	299,846.00			3,120,416.06	109,653.00	3,230,069.06
511	---	Civic Activities		383,504.26	316,867.75	180,657.94		519,714.07		519,714.07
516	---	Transportation	330,000.00	1,187,710.36	191,729.10	453,400.51		926,038.95	171,400.80	1,097,439.75
517	---	Student Activity	45,000.00	354,803.94	52,754.30	44,002.00		363,556.24		363,556.24
518	---	Turf Fields		355,075.36	76,207.50	7,741.82		423,541.04		423,541.04

Parker Middle School
Balance Sheet
As of May 31, 2025

	<u>May 31, 25</u>
ASSETS	
Current Assets	
Checking/Savings	
Parker Agency Account	63,467.21
Parker Principal Account	17,775.12
Total Checking/Savings	<u>81,242.33</u>
Total Current Assets	<u>81,242.33</u>
TOTAL ASSETS	<u>81,242.33</u>
LIABILITIES & EQUITY	
Equity	
Band	1,379.07
Chorus	5,868.92
Drama	49,970.27
General Student Body Fund	10,944.23
Grade 5 and Field Trips	1,941.31
Grade 6 and Field Trips	459.74
Orchestra	1,617.56
Student Council	4,018.05
Yearbook	5,043.18
Total Equity	<u>81,242.33</u>
TOTAL LIABILITIES & EQUITY	<u>81,242.33</u>

McCarthy Middle School
Balance Sheet
As of May 31, 2025

	May 31, 25
ASSETS	
Current Assets	
Checking/Savings	
McCarthy Agency Account	26,850.08
McCarthy Principal Account	19,209.91
Total Checking/Savings	46,059.99
Total Current Assets	46,059.99
TOTAL ASSETS	46,059.99
LIABILITIES & EQUITY	
Equity	
Band	6,082.56
Chorus	2,037.80
Cross Country	167.93
Drama	18,496.68
General Student Body Fund	1,282.05
Grade 7 and Field Trips	566.87
Grade 8 and Field Trips	14,973.51
Orchestra	1,024.46
Student council	188.07
Year Book	1,240.06
Total Equity	46,059.99
TOTAL LIABILITIES & EQUITY	46,059.99

Chelmsford High School Student Activities

Balance Sheet New

As of May 31, 2025

	May 31, 25
ASSETS	
Current Assets	
Checking/Savings	
CHS Enterprise Checking	61,648.01
Enterprise Agency Account	183,208.43
Total Checking/Savings	244,856.44
Total Current Assets	244,856.44
TOTAL ASSETS	244,856.44
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Other Current Liabilities	
Equity - Athletics	131.35
Equity - ATWE	1,524.91
Equity - Band	738.72
Equity - Basketball Girls	0.00
Equity - Best Buddies	157.10
Equity - Career Center	1,270.26
Equity - Cheerleading	150.11
Equity - Chorus	987.38
Equity - Class of 23	10,845.96
Equity - Class of 24	14,487.29
Equity - Class of 25	63,026.13
Equity - Class of 26	19,436.04
Equity - Class of 27	1,962.89
Equity - Class of 28	941.80
Equity - Cross Country	2,250.00
Equity - Dance Team	802.41
Equity - DECA	6,240.17
Equity - ECO Club	211.51
Equity - Field Hockey	1,027.97
Equity - Field Trips	3,738.27
Equity - Fine Arts	2,676.70
Equity - Football	832.28
Equity - Gen. Student Body Fund	5,177.08
Equity - Golf	0.00
Equity - Ice Hockey Boys	978.06
Equity - Ice Hockey Girls	440.85
Equity - Key Club / Interact	7,492.15
Equity - Lacrosse Boys	11,284.07
Equity - Lacrosse Girls	3,350.52

Chelmsford High School Student Activities

Balance Sheet New

As of May 31, 2025

	May 31, 25
Equity - LIME	3,887.11
Equity - Lion Yearbook	3,547.61
Equity - Melting Pot Club	485.98
Equity - Mock Trial	255.50
Equity - Model UN	554.06
Equity - National Business HS	236.78
Equity - National Honor Society	1,282.63
Equity - National Science HS	2,734.20
Equity - NEHS	942.19
Equity - Orchestra	635.22
Equity - PAVE Program	319.78
Equity - Rugby	5,587.10
Equity - SAGA/PRISM	608.18
Equity - Ski Team	777.75
Equity - Soccer Boys	2,375.11
Equity - Soccer Girls	3,469.54
Equity - Softball	495.57
Equity - Speech & Debate Team	971.37
Equity - Student Council	3,029.68
Equity - Student Trainers	73.50
Equity - Swim Team Boys	1,102.07
Equity - Swim Team Girls	186.90
Equity - Tennis Boys	16.15
Equity - Tennis Girls	1,281.12
Equity - Theatre Guild	29,443.68
Equity - TJF (GIVE)	785.76
Equity - Track	323.24
Equity - Travel Abroad	411.36
Equity - Tri-M	215.40
Equity - Voice Student News	344.02
Equity - Volleyball Boys	3,289.83
Equity - Volleyball Girls	7,832.60
Equity - World Language HS -LFS	732.95
Equity - Wrestling	4,460.52
Total Other Current Liabilities	244,856.44
Total Current Liabilities	244,856.44
Total Liabilities	244,856.44
TOTAL LIABILITIES & EQUITY	244,856.44

CHELMSFORD PUBLIC SCHOOLS

Memorandum

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

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

Date: July 15, 2025

Re: Update on Federal Grants

At the regular meeting of the school committee on March 25, 2025, I presented a FY2025 federal grant projection. The purpose of this summary is to provide an update of the FY2026 federal grant allocations based on recent guidance received July 2, 2025 from the Massachusetts Department of Elementary and Secondary Education. Funding for four of the federal entitlement grants is uncertain, totaling approximately \$ 163,000 for Chelmsford. Should the uncertain allocations become completely unfunded from federal resources, we would look to the Title I grant to provide some of the student services allowable under the scope of Title I grant guidelines.

The Chelmsford Public Schools were awarded seven (7) federal grants in FY2025. The district also receives federal funding from the USDA for the school nutrition program through a partial reimbursement for meals served (breakfast and lunch) to students. This is an update on approximately \$ 3 million in federal funds and a brief description of the use of the funds within the district.

FY2025 AMOUNT	FY2026 PROJECTED AMOUNT	FUND	NAME
80,679	Uncertain, delayed and under review	140	Title II A Teacher Quality
46,750	Uncertain, delayed and under review	180	Title III
419,657	Consistent level with previous years	305	Title I
15,454	Uncertain, delayed and under review	309	Title IV
1,433,698	Consistent level with previous years	240	SPED IDEA
40,917	Consistent level with previous years	262	Early Childhood SPED
20,000	Uncertain, delayed and under review	274	SPED Program Improvement
2,055,291			Total Federal Grants
925,542	Uncertain, pending with USDA		Total from USDA
2,980,833			Total

The Title IIA grant is used to increase student achievement through comprehensive district initiatives that focus on preparation, training, recruitment and retention of effective educators. This grant primarily funds two instructional coaches who provide professional development around best teaching practices to enhance academic achievement.

The Title III grant provides supplemental resources to improve the education of English language learners. This grant primarily funds ELL tutors to support students at the high school level, ELL teachers to provide before and after school tutoring and extended learning opportunities, ELL facilitation stipends to implement SEI strategies and professional development for teachers to attend the MATSOL conference.

The Title I grant provides supplemental resources to help low achieving students in high poverty schools meet the state's academic standards. This grant primarily funds a portion (30%) of the Title I Director's salary and up to sixteen (16) math and reading interventionists (tutors) at three elementary schools and two middle schools.

The Title IV grant provides resources to ensure all students have equitable access to high quality educational experiences that follow one or more of the following priorities: well rounded educational opportunities, safe and healthy students, and effective use of technology. This grant primarily funds professional development in support of curriculum training and social and emotional learning activities.

The SPED IDEA (Individuals with Disabilities Education Act) grant provides funds to ensure that eligible students with disabilities receive a free and appropriate public education that includes special education and related services designed to meet the individual needs of students. This grant primarily funds one special education secretary, support staff for students with an IEP (one LPN and up to fifteen paraeducators), and contracted service providers, the largest one being the NECC program.

The Early Childhood SPED grant is similar to the SPED IDEA grant but is targeted for early childhood students (ages 3-5). This grant primarily funds 2.5 paraeducators in the CHIPS program.

The SPED IDEA Program Improvement grant provides funds to support schools and districts to implement the IEP Improvement Project, with a strong emphasis on transitioning to the utilization of the newly revised forms and processes. This grant primarily funds ongoing professional development on collaborative goal writing using the new IEP.

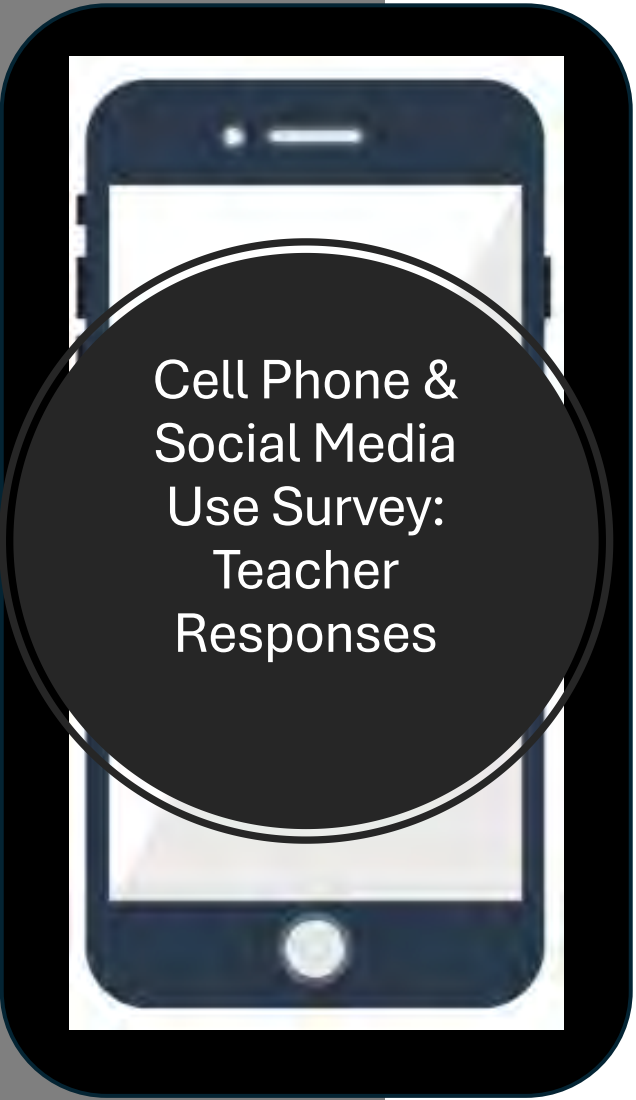
Chelmsford's School Nutrition Program provides breakfast and lunch to students each school day. The meals served to students are eligible for reimbursement through a monthly claims process and a portion of the meal reimbursement is from federal funds. In FY2025, the remaining portion of the meal reimbursement was from state funds, therefore there was no cost to the students for breakfast and lunch in the 2024/2025 school year. These funds are used to fund labor, ingredients and other food and paper products that are required to serve breakfast and lunch to students. Once the FY2026 reimbursement rates are known from both federal and state funds, I will provide an update.

Thank you for the opportunity to provide this update.



Cell Phone & Social Media Use Survey

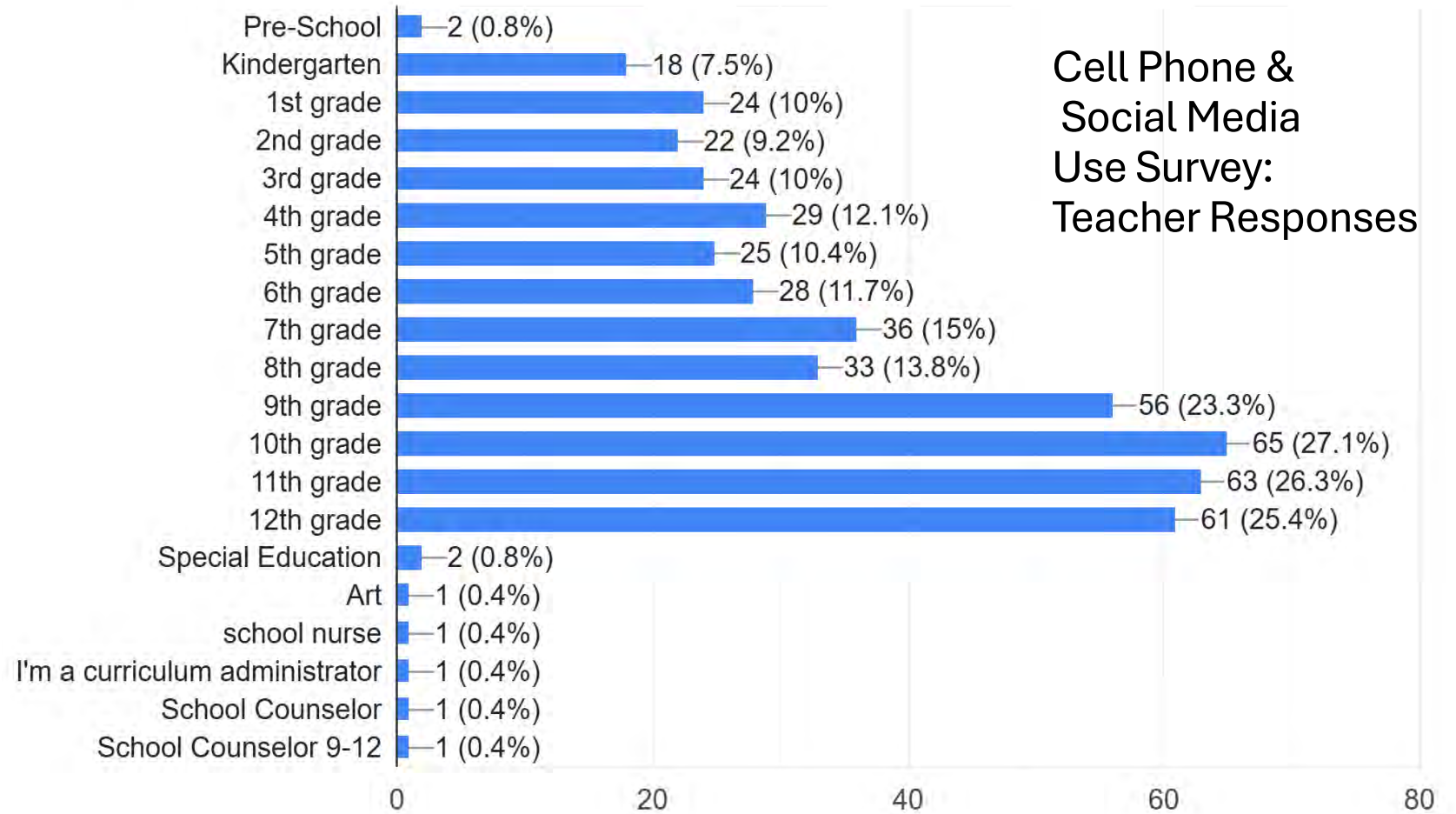
Teacher Responses

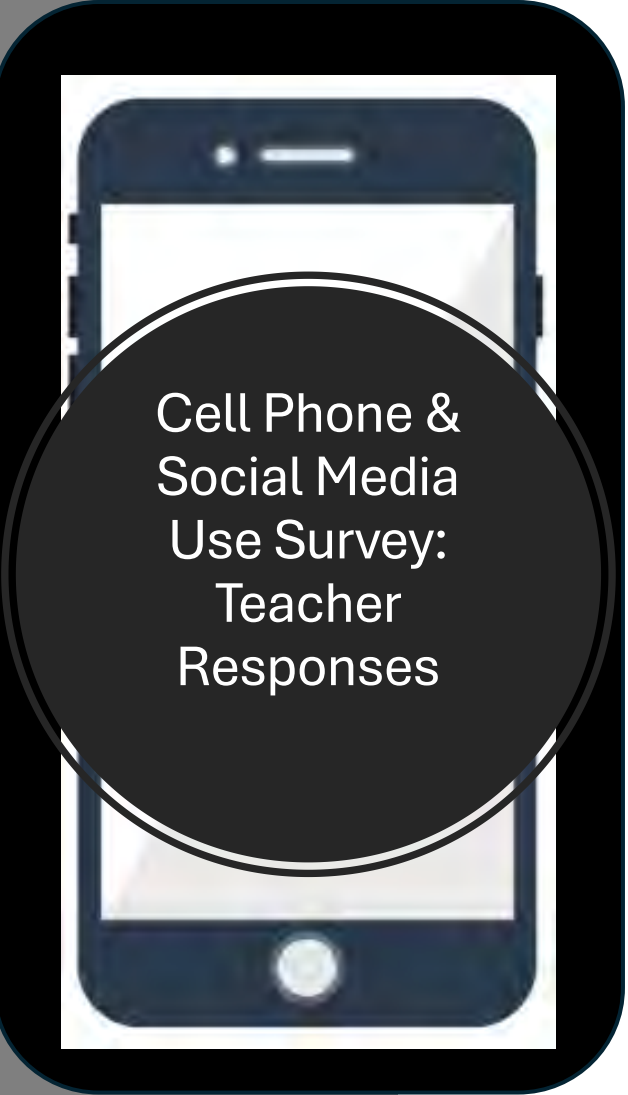


Cell Phone & Social Media Use Survey: Teacher Responses

What grade do you currently teach? If you teach multiple grades, please check all that apply.

240 responses

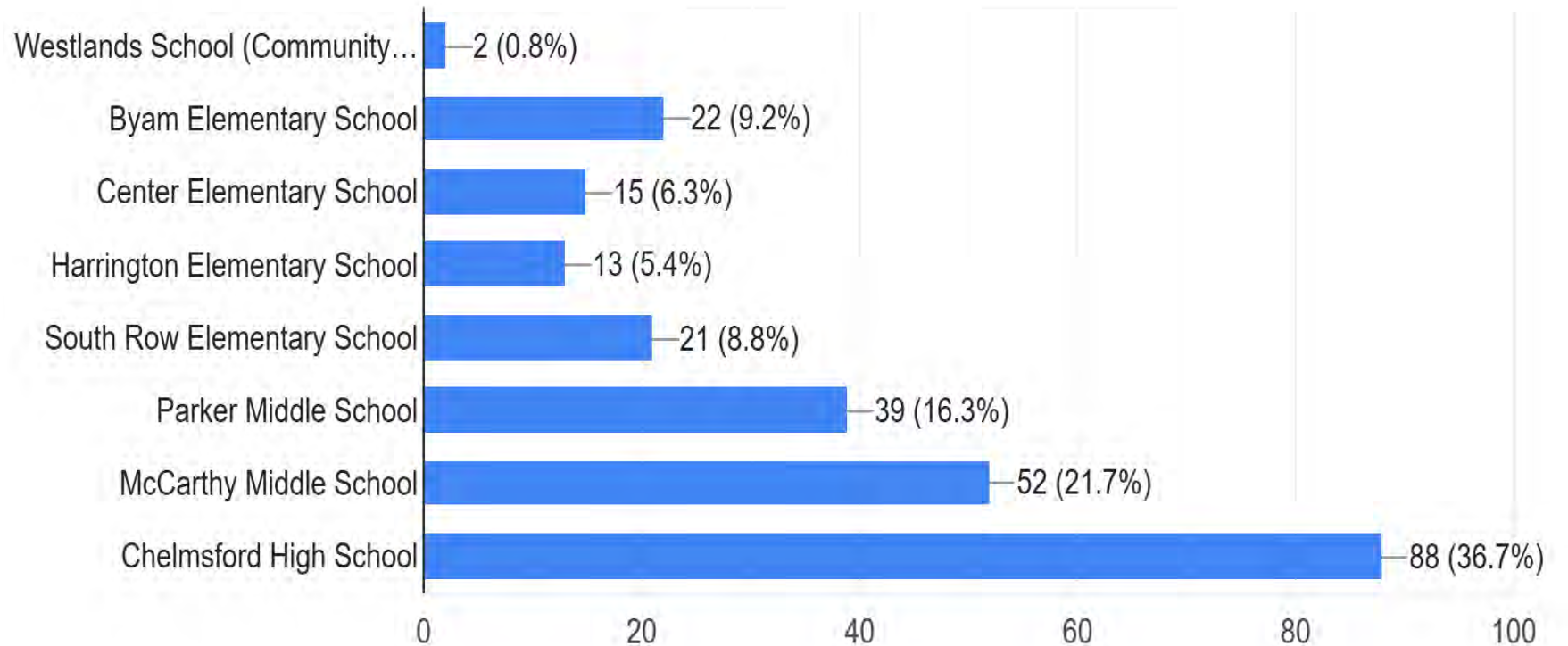


A graphic of a black smartphone with a white screen. Overlaid on the screen is a dark gray circle containing the text 'Cell Phone & Social Media Use Survey: Teacher Responses' in white. The phone has a silver home button at the bottom.

Cell Phone & Social Media Use Survey: Teacher Responses

At which school do you currently work? If you work at multiple schools, please check all that apply.

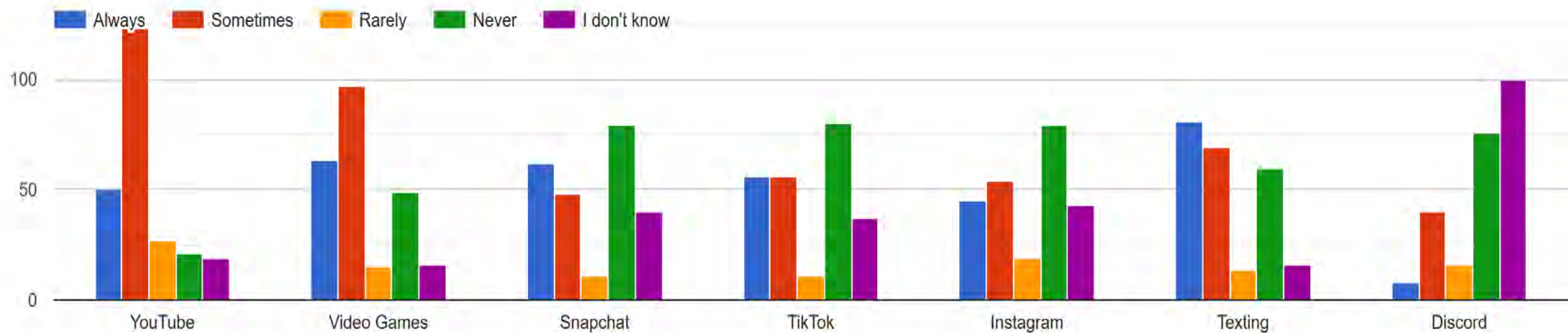
240 responses



Cell Phone & Social Media Use Survey: Teacher Responses



Below are some of the digital platforms your students may be using during the academic day. Please indicate how often you think your students use these at school.

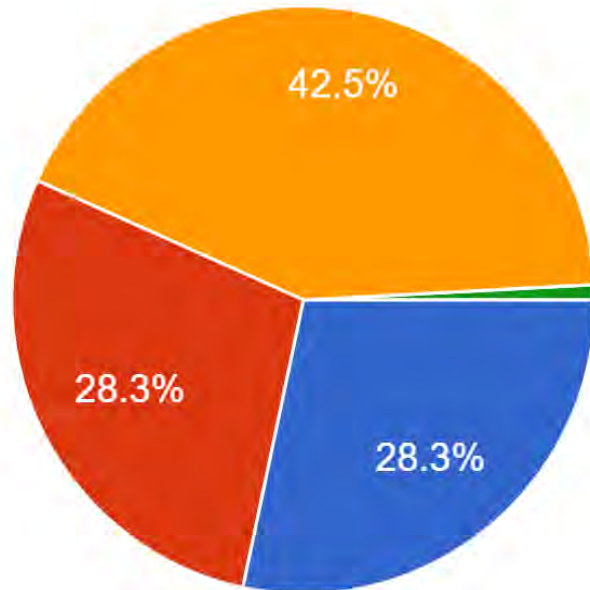


Cell Phone & Social Media Use Survey: Teacher Responses



Do you think students' phone use is a problem at your school(s)?

240 responses



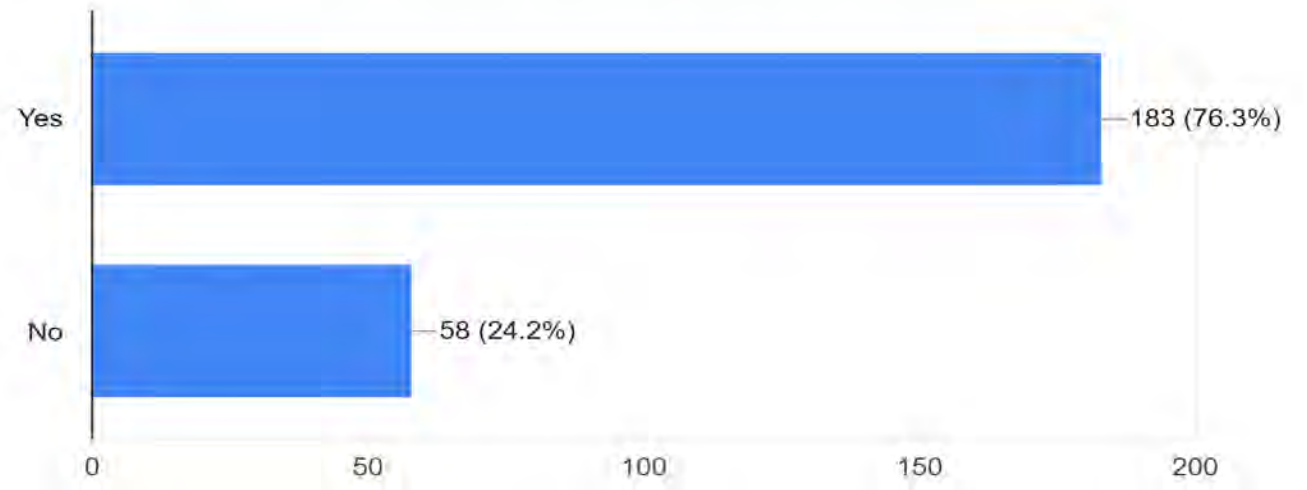
- No, I do not think phones are a problem during the school day.
- I think phones might cause problems for some kids during the school day.
- Yes, I think phones are a problem during the school day.
- I do not know.



Cell Phone & Social Media Use Survey: Teacher Responses

Do you know what the Phone Usage Guidelines are (listed in the Student Handbook)?

240 responses

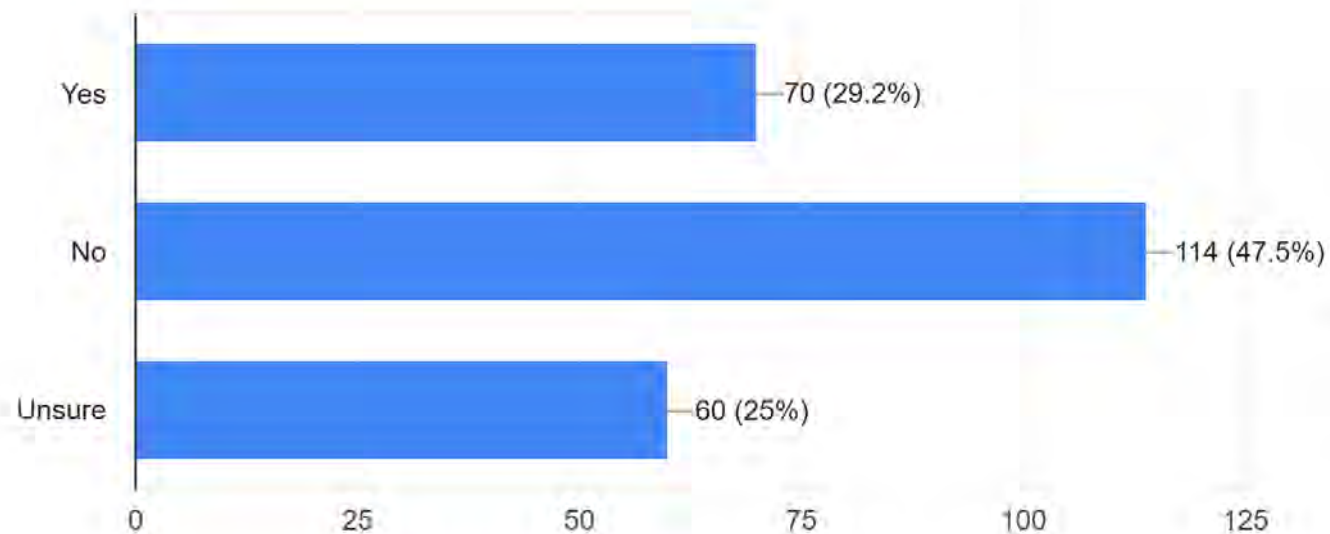




Cell Phone & Social Media Use Survey: Teacher Responses

Do you think your students know what the Phone Usage Guidelines are (listed in the Student Handbook)?

240 responses

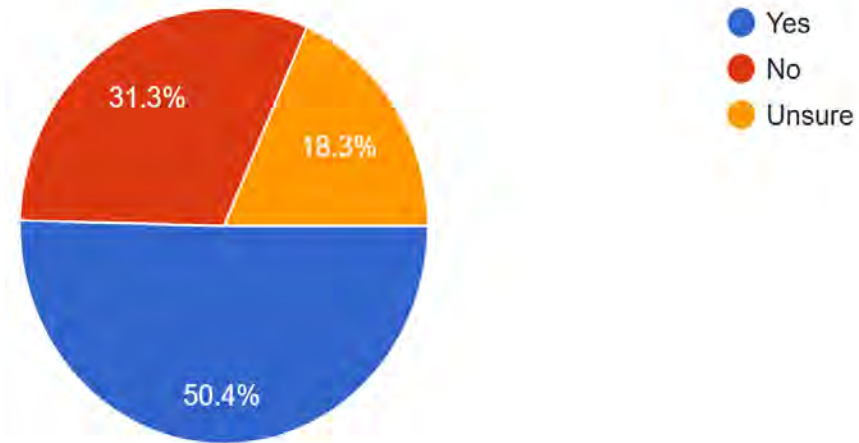




Cell Phone & Social Media Use Survey: Teacher Responses

Do you know the Social Media Policy outlined in the School Committee Policy Manual.

240 responses

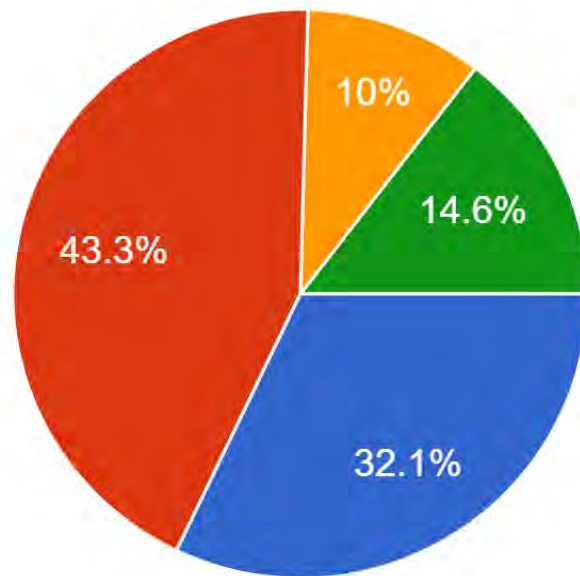


Cell Phone & Social Media Use Survey: Teacher Responses



Do you think your school addresses technology issues that arise with students effectively?

240 responses



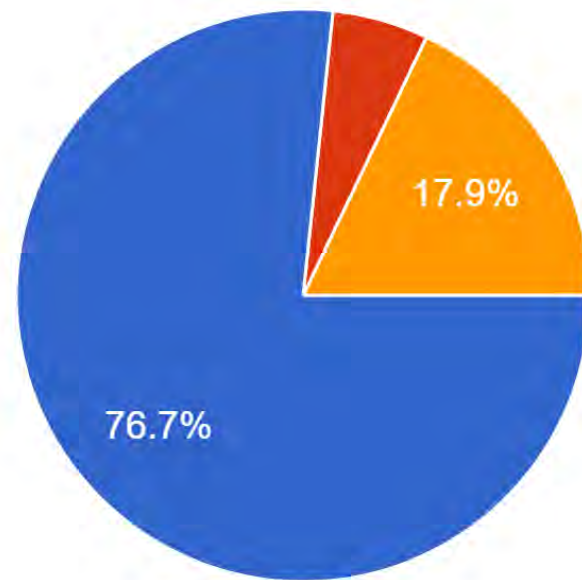
- Yes
- Mixed; they handle some things well, but not others
- No
- I don't know

Cell Phone & Social Media Use Survey: Teacher Responses



Do you support a cell phone ban for students during the school day?

240 responses



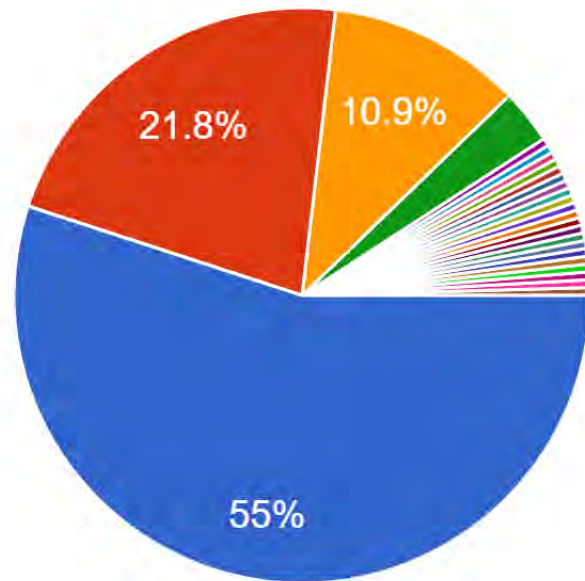
- Yes
- No
- I need more information

Cell Phone & Social Media Use Survey: Teacher Responses



If you support a ban, what type of ban would you like to see?

229 responses



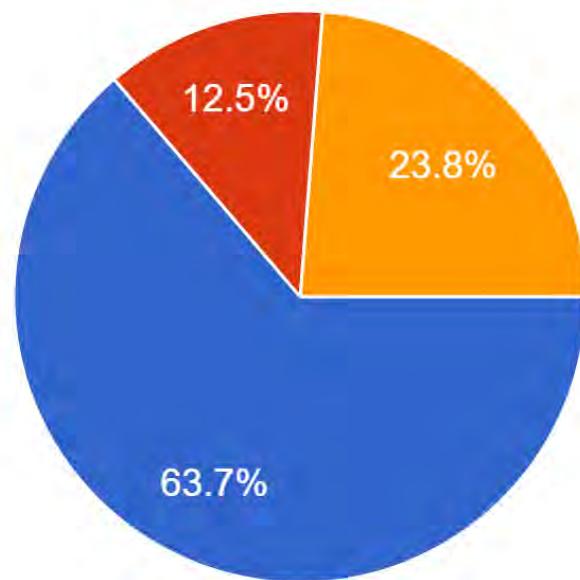
- A full bell-to-bell ban (i.e. the entire school day)
- A ban during academic classes only
- A ban in academic and public spaces only
- I do not support a ban.
- I'm between a full bell-to-bell ban, but...
- If there is a cell phone ban, then you also need to ban social media
- I am at a toss up between academic only and full bell-to-bell
- For elementary schools, I think phone use should be allowed

Cell Phone & Social Media Use Survey: Teacher Responses



Do you think students having access to phones during the school day impacts teacher morale?

240 responses



- Yes
- No
- I don't know

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: July 14, 2025
Re: Cell Phone & Social Media Use Survey: Teacher Responses

A survey was shared with all professional teaching staff members (449 individuals) in June, prior to the end of the 2024/25 school year, to gather feedback on an increasingly significant topic both locally and across the state: student cell phone and social media use during the school day. Recent discussions in Massachusetts, including potential legislation, are focusing on limiting or removing student access to cell phones in schools due to concerns about disruptions to learning and student well-being.

To better understand how these issues are impacting our schools, in consultation with an expert in the field, Dr. Jill Walsh of Boston University, a short survey was developed for teachers to gain valuable insight into the current climate and teacher perception of the issue to inform future policy considerations within our district. 240 responses (53% response rate) were received from professional teaching staff members by the close of the survey.

Below is a summary of responses provided to the question posed on the Teacher Survey, if a respondent answered “yes” to the question, “Do you think students’ phone use is a problem at your school(s)?”

Respondents who believe students' phone use is a problem at their school(s) provided various explanations, highlighting distractions, negative social impacts, challenges in enforcement, and parental interference.

Key reasons cited include:

Distraction from Learning and Academics:

- Phones are a **major distraction** that prevent students from focusing on classwork, engaging in lessons, and retaining information.
- Even when not actively used, the mere **presence of a phone** (in a pocket or on a desk) can be a distraction, affecting students' engagement with their surroundings and peers.

- Teachers report spending valuable instructional time managing phone issues, such as ensuring phones are put away, which cuts into teaching minutes.
- Phones aid in **cheating** by allowing access to the internet or communication with others during tests or assignments.

Impact on Social Interaction and Behavior:

- Students use phones to **text and coordinate meetups** in bathrooms or hallways, leading to extended absences from class.
- Phones contribute to **social issues** like gossip, drama, cyberbullying, and peer pressure through social media use during school hours.
- Students are observed **recording videos and taking pictures** of peers (including fights) without consent in bathrooms and hallways, which can cause significant problems.
- Phones contribute to a lack of **face-to-face social interaction** and the development of social skills, with students often engaging with their devices rather than peers during downtime.

Challenges in Enforcement and Policy Adherence:

- Students often **attempt to circumvent rules** by hiding phones in pockets, using "burner" phones or decoys (like old phones or calculators) in designated phone holders.
- There is a perception that **rules are inconsistently enforced** by teachers and administration, leading to students taking advantage of lax oversight and a lack of clear consequences for phone misuse.
- Some educators feel that enforcing phone policies **damages their relationship with students** and adds an unnecessary burden.

Parental Interference:

- Parents directly **text students for non-emergencies** (e.g., dismissals, asking questions), which bypasses school protocols and disrupts instruction.
- Some parents reportedly **complain if their students' phones are taken away** or instruct their children that school staff "can't take their phone".

Addiction and Mental Health Concerns:

- Many respondents described student phone use as an **addiction**.

- Phones and social media are linked to **negative emotional and mental health impacts** such as anxiety, ongoing peer conflict, low self-esteem, depression, and reduced IQ. Students themselves often express a desire for more control over their phone use and report feeling "stuck".

Other Devices as Contributing Factors:

- **Smartwatches** and **earbuds** are frequently cited as enabling discreet communication and access to content, allowing students to bypass phone policies and maintain distraction.
- School-issued **Chromebooks** are also a significant source of distraction, with students playing games, chatting through documents, accessing blocked sites, and using AI for cheating.

The summary of responses regarding student phone use as a problem is further broken down by specific levels and/or schools, revealing varying degrees and types of issues across different educational levels:

Elementary Schools (Byam, Center, Harrington, and South Row)

- For most elementary schools, direct student phone use is **generally not perceived as a major problem** by respondents. However, a notable and growing concern at this level is the use of **smartwatches** and parental interference:
 - **Smartwatch Distraction:** Across **Byam, Center and South Row Elementary Schools**, smartwatches are frequently cited as problematic. Students, even as young as 1st, 2nd, 3rd, and 4th grade, are using them to text their parents during class, causing **disruptions to instruction and classroom culture**. Some teachers express concern about students taking **pictures**, which is seen as an invasion of privacy, or not keeping watches in "school mode". A 4th-grade teacher at Harrington also noted smartwatches as an issue.
 - **Parental Interference:** Parents directly texting students for non-emergencies (e.g., dismissals, questions) is a common issue that bypasses school protocols and disrupts lessons at **Byam, Center, and South Row Elementary Schools**. One teacher at Byam Elementary noted a parent complaining when their child's smartwatch was asked to be put away.

Middle Schools (Parker and McCarthy)

Both Parker and McCarthy Middle Schools show phones are a more significant concern, albeit with some differences in perception.

Parker Middle School:

- While some Parker Middle School respondents indicated phones **might cause problems for some kids**, others stated it was **not a problem** due to the school's **strict policy of phones being stored in lockers**. This policy is generally perceived as effective.
- **Challenges in Enforcement:** Despite the policy, some students still try to use phones "**on the sly**", or teachers note inconsistent enforcement of "no cell phones in the halls".
- **Social Impact:** Students are using phones to coordinate meetups in bathrooms or hallways and for **recording videos/taking pictures** (e.g., fights).
- **Other Devices:** **Smartwatches** are cited as a problem for discreet communication and a lack of consistent enforcement. **Chromebooks** are also a significant source of distraction, with students playing games, chatting, and bypassing blocked sites.
- Respondents expressed concern about a **lack of face-to-face social interaction**.

McCarthy Middle School:

- An overwhelming majority of respondents from McCarthy Middle School **view student phone use as a problem**.
- **Distraction and Academics:** Phones are a **major distraction** that prevents students from focusing and aids in **cheating**. Even having phones in pockets is considered a distraction.
- **Social and Behavioral Impact:**
 - A prevalent issue is students texting to **coordinate long bathroom trips** or meetups in hallways, sometimes for "**fight**" activities or to exchange vape paraphernalia.
 - **Recording videos and taking pictures of peers** (including fights) without consent in bathrooms and hallways is a serious concern.
 - Phones contribute to social issues like gossip, drama, cyberbullying, and **lack of face-to-face interaction**.
- **Enforcement Challenges:** **Inconsistent enforcement** of phone policies across staff and administration is a major and frequently cited problem. Students know policies are lax or find ways to circumvent them.

- **Parental Interference:** Parents directly text students for non-emergencies, disrupting instruction and bypassing health office protocols for dismissal. Some parents instruct students that staff "can't take their phone".
- **Addiction and Mental Health:** Phones are described as an **addiction**, contributing to constant distraction and negative emotional/mental health impacts such as anxiety and ongoing peer conflict.
- **Other Devices:** **Smartwatches** and **earbuds** enable discreet communication. **Chromebooks** are also a significant source of distraction, with students playing games, chatting, accessing blocked sites, and using AI for cheating.

High School (Chelmsford High School)

Respondents from Chelmsford High School overwhelmingly **agree that student phone use is a problem**.

Distraction from Learning and Academics:

- Phones are a **major, pervasive distraction** that prevents students from focusing on classwork, engaging in lessons, and retaining information. This includes constant checking even when put away. Teachers report spending **valuable instructional time** managing phone issues. Phones also aid in **cheating**.

Impact on Social Interaction and Behavior:

- Phones contribute to **social issues, gossip, drama, and cyberbullying**.
- Students use phones to text and coordinate meetups in bathrooms or hallways.
- There is a significant **lack of face-to-face social interaction**, with students engaging with devices instead of peers, even during downtime.
- Students are observed recording videos and taking pictures of peers.

Challenges in Enforcement and Policy Adherence:

- Students frequently **attempt to circumvent rules** by hiding phones, using "burner" phones, or decoys in designated phone holders.
- **Inconsistent enforcement** by teachers and administration is a dominant theme, leading to students taking advantage of lax oversight and a lack of clear consequences.

- Educators feel that enforcing phone policies **damages their relationship with students** and adds an unnecessary burden, with a perceived lack of support from administration.
- **Parental Interference:** Parents directly text students for non-emergencies, disrupting instruction. Some parents reportedly complain if their students' phones are taken away.

Addiction and Mental Health Concerns:

- Many respondents describe student phone use as an **addiction**.
- Phones and social media are linked to **negative emotional and mental health impacts** such as anxiety, ongoing peer conflict, low self-esteem, depression, and reduced IQ. Students themselves often express a desire for more control over their phone use and report feeling "stuck".

Other Devices as Contributing Factors:

- **Smartwatches** and **earbuds** are frequently cited as enabling discreet communication and content access, allowing students to bypass phone policies and maintain distraction.
- School-issued **Chromebooks** are also a significant source of distraction, with students playing games, chatting through documents, accessing blocked sites, and using AI for cheating.

Westlands School (Community Education & CHIPs Programs)

- One respondent from Westlands School acknowledges phones **might cause problems for some kids**. The respondent suggests that while phones have a place for academics (schedules, coach communication, emails), social media use in school is inappropriate.

Below is a summary of responses provided to the question posed on the Teacher Survey, if a respondent answered “mixed” or “no” to the question, “Do you think your school addresses technology issues that arise with students effectively?”

Respondents who answered "Mixed" or "No" to the question, "Do you think your school addresses technology issues that arise with students effectively?" consistently highlighted challenges related to the **inconsistent enforcement of existing policies** and a **lack of clear, consistent consequences** for student non-compliance. These issues were observed across various school levels, particularly at the middle and high school levels, but also extending to elementary schools concerning smartwatches and parental communication.

Below is a breakdown of the specific reasons and examples provided by school:

Elementary Schools (Byam, Center, Harrington, and South Row):

- While overall phone use isn't often seen as a major problem at this level, **smartwatches** emerge as a key concern. Respondents noted that **smartwatches are not consistently enforced school-wide**.
 - For instance, at **Center Elementary School**, a teacher expressed concern that students as young as 2nd grade have smartwatches capable of texting, calling, and taking pictures, and that they cannot trust young children to keep these devices in "school mode," leading to an "invasion of privacy".
 - At **Byam Elementary School**, it was stated that "what technology is allowed at this level of school is confusing to parents and staff and handled inconsistently by administration". Similarly, a 4th-grade teacher at Byam mentioned that smartwatches are a distraction, with no clear policy addressing their use.
 - A K-4 teacher at **Harrington Elementary** noted a "mixed message" where students are reminded to keep phones away, but the response to non-compliance is "inconsistent".
- Generally, elementary respondents indicated that while the school addresses issues when they are "aware of certain issues," they believe the school "cannot control everything". Daily phone use, beyond dangerous situations, is often "not addressed in a meaningful way with students or parents".

Middle Schools (Parker and McCarthy):

Inconsistent Enforcement and Consequences: This was a dominant theme across both middle schools.

- At **McCarthy Middle School**, respondents frequently cited that "some staff do not enforce the cell phones being off and in a locker". It was noted that "it's more a case of some teachers following through on improper usage and others not at all". This inconsistency leads to students knowing they can "get away with more and more" because "consequences are not always administered effectively".
 - Teachers reported "minimal consequences for misbehavior" and a lack of support from administration, feeling that "admin is sometimes lax with the rules...which makes teachers who try to enforce the rules feel unsupported".

- Students are aware that "if a student refuses to hand over their phone there is not much we can do about it, and students know this". One respondent highlighted that "consequences are not consistent".
- At **Parker Middle School**, a respondent noted that "enforcement of the 'no cell phones in the halls' at the end of the day is inconsistent". Another expressed that "smart Watches are not enforced school wide as well as cell phone use", and that parents complain when phones or smartwatches are taken away, trying to "circumvent the no cell phone policy".

Issues with Other Devices:

- Chromebooks are frequently mentioned as a significant distraction, with students playing games, chatting, and bypassing blocked sites, often with a lack of clear protocol or consequences for these "personal devices". The effectiveness of monitoring tools like Classwize is questioned due to varied outcomes and lack of set policy.

High School (Chelmsford High School):

Widespread Inconsistency in Enforcement:

- This is the most prevalent concern. Respondents repeatedly stated that "not all teachers follow" the phone policy, making "student buy-in spotty at best". It's perceived that "rules with regards to cell phone use are managed differently by different teachers. Some teachers restrict use and others are more lenient". This creates confusion for students, as "some teachers allow them and some don't".

Lack of Consequences and Administrative Support:

- Teachers reported that "often students do and there are no consequences" when they use phones in class. Many feel that enforcing policies "damages their relationship with students" and that "teachers are not supported by administrators when conflicts arise". There's a sentiment that rules are "inconsistently enforced and consequences are not always the same (or sometimes don't exist at all)". Students are "very aware of this and take advantage of it".

Circumvention of Rules:

- Students are described as constantly attempting to "circumvent rules" by hiding phones, using "burner" phones, or decoys in designated phone holders. They also use smartwatches and earbuds to bypass policies.

Impact on Teachers:

- The burden of constant "fighting with students day in and day out to put them away" is cited as contributing to low teacher morale. Teachers spend "valuable instructional minutes...trying to ensure every student has placed their phone in the assigned spot", which is then further complicated by students using old phones or trying to hide their current ones.

Chromebooks and Digital Access Issues:

- Beyond phones, Chromebooks are identified as a "massive problem" for distraction, with students playing games, chatting, accessing blocked sites, and using AI for cheating. Some expressed frustration that while certain sites like YouTube are blocked, this can hinder legitimate academic use by teachers or students, and that students still find "work arounds" to access content.

In summary, the core issue identified by respondents is not necessarily the absence of rules, but the **inconsistent and often ineffective application and enforcement of those rules** by both staff and administration. This leads to a perception among students that they can bypass or ignore policies with minimal repercussions, creating a constant battle for educators and undermining efforts to manage technology use effectively.

The summary of responses regarding how each school or level addresses technology issues, particularly for those who answered "Mixed" or "No" regarding effectiveness, is further broken down by specific levels and/or schools:

Elementary Schools (Byam, Center, Harrington, and South Row)

At the elementary level, the primary concern revolves around **smartwatches** and **inconsistent enforcement of policies**. While phones are generally not a major issue, smartwatches with texting, calling, and picture capabilities pose significant distractions and privacy concerns.

Harrington Elementary School:

- Respondents noted a **"mixed message"** where students are reminded to keep phones away, but the **response to non-compliance is "inconsistent"**. Some students secretly use phones for parental texts, knowing they shouldn't.
- One teacher mentioned issues with Chromebooks where "too much time spent on chromebooks for learning and assessments leads to students abusing the privilege".

South Row Elementary School:

- Smartwatches are a key issue, with students texting families in class, causing disruption. One teacher witnessed a student accidentally call their mother mid-lesson, speaking on speakerphone.
- It was stated that "what technology is allowed at this level of school is confusing to parents and staff and handled inconsistently by administration".
- Parents are seen as contributing to the problem by texting students, leading to students attempting to get dismissed without going through official channels.
- The school "cannot control everything" but addresses issues when "aware of certain issues". Daily phone use, beyond dangerous situations, is often "not addressed in a meaningful way with students or parents".

Byam Elementary School:

- Similar to South Row, smartwatches are a concern, with students texting or messaging people at home, and policies are seen as unclear and inconsistently handled.
- The lack of clarity on allowed technology "is confusing to parents and staff and handled inconsistently by administration".
- It's difficult for special education students to understand the "mixed messages" about device use, especially when parents provide the devices.

Center Elementary School:

- Smartwatches are a significant problem, with students as young as 2nd grade having devices capable of texting, calling, and taking pictures. A teacher expressed concern about an "invasion of privacy" and not trusting young children to keep devices in "school mode".
- Students are "often caught going on to other things on their Chromebooks other than what is assigned".

Middle Schools (Parker and McCarthy)

In both middle schools, the overarching problem is the **inconsistent enforcement of existing rules** and a **lack of clear, consistent consequences**. This leads to students knowing they can "get away with more and more".

Parker Middle School:

- **Inconsistent enforcement of rules** is a recurring issue, especially regarding "no cell phones in the halls" at the end of the day.
- **Smartwatches are not consistently enforced school-wide**, similar to cell phone use. Parents are noted to "complain if their students phones are taken away" and "use smart watches to try to circumvent the no cell phone policy".
- Chromebooks are a "problem" in 5th grade, with students "constantly playing games or chatting with one another through google docs" and finding "work arounds to get on blocked sites".
- **Consequences differ** depending on who addresses the issue of students on unauthorized sites. There's a lack of "clear protocol for student misuse of personal devices".
- One teacher noted that Parker's policy of phones in lockers works well, but others expressed concern about the general inconsistency.

McCarthy Middle School:

- **Inconsistent enforcement** is a dominant theme, with "some staff that do not enforce the cell phones being off and in a locker" or used to take pictures. This means "consequences are not always administered effectively".
- Teachers feel unsupported when "admin is sometimes lax with the rules," giving students "a lot of 'chances'".
- Students "know that if a student refuses to hand over their phone there is not much we can do about it".
- Phones are frequently used for **coordinating bathroom trips** and meet-ups, recording fights, and taking pictures/videos of peers.
- Chromebooks are also a significant issue, with students playing games, chatting through Google Docs, and using AI for cheating. The effectiveness of monitoring tools like Classwize is questioned due to varied outcomes and lack of set policy for misuse.

High School (Chelmsford High School)

High school responses overwhelmingly point to a **widespread lack of consistent enforcement of phone policies** and **minimal or inconsistent consequences**.

Inconsistent Enforcement and Consequences:

- "Not all teachers follow" the phone policy, leading to "student buy-in spotty at best". Rules are "managed differently by different teachers," creating confusion as "some teachers allow them and some don't".
- "Often students do and there are no consequences". There's a perception of "minimal consequences for misbehavior". Consequences are "not consistent" and sometimes "don't exist at all".
- Teachers feel unsupported by administration when conflicts arise, noting that "admin is sometimes lax with the rules".

Circumvention of Rules:

- Students "find ways to avoid putting their phone away". This includes putting "old phones" or "burner phones" in designated phone holders.
- Students use smartwatches and earbuds (AirPods) to bypass policies, as these are harder to spot and enforce.
- Students "find ways to get around the policies", including creating "Google Docs on their Chromebooks" to text friends.

Impact on Teachers and Learning:

- Teachers are "tired of fighting with students day in and day out to put them away". This "takes up valuable class time".
- The constant enforcement effort "damages their relationship with students".
- Phone use is seen as a "significant distraction" that hinders learning and engagement. Some teachers report students failing due to phone distraction.
- It contributes to low teacher morale.

Other Digital Access Issues (Chromebooks, Blocked Sites):

- Chromebooks are a "problem" for distraction, with students playing games, chatting, accessing blocked sites, and using AI for cheating.
- Concerns were raised that blocking sites like YouTube, while intended to limit distraction, can hinder legitimate academic use by teachers and students. Students still find "workarounds".
- There is a lack of clear policy on AI use.

Parental Role:

- Parents "constantly texting their kids during the school day" is a problem.
- Parents are perceived to "complain if their students phones are taken away" and "support the kid" even when policies are violated. There's a need for parents to learn they can call the school instead of direct contact.

In essence, while rules and policies may exist, the **execution and consistent follow-through across all staff and administrative levels are perceived as lacking**, enabling students to bypass guidelines and exacerbating technology-related issues. This leads to a constant struggle for many educators and impacts the overall learning environment and student engagement.

When evaluating technology policies this summer, Chelmsford administrators have received a wide range of additional considerations and recommendations from staff across all school levels. These suggestions frequently emphasize the need for **consistency in policy enforcement**, broader scope of technology addressed, improved parental involvement, and a deep understanding of the impact on student well-being and learning.

Here's a breakdown of the key points administrators are asked to consider:

Scope of Technology and Devices:

- Administrators are urged to **extend policies beyond just cell phones** to include other digital devices such as **smartwatches, earbuds (AirPods), and school-issued Chromebooks**.
- Smartwatches are a particular concern at the **elementary level**, with teachers reporting issues as early as 1st-4th grade, citing students texting family members

in class, leading to disruptions, privacy concerns, and attempts to circumvent official dismissal procedures.

- **Chromebooks are identified as a "problem"** across middle and high school for off-task activities like playing games, chatting through Google Docs, accessing blocked sites, and using AI for cheating. Some suggest a return to Chromebook carts that stay in classrooms rather than 1:1 take-home devices.
- Concerns are raised that **blocking legitimate academic sites like YouTube** can hinder instruction and learning. There is also a call for a **clear school-wide policy on AI use**.

Consistency and Enforcement Challenges:

- A dominant theme is the **critical need for consistent enforcement of any policy by ALL teachers and administrators**. Without this, students exploit inconsistencies, leading to policies being ineffective.
- Many teachers feel there are **minimal or inconsistent consequences** for technology misuse, leading students to believe they can "get away with more and more".
- Some educators express feeling **unsupported by administration** in enforcing phone rules, which can damage teacher-student relationships and add to teacher burden and frustration. One teacher suggests that staff using phones during the day also contributes to low expectations for students.

Parental Role and Communication:

- A significant issue is **parents texting students directly during the school day**, which disrupts learning and bypasses official school communication channels (e.g., health office for dismissals). Parents are perceived to "complain if their students' phones are taken away".
- There is a strong call for **educating parents on the negative impacts of technology and social media** on student mental health, well-being, and attention spans.
- Administrators are urged to establish **clear protocols for emergency contact** that parents can trust, emphasizing that the school can always be contacted via office landlines or staff phones.

Impact on Students and School Culture:

- Phones are widely seen as a **major distraction and addiction** for students, hindering academic focus, engagement, and overall performance. Some teachers note students failing due to phone use.
- Significant concerns are raised about the **negative impact on student social and emotional well-being**, including decreased in-person interaction, underdeveloped social skills, increased drama, bullying, anxiety, and links to depression and suicide. One respondent states that students are "addicted to their screens" and look "as disengaged as someone who is stoned or under the influence of a sedative".
- Students frequently use phones to **coordinate bathroom trips, meet-ups in hallways, and record fights or other inappropriate content**, which creates disruption and safety issues.
- Some suggest that a total ban might prevent students from developing self-monitoring skills necessary for college and the workplace, advocating instead for teaching responsible usage.

Logistics and Implementation of a Ban:

- Many suggestions revolve around **collecting phones at the start of the day** (e.g., in a house office, homeroom, or classroom pockets/caddies) and returning them at dismissal. However, the effectiveness of classroom phone holders is debated due to students using "burner phones" or finding other workarounds.
- **Yondr pouches** or similar locking mechanisms are suggested by some as a potential solution, though concerns about implementation, student anxiety, and circumvention methods exist.
- A strong desire for a **clear, uniform policy from 5th to 12th grade** is expressed, to avoid confusion and inconsistency.
- Consideration is needed for **academic uses of phones** (e.g., photography, specific apps) in certain classes, and how these could be facilitated if a ban is implemented (e.g., digital cameras).

Teacher Morale and Burden:

- Many teachers explicitly state that the **constant battle over phones significantly erodes their morale** and consumes valuable instructional time. They are "tired of fighting with students day in and day out".
- One teacher, however, expressed that their morale does not depend on student phone usage, advocating for teachers to establish clear routines and manage their classrooms effectively.

Data and Research:

- Administrators are advised to **review data from other school districts** that have implemented phone bans to understand their impact on grades, test scores, and student engagement.
- The importance of **research linking phone use to social and emotional problems** (e.g., studies like "The Anxious Generation") is highlighted as a basis for policy decisions.

In conclusion, the overarching message for administrators is that while current policies exist, their **inconsistent enforcement and limited scope contribute to widespread issues**. Any future policy must be **clear, consistent across all staff and levels, and comprehensively address all digital devices**, while also considering the complex interplay with student well-being, parental expectations, and practical implementation challenges.



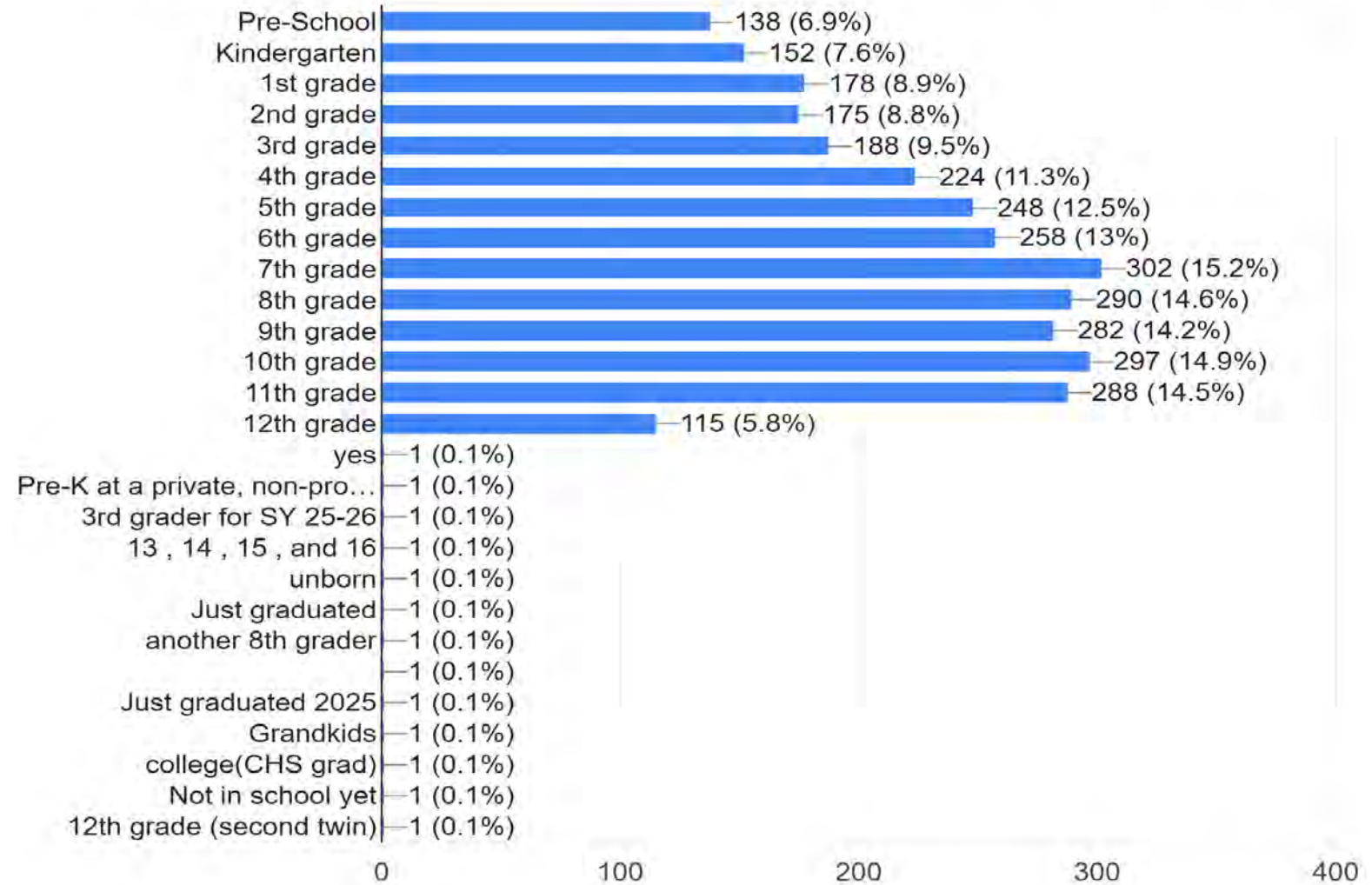
Cell Phone & Social Media Use Survey

Family/Parent Responses

Cell Phone & Social Media Use Survey: Parent/Family Responses

What grade is your student currently in? If you have more than 1 child, please check all that apply.

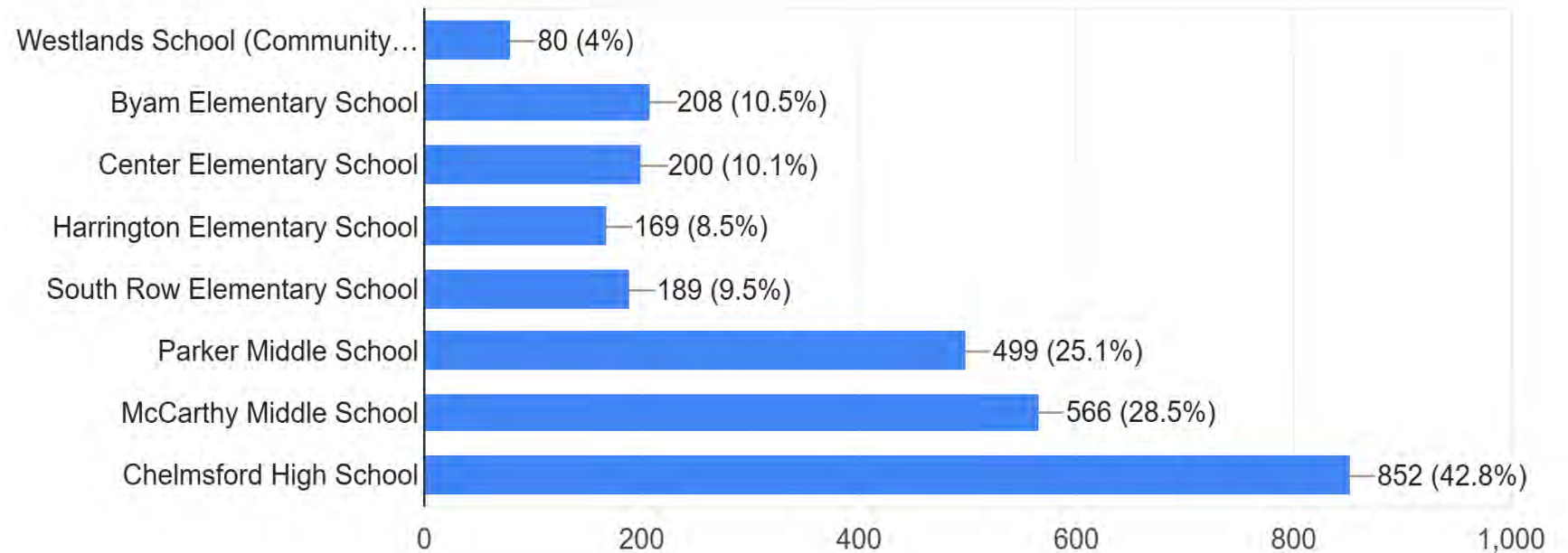
1,989 responses



Cell Phone &
Social Media
Use Survey:
Parent/Family
Responses

What school(s) does your student currently attend? If you have more than one child, please check all that apply.

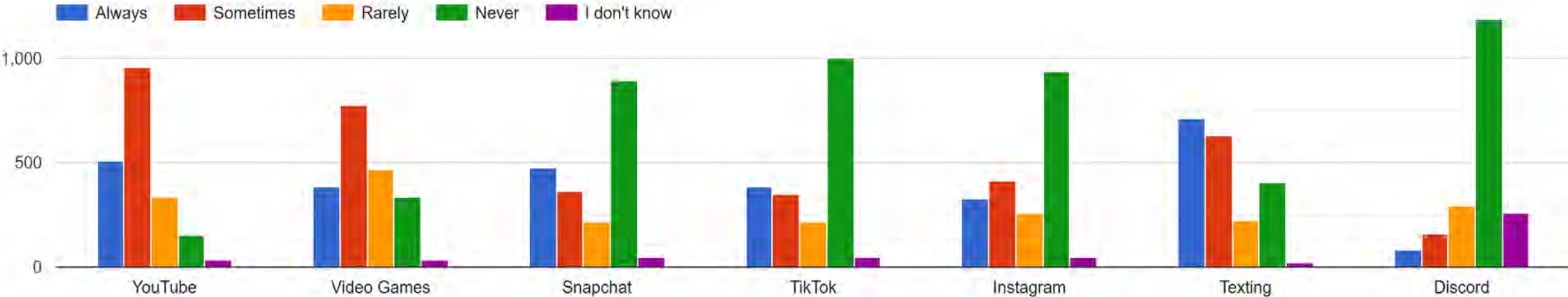
1,989 responses



Cell Phone & Social Media Use Survey: Parent/Family Responses



Below are some of the digital platforms your student may be using. Please indicate how often you think your student uses these during the day (please consider both home and school use). If you have more than one student, please think of the oldest student's tech use.

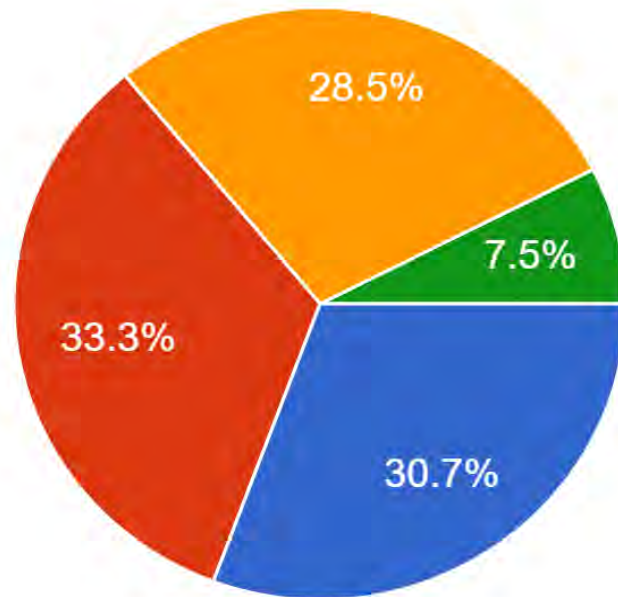


Cell Phone & Social Media Use Survey: Parent/Family Responses



Do you think students' phone use is a problem at your school(s)?

1,989 responses



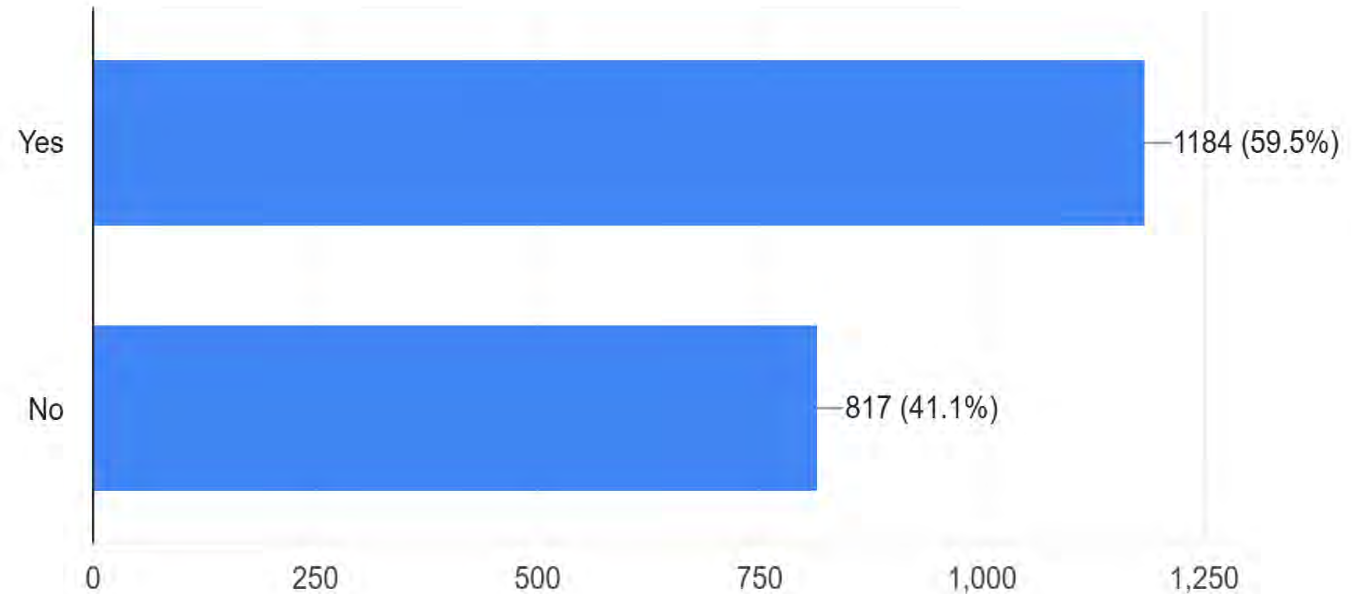
- No, I do not think phones are a problem during the school day.
- I think phones might cause problems for some kids during the school day.
- Yes, I think phones are a problem during the school day.
- I do not know.



Cell Phone & Social Media Use Survey: Family/Parent Responses

Do you know what the Phone Usage Guidelines are (listed in the Student Handbook)?

1,989 responses

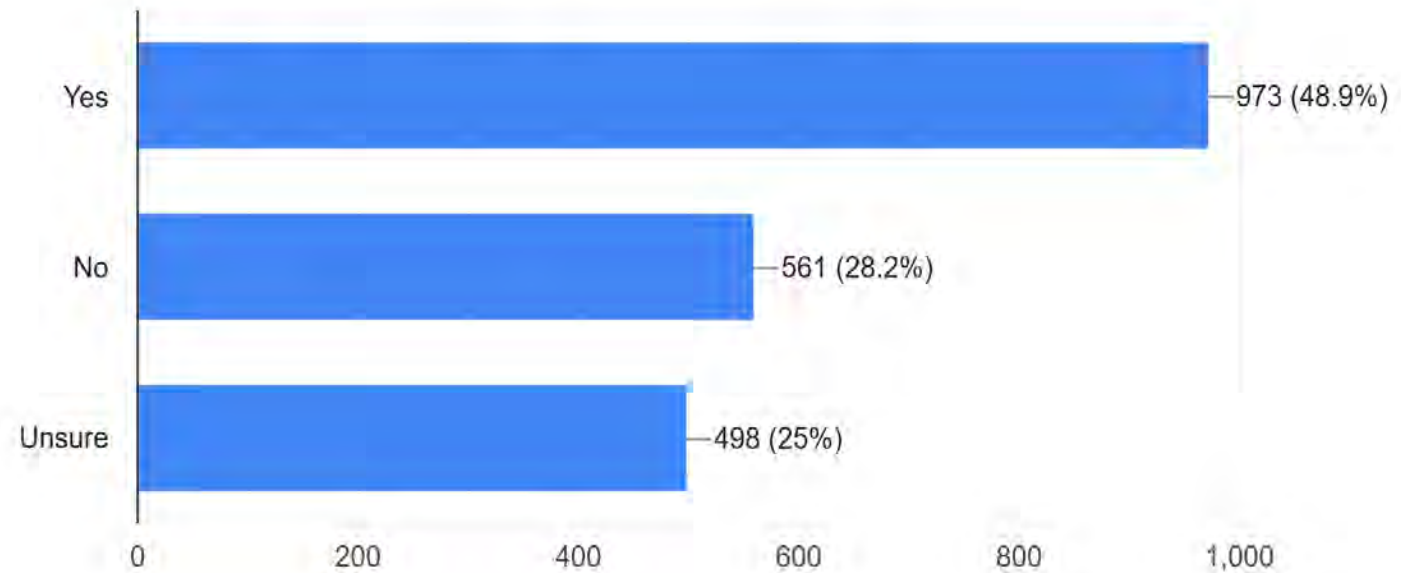




Cell Phone & Social Media Use Survey: Family/Parent Responses

Do you think your student knows what the Phone Usage Guidelines are (listed in the Student Handbook)?

1,989 responses

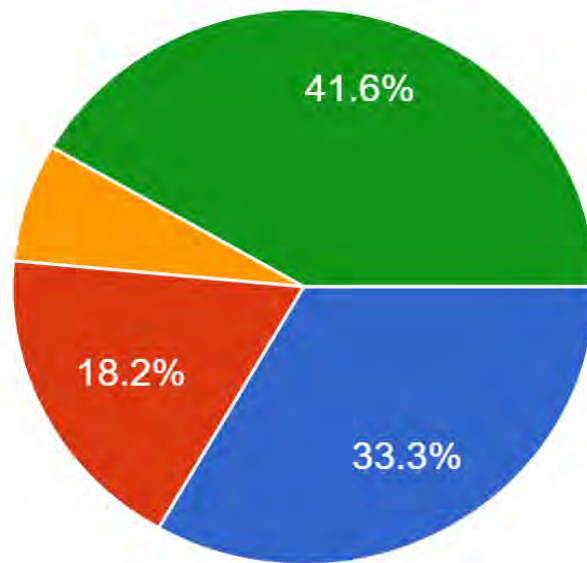


Cell Phone & Social Media Use Survey: Family/Parent Responses



Do you think your school handles technology issues that arise with students effectively?

1,989 responses



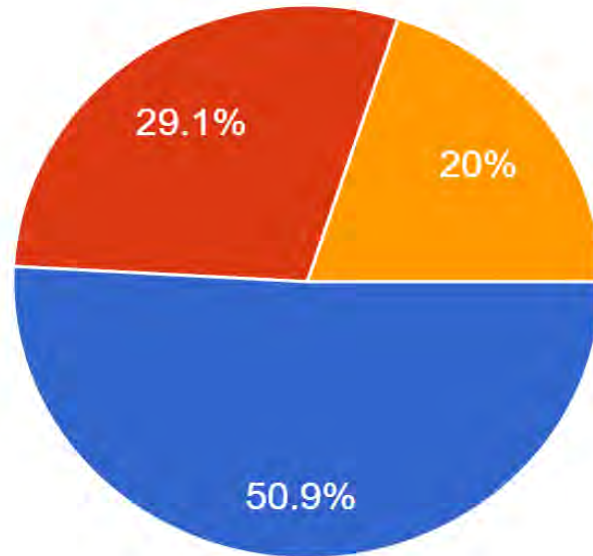
- Yes
- Mixed; they handle some things well, but not others
- No
- I don't know

Cell Phone & Social Media Use Survey: Family/Parent Responses



Would you support a cell phone ban for students during the school day?

1,989 responses



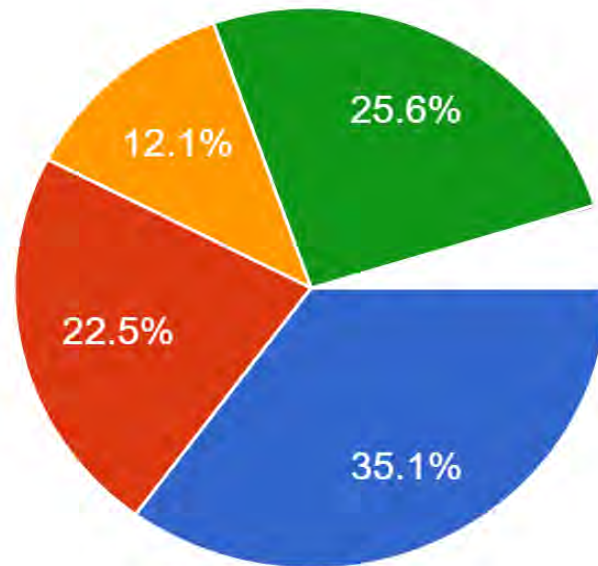
- Yes
- No
- I need more information

Cell Phone & Social Media Use Survey: Family/Parent Teacher Responses



If you support a cell phone ban, what type of ban would you like to see?

1,865 responses



- A full bell-to-bell ban (i.e. the entire sc...
- A ban during academic classes only
- A ban in academic and public spaces...
- I don't support a phone ban.
-
- I support children being instructed not...
- Phones must remain in backpack or o...
- Allowed to have on them in case of e...

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee

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

Date: July 14, 2025

Re: Cell Phone & Social Media Use Survey: Family/Parent Responses

A survey was shared with families in June, prior to the end of the 2024/25 school year, to gather feedback on an increasingly significant topic both locally and across the state: student cell phone and social media use during the school day. Recent discussions in Massachusetts, including potential legislation, are focusing on limiting or removing student access to cell phones in schools due to concerns about disruptions to learning and student well-being.

To better understand how these issues are impacting our schools, in consultation with an expert in the field, Dr. Jill Walsh of Boston University, a short survey was developed for families to gain valuable insight into the current climate and parent perception of the issue to inform future policy considerations within our district. 1,993 responses were received from families by the close of the survey.

Parents who responded “yes” to the question, “Do you think students’ phone use is a problem at school(s)?” were asked to explain why they believe phones are a problem and cited a variety of reasons, often highlighting the negative impact on academic focus, social development, and overall school environment.

Key reasons for considering phone use a problem include:

- **Distraction from Academics and Learning:** Many parents noted that phones take away from focus on schoolwork and can lead to students being **lazy to think** or **pick screens over paper and books**, hindering fundamental skills like writing.
- **Negative Impact on Social Development and Interaction:** Phones are seen as hindering **in-person socialization**, reducing face-to-face communication, and contributing to a **lack of social connections**. Respondents noted that students often prioritize phone interactions over engaging with peers and teachers in person.

- **Bullying, Inappropriate Content, and Misuse:** Phones facilitate **cyberbullying**, spreading **misinformation, gossip, and negativity**, and accessing **inappropriate material** or engaging in harmful social media "challenges". Specific examples included students **recording others without consent** and posting videos to social media.
 - **Difficulty in Classroom Management and Enforcement:** Many parents and educators reported that phones create a **nonstop effort to monitor** for teachers, leading to **discipline issues** and **power struggles**. Many observed **inconsistent enforcement of rules** by staff members, with some teachers allegedly not enforcing policies or allowing phones to be used in class.
 - **Addiction and Lack of Self-Control:** Many parents expressed concern that students are **addicted to their phones** and lack the **self-control** needed to put them away during school hours. They noted that the "eagerness of checking a phone grows each day" and that notifications constantly remind students of what they might be missing.
 - **Negative Impact on Mental Health and Well-being:** Phones and social media are linked to **increased anxiety, depression, and body image issues** among students. They are seen as **preventing students from being fully present**.
 - **Unnecessary Presence and Lack of Purpose in School:** Many respondents asserted that there is **no legitimate reason** for students to have access to phones or social media during school hours, beyond emergencies that can be handled through the school office.
 - **Specific Digital Platforms as Problems:** Platforms like **Snapchat, TikTok, Discord, and YouTube** were specifically mentioned as sources of distraction and inappropriate content.
 - **Impact on Teachers and Classroom Environment:** Phones make **teaching harder for teachers** and require them to constantly monitor and compete for student attention.
 - **Parental Concerns about Control and Habits:** Some parents noted that it is **difficult for adults to regulate phone usage** for themselves, making it even harder for children. They also expressed concern about students texting during class, even when they "had nothing to do", or accessing inappropriate content.
-

Respondents who believe that student phone use is a problem at their school(s) provided detailed explanations, often highlighting how phone use negatively impacts academic focus, social development, and the overall school environment. The concerns and specific examples varied somewhat by school level, though many issues were consistent across all grades.

Below is a breakdown of the responses by school level:

Elementary Schools (Byam, Center, Harrington, and South Row):

- For younger students, the concern is often that they are **"too young for phones"** and lack the responsibility to use them properly.
- Parents of elementary students sometimes expressed that phone issues were **less prevalent at their child's current school** but anticipated them becoming a "huge problem" in middle and high school.
- Specific examples of misuse at this level included students showing **inappropriate content to other children at recess or on the bus**, and parents noting their children were **exposed to inappropriate content on friends' phones** on the bus or at school.
- Concerns were raised about the **accessibility of YouTube on school Chromebooks**, even for younger grades. One parent noted a 5th grader **ordering over \$600 worth of products on her school Chromebook**.
- Some respondents felt that phones prevent elementary students from developing essential **social skills** like talking and making friends.

Middle Schools (Parker and McCarthy):

- Many parents noted students **sneaking phones into bathrooms** or being **constantly on TikTok**.
- There were observations of students prioritizing phone interactions over engaging with peers and teachers in person, with one parent stating their "kids ignore other students and teachers sometimes because all their attention is on their phones".
- Some middle school parents reported their child's **grades improved after phone access was restricted**.

- Inconsistency in enforcement was highlighted, with mentions of some teachers allowing phones despite policies. One parent felt that **McCarthy Middle School had a "much better policy"** than the high school.
- A student respondent acknowledged that "a lot of kids do" use phones during class to "check Discord".

High School (Chelmsford High School):

- A significant concern was phones being used to **cheat on tests** or for **plagiarism**, including with AI tools. One respondent detailed instances where students would deliberately miss tests to get answers later via cell phones in less supervised settings.
- Parents reported students **texting or sending "reels" during the school day**, with some students stating they used phones when they "had nothing to do during a class". One respondent observed their son **sending personal emails/messages that were not urgent** during school hours.
- The **inconsistency of phone policies across different teachers and classrooms** was a frequent complaint. Many reported that the school's "phone jails" (designated pockets for phones) were inconsistently used or enforced.
- **Poor cellular service at Chelmsford High School** was noted as a problem, making it difficult for students to receive messages from home even if they had their phones. This has led students to use workarounds like VPNs or personal Wi-Fi pucks.
- Some extracurricular activities communicate primarily through social media platforms (e.g., Remind, Instagram, Facebook), forcing students to access these platforms for important updates. This creates a dilemma for parents who don't want their children on social media but need them to stay informed.

In summary, across all school levels, the primary issues cited were academic distraction and negative social/emotional impacts. However, elementary schools faced concerns about young children's exposure and misuse, middle schools struggled with more active defiance and inconsistent application of rules (e.g., in bathrooms), and the high school contended with advanced forms of misuse like cheating, poor network access leading to workarounds, and the complex integration of phones into extracurricular communication.

Respondents who indicated that their school's handling of technology issues with students was "Mixed" or "No" when asked the question, "Do you think your school handles technology issues that arise with students effectively?", provided detailed explanations, often highlighting a range of concerns related to policy enforcement, technology infrastructure, and the broader impact on student well-being and communication.

Below is a summary of their explanations:

Inconsistent or Lax Policy Enforcement:

- A frequent criticism was the **lack of consistent enforcement of existing phone policies** by teachers and staff. Parents reported that initial policies, such as using phone pockets, were "**slowly let go of**" or "**never used**", leading to students "**sneaking phones**" due to a lack of "hard take away" measures. Some felt that "**discipline is lax**" and that teachers give "too many chances". This inconsistency means that some teachers allow phones, while others do not, creating "**mixed messages**" and undermining overall policy success. There were observations that some teachers are "**absolutely ridiculous about it**" or are "**not strict enough**".

Inadequate Technology Infrastructure and Content Management:

- **Poor Wi-Fi/Cellular Service and Blocking:** Many expressed frustration that the school **blocks Wi-Fi and cellular data**, which prevents students from communicating with parents for non-urgent matters like pick-ups or schedule changes, and is seen as a "**safety hazard**". Some noted that "**poor cellular service at the High School**" itself contributes to communication issues.
- **Blocking Necessary Educational Content:** Respondents complained that the school blocks "**apps that they need for some schoolwork (ex: YouTube)**". This forces students to use home computers for homework or find "**workarounds**" like VPNs. Concerns were also raised about YouTube being "**accessible through the elementary school laptops**" initially, despite being deemed inappropriate.
- **Chromebook Issues:** Concerns included Chromebooks being "**flimsy and aren't built to last**", difficulties in safely transporting them, and tight restrictions that make doing work "difficult and annoying" (e.g., losing progress when closing the lid). One parent reported a 5th grader **ordering over \$600 worth of products on her school Chromebook** due to lack of monitoring. The prevalence of Chromebooks in learning was seen as "**hypocritical**" when schools advocate for reduced screen time.

Failure to Address Serious Off-Campus or Persistent Misuse:

- **Bullying and Inappropriate Content:** The school was criticized for **not addressing online bullying effectively**, especially when it occurs outside of school property. Parents cited instances of **"fake social media accounts"** leading to physical assaults, and students being **"bullied over the phone via apps like Snapchat and Facebook Messenger"** where the school's response was that "it's not on school property".
- **Cheating:** Instances of students using phones to **cheat on tests** or for **plagiarism** were mentioned, with concerns that teachers' responses were **"inadequate"** or that students found ways to get answers in less supervised settings.
- **General Lack of Oversight:** Some felt that the school is **"more reactive to negative phone and social media issues after the fact"** rather than proactive, and that school officials are **"not able to address all of the things that are going on"**.

Perceived Unfairness and Over-Punishment:

- Some respondents felt that punishment was **"unfair"** or **"too severe,"** citing instances where an entire class was punished for a few students' misuse. One parent recounted their child being disciplined for using an educational website (Scratch) with one teacher's permission, only to be punished by another teacher who was "spying on her laptop usage".
- A strong sentiment was that it's **"easy to punish the group of kids when one or two children are not behaving appropriately,"** penalizing responsible students.

Lack of Communication and Support for Parents:

- There were complaints about a **"lack of communication between staff and parents"** regarding technology issues and policies. Some parents were unaware of the guidelines or felt that the school wasn't proactive in explaining them.
- Some noted **slow tech support response times** for school-issued devices.
- One parent felt that the technology department was **"severely out of touch with today's generational needs"**.

Overall, the responses indicate a significant perception that while some efforts are being made, the school's approach to managing student technology and phone use is **inconsistent, reactive rather than proactive, and often creates new problems** (like

communication barriers) while failing to fully address persistent issues like cyberbullying and academic dishonesty. There's a strong desire for more uniform policies, better communication, and a more adaptive approach to technology management that considers both academic integrity and practical student/parent needs.

Respondents who characterized their school's handling of technology issues with students as "Mixed" or "No" offered explanations that frequently pointed to **inconsistencies in policy enforcement, challenges with technology infrastructure and content management, and difficulties in addressing serious off-campus or persistent misuse of technology**. While some issues were general across all schools, several specific concerns were raised regarding different school levels.

Below is a breakdown of responses by school or level:

High School Level (Chelmsford High School)

Concerns at the high school level primarily revolved around **inconsistent enforcement and infrastructure issues**:

Inconsistent Policy Enforcement:

- Many parents reported that while policies, such as using **phone pockets in classrooms**, exist, they are often "**never used**" or "slowly let go of" by teachers and staff. This leads to "**mixed messages**" and a perception that "discipline is lax".
- The enforcement of rules at CHS is described as "very spotty," with some teachers forbidding cell phones and enforcing it, while others forbid them but "**don't enforce it**". This creates a situation where students "take advantage of lax teachers" and find ways around policies.
- Some teachers are reported to take phones "even if the phone is being unused," which makes students "feel mistreated and looked as if they are in middle school".

Inadequate Technology Infrastructure and Content Management:

- A significant issue is the "**poor cellular service at the High School**" and the blocking of Wi-Fi, which **prevents students from communicating with parents** for "pick up/drop off or change in after school schedule information," raising "**safety issues**". Students resort to "workarounds" like VPNs or "hijacked teacher passwords" to access necessary information, which some believe causes "bigger problems" than the ban itself.

- The school's blocking of "**apps that they need for some schoolwork (ex: YouTube)**" on school-issued devices forces students to use home computers for homework.
- Concerns were also raised about **Chromebooks being "flimsy"** and having "tight restrictions" that make doing work "difficult and annoying," leading to loss of progress.

Failure to Address Serious Off-Campus or Persistent Misuse:

- The school was criticized for **not effectively addressing online bullying**, particularly when it occurs off school property. One parent reported their daughter being physically assaulted after "fake social media accounts" were created, and noted that "**nothing changed after that**" in terms of policy.
- Students reportedly use phones to "**cheat on tests**" and for **plagiarism**, with teachers' responses being described as "inadequate".
- There are instances of "**kids videoing other kids during presentations**".

Perceived Unfairness:

- Some parents felt that "**blanket policies**" unfairly punish "good, trustworthy students who don't violate the rules". There's a sentiment that it's "easy to punish the group of kids when one or two children are not behaving appropriately".

Middle School Level (Paker and McCarthy)

Similar to the high school, middle schools face enforcement challenges and issues with external online behavior:

Inconsistent Policy Enforcement:

- Parents noted that "teachers said they use the phone pockets, but my daughter said those are never used" at McCarthy.
- Despite rules, "**kids still have phones at Parker and they are used when they aren't supposed to be**".
- Students are reported to "sneak them to the bathroom".
- Enforcement is perceived as "**inconsistent from class to class**" and "discipline is lax".
- A parent noted that "**McCarthy has a much better policy than CHS**" regarding phone usage.

- Some teachers reportedly **allow phones for class purposes** (e.g., taking photos of artwork), which can confuse students about acceptable use.

Inadequate Technology Infrastructure and Content Management:

- Concerns were raised about **YouTube being accessible on elementary and middle school laptops**, which parents felt exposed children to "garbage" or inappropriate content.
- One case involved a 5th grader ordering "over \$600 worth of products on her school Chromebook" due to a lack of monitoring software and follow-up on "personal use" contracts.
- Parents also found "no way for parents to limit screen time on the school-issued Chromebook".

Failure to Address Serious Off-Campus or Persistent Misuse:

- The school is criticized for **not addressing online bullying effectively**, especially when it occurs "not on school property". One parent stated that "Cell phone use is very heavily linked to bullying. My son is a victim of this and has showed me proof".
- Students are reported to be **"doing TikTok's during school"**.

Lack of Communication/Support:

- There's a perceived **"lack of communication between staff and parents"**.
- One parent reported "slow tech support response times" for school-issued devices.

Elementary School Level (Byam, Center, Harrington, and South Row)

While less prevalent, issues still arise at the elementary level, particularly concerning school-issued devices and peer exposure:

Inadequate Technology Infrastructure and Content Management:

- **YouTube being accessible on elementary school laptops** was a concern, especially initially, as it was "not a concern" to the school despite being deemed inappropriate by some parents.
- A parent whose child was in 4th grade reported that "kids in school and on the bus using phones when they aren't supposed to be or watching/playing content that is not age appropriate".

Perceived Unfairness:

- A parent mentioned their children's **Apple Watches** being "kept over night at the school without permission".

In response to the question, "Write anything else you would like Chelmsford administrators to consider or know as they evaluate tech policies this summer", parents provided a range of considerations regarding tech policies, highlighting concerns about **safety, policy enforcement, technology infrastructure, social development, and the overall approach to digital literacy.**

Below is a summary of their additional comments:

Prioritizing Student Safety and Communication:

- Many parents stressed the **critical need for students to contact parents or authorities in emergencies**, citing concerns about school shootings and other traumatic events. They believe that **blocking Wi-Fi or restricting phone access hinders essential communication** for ride coordination, schedule changes, or forgotten items. Some suggested alternative communication channels if phones are banned, such as through the main office.
- **Inconsistent Policy Enforcement:** There is a widespread perception that existing phone policies are **not uniformly enforced** by teachers and staff across all schools, especially at Chelmsford High School. This leads to "mixed messages", students taking "advantage of lax teachers", and students not feeling repercussions for phone use. Some comments emphasized that a new policy must be **consistently enforced** across all staff members.

Challenges with School Technology and Content Filters:

- Parents reported issues with **Chromebook restrictions** that block necessary educational apps like YouTube or prevent access to important school websites. This forces students to use home computers for schoolwork.
- Concerns were raised about **inadequate monitoring of school-issued Chromebooks**, leading to students accessing inappropriate content or making unauthorized purchases.
- Poor cellular service and blocked Wi-Fi at the high school were noted as issues, impacting communication and raising safety concerns.

- There were calls to **block games and "YouTube shorts" on Chromebooks.**

Impact on Student Development and Mental Health:

- Many believe phones distract from schoolwork and **hinder face-to-face social interaction and development of social skills.**
- Concerns about the **negative impact on mental health**, including anxiety, addiction, and exposure to bullying and inappropriate content, were frequently mentioned. Parents noted students "doom scroll" or use phones to avoid interacting with others.

Digital Literacy and Responsible Use Education:

- Several parents suggested that schools should **teach children how to be responsible with devices** and integrate digital literacy into the curriculum. This includes appropriate cell phone etiquette in professional settings and understanding AI.
- Some believe that simply banning phones doesn't teach self-regulation and may lead to "sneaky behavior" or an increased desire for the forbidden device.

Call for Data-Driven and Proactive Policy:

- Parents and educators urged administrators to **consider research and data** on smartphone use impacts, advocating for evidence-based policies.
- The school is perceived as being "more reactive to negative phone and social media issues after the fact" rather than proactive. There's a call for a **"living policy that is frequently revisited and updated"** as technology and trends change.

While some issues were general for Chelmsford administrators to consider as they evaluate tech policies this summer across all schools, parents offered a variety of considerations, often providing insights specific to different school levels.

Elementary Schools (Byam, Center, Harrington, and South Row)

- Many parents with students in elementary schools **strongly advocated for a full bell-to-bell ban on cell phones.** Many believe **there is no real need for phones at this level**, noting their young children don't even have them. They emphasize

that elementary school students should focus on **in-person social interaction, learning, and building friendships**.

- Concerns were also raised about **exposure to inappropriate content** (YouTube, TikTok) through friends' phones or school Chromebooks. One parent reported that **YouTube was accessible on elementary school laptops** and wasn't a concern. Parents highlighted problems with Chromebook usage, including restrictions blocking necessary apps and inadequate monitoring, leading to students accessing inappropriate content or making unauthorized purchases. There were specific requests to **block games and "YouTube shorts" on Chromebooks**.

Middle Schools (Parker and McCarthy)

- For middle schools, many parents also advocated for a **full bell-to-bell ban**, believing phones distract from schoolwork and hinder social interaction. Parker Middle School was noted for already doing a **great job limiting cell phone use** by requiring phones to be in lockers, while McCarthy Middle School was seen as having a **"much better policy than CHS"**. However, there were reports of **students sneaking phones** into bathrooms at both Parker and McCarthy Middle Schools.
- Parents frequently cited **inconsistent enforcement** of phone policies among teachers as a major issue, stating it leads to students taking advantage of "lax teachers" and not facing repercussions. Suggestions included implementing **phone caddies/baskets** in each classroom where phones are stored during academic periods.
- Concerns about **bullying** being exacerbated by phone and social media use were also prevalent.

High School (Chelmsford High School)

- Responses regarding Chelmsford High School were more varied, with many parents supporting a **ban during academic classes only**. However, **safety and communication needs** were repeatedly cited as crucial reasons *against* a full ban, especially given school shooting concerns.
- **Inconsistent policy enforcement** at CHS was a frequent complaint, leading to mixed messages and students taking advantage of "lax teachers". Poor cellular service and blocked Wi-Fi at CHS were noted, hindering legitimate communication (e.g., pickup changes) and raising safety concerns. Some students also use **VPNs, Wi-Fi pucks, or hijacked teacher passwords to bypass blocks**.
- High school students often need phones for **coordinating after-school activities** (sports, clubs) as students communicate via social media or texting.

- Several parents mentioned the need for **medical exceptions** for conditions like diabetes, anxiety, or ADHD, which require phone access for monitoring or reminders.
- Some parents suggested that the problem lies with **teachers' ability to manage classroom distractions effectively** or a lack of engaging curriculum. One parent suggested surveying high school students for their perspectives, and a recent graduate stated that phones should not be banned, arguing the issue is with teachers and their education methods. Another high school parent expressed being "incredibly unhappy with a cell phone ban" and stated their student would organize a walkout.
- A teacher from another district shared that implementing a **phone ban during class using "shoe organizer" caddies** was an "absolute game changer for student behavior and academic success," strongly encouraging Chelmsford to adopt a similar approach with consistent enforcement. The use of **Yondr pouches** (where phones are locked in individual pouches but remain with students) was also suggested as a successful method implemented elsewhere, which still allows for emergency access.



CHELMSFORD PUBLIC SCHOOLS

Dr. Linda Hirsch, Assistant Superintendent

MEMORANDUM

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

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

Date: July 22, 2025

RE: Approval of 2025/26 Student Handbook & CHS Addendum Updates

Attached please find a copy of the district's 2025/26 Student Handbook and Chelmsford High School Addendum. I have attached the red-lined version showing the updates incorporated by school administration and school committee counsel's office.

I recommend the Committee vote to approve the 2025/26 Student Handbook and Chelmsford High School Addendum updates at the regular school committee meeting on July 22, 2025.



Chelmsford Public Schools Student – Family Handbook

2025-~~4~~-2026~~5~~

Table of Contents

Communication	3
Calendar.....	3
Attendance	3
Registration Procedures.....	7
Health Services	8
Bus Transportation.....	13
Code of Conduct/Consequences.....	17
Due Process.....	22
PRIDE and Bullying Prevention and Intervention.....	34
Non-Discrimination.....	37
Section 504 of the Rehabilitation Act of 1973.....	38
Transgender and Non-Conforming Students.....	39
STUDENT TRANSITIONS	40
PRIVACY	41
OFFICIAL RECORDS.....	41
NAMES AND PRONOUNS	41
FACILITIES.....	42
PHYSICAL EDUCATION CLASSES AND INTRAMURAL AND INTERSCHOLASTIC ATHLETICS	42
OTHER GENDER-BASED ACTIVITIES, RULES, POLICIES AND PRACTICES	42
DRESS CODE	42
PROFESSIONAL DEVELOPMENT.....	43
References.....	43
603 CMR 26.00 – Access to Equal Education Regulations	43
Special Education Program	43
Student Records.....	44
Parents Right to Know - Teacher Qualifications.....	48
Internet and Email – Acceptable Use.....	49
Video Surveillance	Error! Bookmark not defined.
Search and Seizure	51
Academic Integrity.....	53
Directory Information	55
Incident Management	55
Delayed Openings and School Cancellations.....	56
Emergency Closings	57
Hazing.....	57
Vehicle Idling.....	61
McKinney-Vento.....	61

This handbook has been translated into the major languages spoken by parents or guardians of District students. If a parent's or student's primary language is not English, and the District has not already translated a student handbook or student code of conduct into their primary language, the District will translate a handbook and/or code of conduct into that language or will make oral interpretation available for any parent or guardian with limited English skills, including parents or guardians who speak low-incidence languages.

Communication

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

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

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

Calendar

School Calendar

Field Code Changed

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

Attendance

Massachusetts has a Compulsory Attendance Law. It is the responsibility of a parent or guardian to ensure their child attends school regularly to obtain the maximum benefits from the educational program. It is required that students attend school every day. A student

must be at school or at a school-related activity for at least half the school day to be counted as present.

A parent or guardian (Pre-School through Grade 8) is to telephone the school office within 30 minutes from the start of school to report a student's absence and the reason for the absence. Parents/Guardians who do not telephone the school will be contacted regarding the child's whereabouts. See M. G. L. c. 76, § 1A. The school will notify a parent or guardian of the child's absence if the school has not received notification of the absence from the parent or guardian within 3 days of the absence. For parents/guardians of students in grades 9-12 who do not telephone the school will be contacted within 3 school days (Chapter 222 of Acts of 2012). When a student is absent, they will not be allowed to participate in any athletic or other extra-curricular activity on that day.

Every child between the ages of six (6) and sixteen (16) is required to attend a public school in the town where the student resides, or another day school approved by the school committee. See M. G. L. c. 76, § 1; 603 C.M.R. 8.02; and Chapter 741 of the Acts of 1965. The Superintendent, or designee, may excuse necessary absences totaling no more than seven (7) days or fourteen (14) half days in a six (6) month period. The school makes the final determination as to whether or not an absence is deemed excused.

Types of Absences:

1. Unexcused absences may include absences such as truancy, class cuts, and/or frivolous excuses for being out of school or class. Typically, unexcused absences might include family trips, truantries from school, class cuts, etc.
2. Excused absences may include absences such as illness or quarantine (documented by doctor's note), serious illness or death in the family, family emergencies, funerals/bereavement, religious observance, documented college visits, school-sponsored field trips, out-of-school suspension, court ordered appearances, weather so inclement as to endanger the health of the student, and other exceptional reasons absences approved by the ~~Dean~~/Principal. The school office must be notified within 24 hours of the absence in order for it to be considered by the administration for an excused absence. When 24-hour notice is not possible given the nature of the illness, emergency, etc., notice must be provided as soon as possible in order for the absence to be considered excused.
3. ~~Exempt absences, such as the following, are exempt from the school attendance policy and, as exempt, do not count toward the total number of absences per semester:~~
 - a. ~~Religious holidays~~
 - b. ~~School-sponsored field trips~~
 - c. ~~College visitations for high school juniors and seniors~~
 - d. ~~Out of school suspensions~~
 - e. ~~Court ordered appearances~~

f. ~~Death in the family~~

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

Families wishing to return with their children to their native country for personal or family business during the school year must adhere to the provisions of School Committee Policy and this handbook. The policy is posted on the website.

When a student accumulates 5 school days of unexcused absences or has missed 2 or more classes over five school days due to tardiness, the parents will be contacted and invited to a meeting to develop action steps to address the student's attendance. The action steps shall be developed jointly and agreed upon by the Principal, or a designee, the student and the student's parent or guardian and with input from other relevant school personnel and officials from relevant public safety, health and human service, housing and nonprofit agencies. M. G. L. c. 76, § 1B.

A student who willfully fails to attend school for more than eight (8) school days in a quarter, and is not excused from attendance, may be considered habitually truant.

Under M. G. L. c. 119, § 21, a child may be eligible for "Child Requiring Assistance" services through the juvenile court system if the child: repeatedly runs away from the home of a parent or legal guardian; repeatedly fails to obey the lawful and reasonable commands of a parent or legal guardian, thereby interfering with the parent's/guardian's ability to adequately care for and protect the child; is sexually exploited; repeatedly fails to obey lawful and reasonable school regulations; or is "habitually truant." The school can assist parents with pursuing "CRA" services and supports.

A "51A" is a report of suspected child abuse or neglect that is filed with the Department of Children and Families ("DCF"). Under M. G. L. c. 119, § 51A, a report can be filed on behalf of a child under the age of eighteen for educational neglect if a child is not attending school on a regular basis. This report of suspected Child Abuse or Neglect, commonly referred to as a 51A, is filed with the Department of Children and Family Services (DCF). By law, school personnel are mandated reporters.

Excessive Absenteeism/Truancy

Parents will be notified if their child has 5 or more unexcused absences in a year, or if the child has missed 2 or more classes due to absence tardiness for 5 days or more, and will be invited to. ~~The principal will make a reasonable effort to meet with the parents of a child who has 5 or more unexcused absences for the a meeting to purposes of developing develop~~ action steps to improve the student's attendance. ~~(Chapter 222 of Acts of 2012)~~

Excessive Absenteeism/Truancy ~~at the Elementary and Middle School Levels~~

A student who willfully fails to attend school for more than eight (8) school days in a quarter, and is not excused from attendance, may be considered habitually truant and may be subject to the ~~A child who is chronically and habitually absent, truant, dismissed, or tardy with or without valid cause (excused or unexcused) from school for 10% or more of the attendance days will be subject to the~~ following non-exclusive list of ~~consequences~~interventions:

- a. Parent or guardian conference
- b. All future absences must be verified by a physician
- c. Restriction or prohibition on the participation of extracurricular or intramural activities, field trips, or other activities
- d. Filing of a "Failure to Send your Child to School" with the court
- e. Filing of a "Child Requiring Assistance" (CRA) with the court
- f. Filing of a "51A" with the Department of Children and Families (DCF) ~~filing~~
- g. The student and parent may be reported to the Chelmsford Public Schools Truancy Officer who may file with Lowell District Court

Excessive Absenteeism/Truancy at the High School Level

For additional High School attendance procedures, please refer to the Chelmsford High School Addendum document.

Exceptions~~Students with Disabilities~~

Discussions regarding how the District's attendance policies and procedures apply to students's with disabilities are the responsibility of the Student's IEP/504 Team. There may need to be exceptions to this student attendance policy for disability-related absences. When appropriate, the Section 504 or IEP Team will convene to determine whether absences were related to the disability, whether any consequences or policies should be waived, and whether absences may trigger a significant change in placement that would suggest a need for reevaluation or modifications to an IEP or 504 Plan.

Disenrollment

In the event that a student is absent without valid excuse in excess of ten (10) consecutive school days, the student will be subject to disenrollment from the District. Prior to a student's disenrollment under such circumstances, an Exit Interview Meeting will be conducted with the student and parents/guardians in accordance with the requirements of Massachusetts

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

College Visits

For High School procedures, please refer to the Chelmsford High School Addendum document.

Early Dismissal

Elementary and Middle Schools

Students should be dismissed before the end of the day only in cases of emergency. It is extremely important that students attend school for the entire school day. In cases of requests for early dismissal, it is essential that students present a written note to their elementary teacher and middle school office in the morning indicating the date and time for dismissal. Students will not be allowed to go to anyone's home or with anyone else without a note from their parent or guardian. Parents/Guardians who need to have students dismissed early should come to the office. **All students will be dismissed directly from the office.** No student is allowed to leave the building without checking out from the office first.

Registration Procedures

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

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

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

1. Completed Registration Packet
2. Proof of residence – to include:
 - A utility Bill
 - Mortgage Statement or a Signed Lease Agreement
3. Birth certificate
4. Completed immunization record

5. Proof of a current physical

~~6. Proof of Parent Identity (examples may include: MA Driver's License, MA ID Card, Out-of-State License, etc.)~~ ~~Parent ID – MA Driver's License or MA ID Card~~

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

[For more information regarding special circumstances, please see the following sections: McKinney-Vento, ESSA/Foster Care, Military Students](#)

Health Services

CPS Health and Safety Protocols

A nurse is in attendance during academic school hours. The nurse attends to ill or injured students, and notifies parents when necessary. It is the responsibility of the ~~parent~~ ~~inform~~ to inform the nurse of ~~your a~~ child's illness/injuries and surgeries. Parents are also responsible for providing ~~all appropriate equipment for treatments and~~ medications. It is also the responsibility of the parents to notify the school nurse annually of any condition that affects a child's well-being and safety (e.g., allergic reaction to insect bites, medications, or foods; asthma; diabetes; and/or seizures, etc.).

Illness

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

- **Strep Throat**- if you suspect he/she has strep throat. The child should remain home until the child ~~either~~ has had a negative throat culture or ~~has~~ been on antibiotics and fever ~~free~~ for a full 24 hours without the use of fever reducing medication.
- **A fever 100 or above**- may return to school when he/she is fever free for 24 hours without medication (e.g., Tylenol, Advil, Motrin Aleve Ibuprofen or acetaminophen).
- **Vomiting and/or diarrhea**- may return to school 24 hours after his/her last vomiting and/or diarrhea episode.
- **Red or pink itchy eyes with crusty and or green/yellow drainage**- may return to school the day after treated for 24 hours or has no further eye discharge.
- **Head Lice or nits (eggs)**- the nurse will assess the student for the presence of head lice or nits. If head lice or nits are detected, the nurse will contact the parent/guardian

and provide education on lice treatment. Based on the discretion of the school nurse, some situations may warrant a dismissal from school.

- **A rash medically undiagnosed**- may require MD clearance at the discretion of the school nurse.
- **If a student is out for an illness or dismissed due to illness, they may not return for school sponsored activities/sports that day.**

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

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

Injuries

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

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

Medications

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

Medications in School

Before the school nurse can administer any medication (prescription or non-prescription) complete signed doctor's orders and parental consent must be received by the health office. Medication orders must be submitted every new school year or at the start or restart of any medication treatment. Medication consent forms are located on the school website under

Health Services. Short-term antibiotics are the only prescription medications that do not require a separate signed physician medication order. The instructions on the bottle will be sufficient if the current label is intact, and a parent or guardian signed consent is provided for the short-term antibiotics.

Please Note:

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

Medication Delivery/Pick-up Requirements

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

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

Additional Medication Information

- **Students are not permitted to have medicine in the classroom or on their person** without authorization from the parent and school nurse.
- **No medications that are scheduled to be given after the early release dismissal time will be given on school half-days** unless specifically requested in writing by a parent and or guardian.
- **In order for your child to receive any medications on a field trip or for any medications to be sent on a field trip, the medication field trip consent must be completed before your child goes on a field trip.**

- **It is important for the school nurse to be informed of any medication that your child might be taking even if your child does not need to receive these medications during the school day.** It is also important for the school nurse to be informed of any medication changes in a timely manner.

As noted on the emergency form, the school physician has approved, after a nurse's assessment and if deemed appropriate for the safety and welfare of a student, the use of Acetaminophen/Tylenol, Caladryl, Benadryl, Oragel, Vaseline, Sting Relief Wipes, saline eye solutions, Bacitracin, Silvadene cream, Hydrocortisone cream, Ibuprofen/Motrin, Tums and First Aid cream. Students showing signs of a life-threatening allergic reaction or anaphylaxis may be given EpiPen or Narcan and Emergency Medical Services will be summoned.

Guardians must note on their child's annual medical information form if they do not want any of the listed medications or ointments used.

Students with Life Threatening Allergies, Asthma, and Seizures

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

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

Health Examinations, Immunizations, and Exclusions of Students

Physical Exams and Health Screenings

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

We follow Massachusetts General Law with regard to the vaccination and immunization of students. An up-to-date physician-signed vaccination and immunization record must be

provided at the time of student registration. Failure to have proper documentation of mandated immunizations will result in the student's exclusion from school. Please see the reference below.

~~Chapter 76: Section 15.~~ Vaccination and Immunization

All students attending, enrolled, or registered to attend Chelmsford Public Schools must present, in accordance with 105 C.M.R. 220, a copy of their certificate of immunization documenting their immunization records before they can attend school unless a waiver of this requirement has been granted based upon documented medical need or sincere religious belief. Students with exemptions may be subject to exclusion during disease outbreaks.

No child shall, except as hereinafter provided, be admitted to school except upon presentation of a physician's certificate that the child has been successfully immunized against diphtheria, pertussis, tetanus, measles and poliomyelitis and such other communicable diseases as may be specified from time to time by the Department of Public Health.

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

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

Emergency Medical Information Forms

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

Sports Physical and Screenings

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

Hearing/Vision/Postural Screenings and Height and Weight Checks

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

Bus Transportation

An essential component of a quality education is safe transportation for all students to and from school each day. Each year we experience a variety of parent questions concerning our transportation program. The purpose of this section is to present responses to the most commonly asked questions. This is a resource for parents. Please read the document carefully and reread the document with your child. If questions remain, please feel free to communicate directly with the principal of your child's school or our transportation supervisor in the superintendent's office. Your willingness to adhere to these guidelines will be greatly appreciated.

BUS QUESTIONS AND ANSWERS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A: Yes. No kindergarten student will be permitted to exit the bus unless there is a responsible adult at the bus stop charged with the responsibility of escorting the child safely home. If no responsible adult is present at the bus stop, the kindergarten child will be returned to the school. The parent will be contacted, and the parent will be responsible for transporting the child home.

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

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

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

A: Yes. The school system is required to have training sessions at each school location. There will be a training session at the beginning of the year to review the expectations detailed in this document; introduce all students to bus drivers, thereby reinforcing the importance of following their directions at all times always following his/her directions; and answer any

student's questions or respond to student concerns. Training sessions will focus on procedures for exiting a bus during an emergency situation. Training sessions will reinforce the importance of rules and procedures.

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

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

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

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

Bus Fees

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

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

Bus Rules

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

Please review the following [non-exhaustive list of](#) rules so that you can help your child have a positive bus riding experience:

- a. Students are to observe all rules and regulations established by the bus driver.
- b. Each student is to take a seat and remain in that seat until his or her bus stops. It is expected that students will share seats with their peers. Kindergarten students [may](#) have assigned seats in the front of the bus. Students in grades 1 through 12 may be assigned seats at the discretion of the bus driver or school administrator.
- c. Students are not permitted to throw anything on the bus or out of the window.
- d. All talking and noise must be kept at a minimum.
- e. No smoking (i.e., including e-cigarettes) is permitted on the bus; this is in accordance with State law.
- f. Students and parents are responsible for any physical damage to the bus.
- g. Inappropriate behavior, including physical contact, is not allowed on or around any bus, or while waiting for the bus.
- h. Riders must keep hands and head inside the bus at all times.
- i. No pets or animals are allowed on the bus, except service animals when required by law.
- j. Students must ride only their assigned bus. At the middle and high school levels, bus swapping for employment purposes, or to go to the library is allowed, [provided](#) there is space on the bus. The school bus will not change its routing to accommodate students swapping buses.
- k. Only small musical instruments are permitted on the buses; instruments that can be kept in a child's lap or within the area of a child's seat. Large musical instruments will not be permitted on the bus due to safety concerns. Specific information relative to approved instruments allowed on buses will be given to students and parents when they enroll in the instrumental program.
- l. Students are not allowed to take any photo or video on buses.
- m. All the rules that apply at school apply on the bus.

Students who fail to follow bus rules face the possibility of losing the opportunity of riding

any bus to and from school. If a student is referred to the office by a bus driver for breaking a bus rule, this is what may happen depending on the severity of the offense.

School Bus Offenses

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

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

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

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

~~**Special note to parents:** Other Transportation Requirements Drivers shall not pass school buses when passengers are being picked up or discharged. Drivers must come to a full stop when approaching a vehicle that is displaying a “School Bus” sign and flashing front and rear red lights, and has stopped to let passengers off. See M. G. L. c. 90, § 14 (punishable by fines and loss of license for repeat violations). With limited exceptions, Massachusetts law prohibits the unnecessary idling of motor vehicles on school grounds. M. G. L. c. 90, § 16B. While on school property, drivers, as well as passengers, must properly fasten safety belts. For the sake of the safety of your children, it is a criminal offense to pass a bus whose lights are flashing whether on the road or at the school. There is a substantial fine per bus passed.~~

Code of Conduct/Consequences

Student Expectations

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

1. Students are expected to report to each class with all their necessary materials, books, writing implements, the day’s assignment, and the Reminder Binder (if applicable).
2. Each student should treat the teacher and all members of the class with respect and allow others to participate equally in the lesson.
3. Students will use moderate voices at all times.

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

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

Dress Code

The Chelmsford Public Schools' dress code supports equitable educational access and will be enforced in a non-discriminatory manner, consistent with the laws that protect students on the basis of race, gender, ethnicity, religion, sexual orientation, household income, gender identity, or cultural observance.

The Chelmsford Public Schools supports students' freedom of expression (including through attire) and does not seek to abridge that expression, provided that such expression does not cause any disruption or disorder within the school. The school district and individual schools are responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student.

1. Basic Principle: Certain body parts must be covered for all students

Clothes must be worn in a way such that genitals, buttocks, nipples, and chest are fully covered with opaque material. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.

2. Students Must Wear:*

- Shirt.
- Bottom: pants/sweatpants/shorts/skirt/dress/leggings
- Shoes; activity-specific shoes requirements are permitted (for example for sports)
- Shirts, pants, and dresses must have fabric in the front, back and on the sides.
- Clothing must cover all undergarments.

* Courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress.

*Nothing in this policy should be read to restrict assignment or class-specific dress (e.g., physical education) or requiring specific clothing for a field trip.

3. Students May Wear: (provided they do not violate Section 4 below)

- Protective Hair Styles historically associated with race, including but not limited to, braids, locks, twists, Bantu knots, hair coverings and other formations.¹

4. Students Cannot Wear Clothing that Causes Disruption or Disorder or Violates Reasonable Standards of Health, Safety and Cleanliness. Examples may include, but are not limited to:

- Violent language or images.
- Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of the same.
- Hate speech, profanity, pornography.
- Anything that obscures the face or prevents identification of students in person or on security cameras (except as a religious observance or if the headwear constitutes protective hairstyle as described above)
- Images or language that creates a hostile or intimidating environment based on any protected class.
- Visible underwear. Visible waistbands or straps on undergarments worn under other clothing are not a violation.
- Bathing suits.
- Shoes with wheels in the heel.

Students who violate these dress standards must:

1. find alternate clothing in their locker or from a friend;
2. receive alternate clothing from the nurse/office;
3. ask a parent to bring in alternate clothing or go home to change clothes.

Items Not Allowed During School

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

1. Electronic games or devices, laser pens or pointers, personal music systems, cameras, video cameras. **(Taking pictures or videos of students and staff is not permitted in school or on buses.)**
2. Squirt guns, water guns, etc.
3. Skateboards/sneakers with built-in wheels. (You may only use the skateboard park after you have gone home or been picked up by your parent/guardian).
4. Lighters, matches or other lighting devices, alcohol, ~~illegal~~ drugs, counterfeit drugs, drug paraphernalia, tobacco (chewing or smoking, such as cigarettes), vapes, e-cigarettes, tobacco and vape paraphernalia, any weapons including but not limited to firearms, knives (including pocket or utility knives), fireworks, or stink bombs. Bringing any of these items to school will result in suspension or expulsion, and in some cases reported to the police and/or fire department.

¹As required under M.G.L. c. 4, Section 7.

5. Other devices that may create a disruption or potentially be a safety risk (i.e. shock delivering devices).

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

Phone Usage

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

Unauthorized Recordings, Photos and Video

The unauthorized taking or distribution of voice recordings, photographs, or videos of staff or students, at school, on buses, or at a school function, will result in a discipline under MGL c. 71 § 37H ¾ and possible notification to the proper authorities.

Behaviors Not Allowed

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

1. Throwing objects.
2. Stealing.
- ~~3.~~ 3. Threats, acts of intimidation, aggressive behavior (including pushing and shoving), fighting.
4. Borrowing or exchanging money (Items for sale will be confiscated and parents will be notified. Students should not bring large sums of money to school.)
5. Damage to, defacing, or tampering with school property or the property of others. (Students may be expected to pay for all damages. Additional consequences may also be enforced, including the option of discipline under MGL c. 71 § 37H ¾).
6. Cheating plagiarism, unauthorized use of AI, or any other violation of the Academic

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[Honor Code](#) in any form. Cheating is a serious breach of trust and is never acceptable.
(See Academic Honor Code)

7. Unauthorized leaving of school grounds. In the event a student leaves the school grounds during the school day, the parent will be notified and will be expected to return the student to school immediately. If a parent cannot be reached, the School Attendance Officer and Police Department will be notified in an effort to locate and return the student to school.

~~8. Possession, use, or distribution of alcohol, drugs, drug paraphernalia, tobacco/nicotine, or tobacco products or paraphernalia, including e-cigarettes and vaporizers (vaping devices and/or vape pens) on school grounds, within school buildings or facilities, at school-sponsored events, or on a school bus is strictly prohibited and may result in suspension or, where permitted under applicable laws, expulsion from school. Intentionally smelling or inhaling the fumes of any substance having the property of releasing toxic vapors in order to cause intoxication, euphoria, excitement, exhilaration, stupefaction, or dulled senses or nervous system is prohibited. It is also illegal to possess, buy or sell any such substance in order to violate, or aid another to violate, this section. Violations may result in discipline. District and MIAA standards will be applied to athletics and other extracurricular activities. M. G. L. c. 71, § 2A; M. G. L. c. 270, § 18; M. G. L. c. 71, § 37H. The use of or possession of weapons, alcohol, tobacco products, or drugs/counterfeit drugs within the school building, on school grounds, or on school buses.~~

~~9.8.~~

~~10.9.~~ Harassment, hazing, or bullying.

~~11.10.~~ Sexual harassment.

~~12.11.~~ Possession or distribution of sexual paraphernalia.

~~12.~~ Inappropriate use of technology and social media [and other violations of the Acceptable Use of Technology Policy](#) (see Technology, Internet, and Email).

~~13.~~ [Insubordination](#)

~~14.~~ [Disrupting the school environment](#)

~~15.15.~~ [Vandalism](#)

Forms of Consequences [May Include But Are Not Limited To:](#)

1. Withholding privileges - A student may not be allowed to attend a special program within the school, or school-sponsored events. For example, if a student acted poorly in the cafeteria, the privilege of eating in that setting might be withheld. A student may be required to eat lunch in the school office or in a supervised alternative location. [Exclusion from extracurricular activities are not subject to the due process procedures set forth below or Massachusetts regulations. See 603 CMR 53.11. The Principal may, as a disciplinary measure, remove a student from privileges based on](#)

[the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.](#)

~~1.2.~~ Detention - A student ~~might~~ [may](#) be required to serve detention after school. The parent will be notified in advance if a detention is to take place after school hours so that parents can provide transportation from school.

~~2.3.~~ Expulsion or Suspension – A student may be disciplined according to M.G.L. c. 71 § 37H, 37H ½ or 37H ¾ depending on the particular circumstances of the infraction.

Due Process

Due Process Under M.G.L. 71, § 37H ¾

(For ALL offenses except for possession of a dangerous weapon, possession of a controlled substance, assault on staff and felony offenses)

Please note: these due process procedures apply to M.G.L. c. 71, § 37H ¾ ONLY. For due process procedures for offenses under M.G.L. c. 71, §§ 37H and 37H 1/2 please see the appropriate sections below.

Definitions Under M.G.L. c. 71, § 37H 3/4

- Superintendent – the Superintendent or designee for disciplinary purposes.
- Expulsion: the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) consecutive school days.
- In-School Suspension: the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. *Removal solely from participation in extracurricular
- activities or school-sponsored events, or both, shall not count as removal in calculating school days.
 - Short-Term Suspension: the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. A principal may, in their discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.
 - Long-Term Suspension: the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or

for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in M.G.L. c. 71, § 37H(a) or (b), or M.G.L. c. 71, § 37H ½ no student may be placed on long-term suspension for one or more disciplinary offenses for more than 90 school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

- **Principal:** the primary administrator of the school or the Principal's designee for disciplinary purposes.
- **Written Notice:** Written correspondence sent by hand-delivery, certified mail, first-class mail, or email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent

Please note: these due process procedures apply to M.G.L. c. 71, § 37H ¾ ONLY. For due process procedures for offenses under M.G.L. c. 71, §§ 37H and 37H 1/2 please see the appropriate sections below.

All school principals and principal's designees and the Superintendent and Superintendent's designees when acting as a decision-maker at a disciplinary hearing or appeal to consider student discipline for violations of school rules other than offenses involving drugs, weapons, assaults on school staff and felony offenses, shall, when deciding the consequences for the student, consider ways to re-engage the student in the learning process. The principal or designee shall not suspend the student until alternative remedies have been employed, and their use and results documented unless specific reasons are documented as to why such alternative remedies would be unsuitable or counter-productive, or unless the student's

continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. M.G.L. c. 71, § 37H 3/4(b).

Emergency Removals; M.G.L. c. 71, § 37H ¾ - 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. In such a case, the principal shall immediately notify the Superintendent in writing of the removal and the reason for it, and describe 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: (1) the emergency removal; (2) the reason for the need for emergency removal; (3) the disciplinary offense; (4) the basis for the charge; (5) the potential consequences, including the potential length of the student's suspension; (6) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing; (7) the date, time, and location of the hearing; and (8) the right of the student and the student's parent to interpreter services at the hearing if needed to participate. 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, the Principal must provide the student an opportunity for a hearing with the principal that complies with either the short-term due process or long-term due process set forth below, as applicable, and the parent an opportunity to attend the hearing. Additionally, the Principal is required to 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 notice of the decision for short-term suspension or long-term suspension as set forth below, whichever is applicable. A principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

In-School Suspension, M.G.L. c. 71, § 37H ¾ - Removal of a student from regular classroom activities, but not from the school premises, for no more than (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school suspension for ten (10) days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension. If a student is placed in in-school suspension for more than ten (10) days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes under 603 C.M.R. 53.00.

- Due Process for In-School Suspension; M.G.L. c. 71, § 37H ¾: Prior to the imposition of an In-School Suspension, the student will be informed of the disciplinary offense and provided with an opportunity to respond. If the principal determines that the student committed the disciplinary offense, the principal will provide oral notice to the student and parent of the length of the In-School Suspension and will make reasonable efforts to meet with the parent.
- Principal's Decision – In-School Suspension; M.G.L. c. 71, § 37H ¾: – On or before the day of suspension, the principal shall send written notice to the student and parent about the In-School Suspension, including the reason and the length of the In-School

Suspension, and inviting the parent to a meeting with the principal for the purpose set forth in 603 C.M.R. 53.10(4), if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, or email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent. Students have the right to appeal an In-School Suspension that will result in their In-School Suspension for more than ten (10) school days in a school year.

Short-Term Suspension; M.G.L. c. 71, § 37H 3/4: means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. A principal may, in their discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

- Due Process for Short-Term Suspension; M.G.L. c. 71, § 37H 3/4: In the case of disciplinary offenses not involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student and parents will be given oral and written notice of the disciplinary offense with which the student is charged and the opportunity to participate in a hearing prior to the imposition of an out-of-school suspension.
- Notice – Short-Term Suspension; M.G.L. c. 71, § 37H 3/4: Except as provided in cases of In-School Suspension or Emergency Removal, a principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing. The principal shall provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language: the disciplinary offense; the basis for the charge; the potential consequences, including the potential length of the student's suspension; the opportunity for the student to have a hearing with the principal concerning the
- proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing; the date, time, and location of the hearing; the right of the student and the student's parent to interpreter services at the hearing if needed to participate.
- The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal has sent

written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

- Principal's Hearing - Short-Term Suspension; M.G.L c. 71, § 37H 3/4: At the Principal's hearing, the student and parents (if participating) may dispute the charge(s) against the student and present information, including mitigating facts, for the principal's consideration in determining consequences for the student.
- Principal's Decision – Short-Term Suspension; M.G.L c. 71, § 37H 3/4: 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 provided in M.G.L. c. 76, 21. The determination shall be in writing and may be in the form of an update to the original written notice. The Principal's decision shall be final with no opportunity for 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 short-term suspension takes effect.

Long-Term Suspension; M.G.L.c. 71, § 37H ¾: means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A principal may, in their discretion, allow a student to serve a long-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in subsections (a) or (b) of G.L. c. 71, § 37H, or in §37H ½ of G.L. c. 71, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

- Due Process for Long-Term Suspension; M.G.L c. 71, § 37H 3/4: In the case of disciplinary offenses not involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student and parents will be given oral and written notice of the disciplinary offense with which the student is charged and the opportunity to participate in a hearing prior to the imposition of an out-of-school suspension.

- Notice - Long-Term Suspension; M.G.L. c. 71, § 37H 3/4: Written notice of the date and time for the hearing will be provided in English and in the primary language of the Student's home and will identify the disciplinary offense with which the student has been charged, the basis for the charge, the potential length of the student's suspension, and inform the parent and student of the right to interpreter services if necessary to participate in the hearing.
- Where a student may be subject to a Long-Term Suspension, the Principal will also notify the student and parent of the following rights: (1) 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; (2) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; (3) the right to produce witnesses on their behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; (4) the right to cross-examine witnesses presented by the school; and (5) 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.
- Principal's Hearing - Long-Term Suspension; M.G.L. c. 71, § 37H 3/4: The student will have the rights identified in the written notice and 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.
- Principal's Decision – Long-Term Suspension: M.G.L. c. 71, § 37H ¾: Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, 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, or email 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: (1) identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; (2) set out the key facts and conclusions reached by the principal; (3) identify the length and effective date of the suspension, as well as a date of return to school; (4) include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in M.G.L. c. 76, § 21; (5) 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 stated in plain language: (a) 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 (b) the Long-Term Suspension will remain in effect unless and until the Superintendent decides to reverse the principal's determination on appeal.

- Superintendent Appeals – Long-Term Suspension; M.G.L c. 71, § 37H 3/4: A student who is placed on Long-Term Suspension under M.G.L c. 71, § 37H ¾ 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 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. If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in their discretion, for good cause.
- Superintendent Appeal Hearing; M.G.L c. 71, § 37H 3/4: 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 as identified above.

- Superintendent's Decision; M.G.L. c. 71, § 37H 3/4: The Superintendent shall issue a written decision within five (5) calendar days of the hearing which: (1) identifies the disciplinary offense and the date on which the hearing took place, and the participants at the hearing; (2) sets out the key facts and conclusions reached by the Superintendent; (3) identifies the length and effective date of the suspension, as well as a date of return to school; (4) includes notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in M.G.L. c. 76, § 21; and (5) 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. 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 Chelmsford Public Schools with regard to the long-term suspension.

Due Process Under M.G.L. 71, §§ 37H and 37H1/2 Offenses

(For offenses involving: dangerous weapons, drugs, assaults on staff and felony offenses)

Short-Term Suspension; M.G.L. c. 71, §§ 37H and 37H 1/2 - For disciplinary offenses involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student will be given oral notice of the violation with which the student is charged and an opportunity to respond thereto, prior to the Principal's imposition of a short-term suspension or an interim suspension of less than ten (10) consecutive days pending formal proceedings. Upon imposition of a short term or interim suspension of ten (10) consecutive days or less pending further disciplinary proceedings, the student and parents will be provided with written notice of the suspension and the date and time of the formal disciplinary hearing.

Long-Term Suspension/Expulsion; M.G.L. c. 71, §§ 37H and 37H 1/2 - Unlike M.G.L. c. 71, § 37H 3/4, for offenses that fall within M.G.L. c. 71, §§ 37H and 37H 1/2, a principal may long-term suspend a student for more than ninety (90) days or permanently expel a student. Long

term suspension/expulsion means the removal of a student from the school premises, regular classroom activities, and school activities for (1) possession of a dangerous weapon; (2) possession of a controlled substance; (3) assault on a member of the educational staff; or (4) 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, as provided in G.L. c. 71, §§37H or 37H½. The Principal's Hearing and

appeals process identified below apply to suspensions under M.G.L. c. 71 §§ 37H and 37H 1/2 in cases of suspension for more than ten (10) consecutive days.

Dangerous Weapons, Drugs and Assaults on Staff - M.G.L. c. 71, §37H

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school and school district by the Principal.
2. Any student who assaults a Principal, Assistant Principal, teacher, teacher's aide, or other educational staff on school premises or at school-sponsored events, including athletic games, may be subject to expulsion from the school and school district by the Principal.

Principal's Hearing, Long-Term Exclusion – M.G.L. c. 71, §37H - Any student who is charged with a violation of either paragraphs 1 or 2 shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation (at their own expense), along with the opportunity to present evidence and witnesses at said hearing before the Principal. After said hearing, the Principal may, in their discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraphs 1 or 2 above.

Appeal to the Superintendent – Long-Term Exclusion – M.G.L. c. 71, §37H - Any student who has been expelled from the Chelmsford Public Schools pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the Superintendent of their appeal. The student has the right to counsel (at his or her own expense) at a hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

Felony Complaints - M.G.L. c. 71, § 37H ½

Issuance of a Felony Criminal Complaint

Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that

the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

- Notice of Principal's Hearing/Decision – Long-Term Exclusion – M.G.L. c. 71, §37H1/2 - The student shall receive written notification of the charges and the opportunity for a hearing; provided, however, that the student may have representation (at his or her own expense), along with the opportunity to present evidence and witnesses at said hearing before the Principal. After the hearing, the Principal shall issue a written decision. The student shall also receive written notification of their right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Superintendent.
- Appeal to the Superintendent- Long-Term Exclusion - M.G.L. c. 71, §37H1/2 - The student shall have the right to appeal the suspension to the Superintendent in writing and must notify the Superintendent of their request for an appeal no later than five (5) calendar days following the effective date of the suspension. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three (3) calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on their behalf and shall have the right to be represented by counsel at the student's own expense. The Superintendent shall have the authority to overturn or alter the decision of the principal, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the Chelmsford Public Schools with regard to the suspension.

Adjudication of Delinquency, Admission of Guilt or Conviction

Upon a student being convicted of a felony or felony delinquency charge or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

- Notice of Principal's Hearing/Decision – Long-Term Exclusion - M.G.L. c. 71, §37H1/2 - The student shall receive written notification of the charges and be notified in

writing of an opportunity for a hearing; provided, however, that the student may have representation (at his/her own expense), along with the opportunity to present evidence and witnesses at said hearing before the Principal. After the hearing, the Principal shall issue a written decision, which will include reasons for an expulsion prior to such expulsion taking effect. The student shall also receive written notification of their right to appeal and the process for appealing such expulsion;

provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent.

- Superintendent's Appeal/Decision – Long-Term Exclusion/Expulsion - M.G.L. c. 71, §37H 1/2 - The student shall have the right to appeal the long-term suspension/expulsion to the Superintendent. The student shall notify the Superintendent, in writing, of their request for an appeal no later than five (5) calendar days following the effective date of the expulsion. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on their behalf and shall have the right to be represented by counsel at student's own expense. The Superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the Chelmsford Public Schools with regard to the long-term suspension/expulsion.

A. OPPORTUNITY TO MAKE ACADEMIC PROGRESS

The Chelmsford Public Schools shall continue to provide educational services to the student during the period of suspension or expulsion in a manner consistent with M.G.L. c. 76, § 21. If the student moves to another school district during the period of suspension or expulsion, the new school district shall either admit the student to its schools or provide educational services to the student in an education service plan under M.G.L. c. 76, § 21.

For all suspensions, students will be entitled to the following in terms of the opportunity to make academic progress:

Less Than 10 Consecutive Days - Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other schoolwork as needed to make academic progress during the period of his or her removal from the classroom or school.

More than 10 Consecutive Days - 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, earn credits, as applicable, make up assignments, tests, papers, and other school work and make academic progress toward meeting state and local requirements, in accordance with the school's education service plan.

The school-wide education service plan will be provided to the parent and student at the time the student is expelled or placed on long-term suspension.

DISCIPLINING A STUDENT WITH A DISABILITY - 34 CFR 300.530

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

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

If the team determines that the student's behavior was not caused by or substantially related to the student's disability or the failure to properly implement the IEP or 504 Plan, then a student with a disability can be disciplined in the same manner and for the same length of time as other students are disciplined for the same offense.

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

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

A. Sexual Harassment / Title IX of the Education Amendments of 1972

The Chelmsford Public Schools does not discriminate on the basis of sex and strictly prohibits sex discrimination, including sex-based harassment, in any education program or activity that it operates, including in admission and employment. SVTHS does not discriminate on the basis of pregnancy or pregnancy-related conditions in its educational programs and employment activities. Title IX of the Education Amendments of 1972; M.G.L. c. 151B; M.G.L. c. 151C; M.G.L. c. 76, § 5. Chelmsford's policy of nondiscrimination extends to students, staff, the general public, and individuals with whom it does business; no person shall be excluded from or discriminated against in employment, admissions, or in obtaining the advantages, privileges, and courses of study of such public school on account of sex.

Chelmsford Public Schools has adopted and implements a Title IX Grievance Procedure to ensure the prompt and equitable resolution of complaints of sex discrimination, including sex-based harassment. A copy of the Chelmsford Public Schools' Title IX Grievance Procedure may be accessed on the Chelmsford Public Schools' website at the [following link](#) or through the office of the Title IX Coordinator.

For questions related to Chelmsford Public Schools' Non-Discrimination policy or grievance procedures, to make a report or complaint of sex discrimination, including sex-based harassment, or for information relative to accommodations and services for individuals based on pregnancy and pregnancy-related conditions, please contact Chelmsford's Title IX Coordinator: Diane Carey – Director of Human Resources

Inquires or complaints relative to sex discrimination, including sex-based harassment, may also be directed to the United States Department of Education's Office for Civil Rights:

U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
Telephone: (617) 289-0111
Facsimile: (617) 289-0150

[Email: OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

Chelmsford has also designated certain Chelmsford staff members to serve as Confidential Employees with whom a student or employee may discuss a report of sex discrimination, including sex-based harassment, informally and without concern for further disclosure, unless such further disclosure is requested. Contact information for those Confidential Employees is available at the [following link](#).

Sex-based harassment is a form of sex discrimination.

Any employee or student found to have engaged in sexual harassment will be subject to disciplinary action. Students found to have engaged in sexual harassment may be subject to disciplinary proceedings in accordance with procedures set forth in the disciplinary due process section of this handbook and applicable state and federal laws and regulations. Staff members determined to have engaged in sexual harassment shall be subject to professional discipline including [but not limited to](#) possible termination of employment.

PRIDE and Bullying Prevention and Intervention

We believe that there are certain personal characteristics that need to be cultivated within children in order for them to reach their potential throughout their formal education and position themselves for a lifetime of success. Chelmsford Public Schools will provide support for students to grow in these areas as they move through our system Pre-K through Grade 12 in a consistent and purposeful manner by unifying our successful academic and

nonacademic programming that identifies and promotes prosocial and healthy behaviors. Therefore, we have developed our district-wide program, PRIDE.

This program is modeled after the Massachusetts Department of Elementary and Secondary Education Model Bullying Prevention and Intervention Plan and includes the years of professional development and bullying rubrics and procedures created by the staff of the Chelmsford Public Schools. It is designed to satisfy the requirements of by M.G.L. c. 71, § 370, ~~enacted through chapter 92 of the Acts of 2010, entitled An Act Relative to Bullying in Schools as signed by the Governor in May 2010.~~ It has been revised and submitted to the state as the amendments to the law have^{yes} required. To review the bullying prevention and intervention plan, please use the following link : [CPS Bullying Prevention and Intervention Plan](#).

The Chelmsford Public Schools is committed to providing a safe, positive, and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyberbullying as articulated in the Bullying Intervention Plan. It is a violation of this policy for any student or member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional to engage in bullying, cyberbullying, or retaliation or for any employee of the Chelmsford Public Schools to condone or fail to report acts of bullying, cyberbullying, or retaliation that they witness or become aware of (i) on school grounds and property immediately adjacent to school grounds; (ii) at school sponsored or school-related activities, functions or programs whether on or off school grounds; (iii) at school bus stops; (iv) on school buses or other vehicles owned, leased or used by the school district; (v) through the use of technology or an electronic device owned, leased or used by the school district or (vi) at a location, activity, function or program that is not school related, or through the use of technology or an electronic device that is not owned, leased or used by a school district, if the bullying creates a hostile environment at school for the victim, infringes on the

~~[It is a violation of the Plan for any employee of the Chelmsford Public Schools to condone or fail to report acts of bullying, cyberbullying, or retaliation that they witness or become aware](#)~~

rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.

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

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

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

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

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

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

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

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

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee

cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

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

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

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

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

Non-Discrimination

It is the policy of the Chelmsford Public Schools not to discriminate on the basis of sex, sexual orientation, gender identity, pregnancy or parenting status, race, religion, color, disability, immigration status, age or national origin in its educational programs, activities or employment policies as required by Title IX of the 1972 Educational Amendments and Chapter 622 of the Acts of 1971. The District also does not discriminate against individuals on the basis of homelessness in a manner consistent with the McKinney-Vento Act. The District shall evaluate, on an annual basis, all aspects of the K through 12 school program to ensure that all students regardless of sex, sexual orientation, gender identity, pregnancy or parenting status, race, religion, color, disability, immigration status, age, homelessness or

national origin are given an opportunity to participate in all programs offered by the school including athletics and other extra-curricular activities.

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

Any student or school employee who feels that he/she has been discriminated against for any of the reasons cited above should refer to the District's grievance procedures found on the [District's website](#).

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

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

Massachusetts Commission Against Discrimination (MCAD),
One Ashburton Place, Boston, MA 02108
Telephone: (617) 994-6000
mcad@mass.gov

And/or

Office for Civil Rights
5 Post Office Square, 8th Floor
Boston, MA 02109
Telephone: (617) 289-0150
OCR.Boston@ed.gov

Section 504 of the Rehabilitation Act of 1973

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

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

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

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

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

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

Transgender and Non-Conforming Students

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

Understanding the terminology associated with gender identity is important to providing a safe and supportive school environment for students whose rights are protected under the law. The following terms are defined to assist in understanding the guidance presented.

Although these are the most commonly used terms, students may prefer other terms to describe their gender identity, appearance, or behavior.

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

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

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

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

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

STUDENT TRANSITIONS

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

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

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

When a student is transitioning, ~~or~~ notifies the school of a plan to transition, or ~~if the student~~ has already transitioned, the school shall offer to meet with the student (and parents if they are involved in the process) to ascertain desires and concerns, and to discuss a plan that will create the conditions supporting a safe and accepting environment at the school for the

student. This plan may include items such as: the student's chosen name and pronoun; a plan to initiate the use of the student's chosen name and pronoun within school; communication between the school and the parent/guardian; name and gender markers in the student record; and the student's right to use restrooms, locker rooms or changing facilities, in accordance with the policy outlined below.

PRIVACY

All persons, including students, have a right to privacy, and this includes the right to keep one's transgender status private at school. Protecting the privacy of transgender and gender nonconforming students must be a top priority for staff. Information about a student's transgender status, legal name, or gender assigned at birth may constitute confidential medical information. Disclosing this information to other students, the student's parents, or other third parties may violate privacy laws, such as the federal Family Educational Rights and Privacy Act.

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

OFFICIAL RECORDS

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

NAMES AND PRONOUNS

Every student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required, and the student need not change his or her official records to be afforded the respect of having school staff use the pronoun requested. It is strongly recommended that a trained staff member

privately ask transgender or gender nonconforming students at the beginning of the school year how they want to be addressed in class, in the school's correspondence to the home, and at conferences with the student's parent/guardian. In accordance with the student's desires, the staff member should disseminate the student's chosen name and pronoun to other staff who may be in regular contact with the student and/or the student's home, to ensure the student is appropriately addressed and referred to. As noted above, this conversation about the student's chosen name and pronoun should be part of the initial planning meeting with the student.

FACILITIES

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

In any gender segregated facility, any student who is uncomfortable using a shared facility, regardless of the reason, shall, upon the student's request, be provided with a safe and non-stigmatizing alternative. This may include, for example, addition of a privacy partition or curtain, provision to use a nearby private restroom or office, or a separate changing schedule. Under no circumstances may students be required to use sex segregated facilities that are inconsistent with their gender identity.

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

PHYSICAL EDUCATION CLASSES AND INTRAMURAL AND INTERSCHOLASTIC ATHLETICS

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

OTHER GENDER-BASED ACTIVITIES, RULES, POLICIES AND PRACTICES

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

DRESS CODE

Schools may enforce dress codes pursuant to district policy. Students shall have the right to dress in accordance with their gender identity, within the constraints of the dress codes

adopted by the school. School staff shall not enforce a school's dress code more strictly against transgender and gender nonconforming students than other students.

PROFESSIONAL DEVELOPMENT

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

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

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

References

Massachusetts General Law Chapter 4 Section 7 – Definitions of Statutory Terms
Massachusetts General Law Chapter 76, § 5 – School Attendance: Discrimination
603 CMR 26.00 – Access to Equal Education Regulations
[603 CMR 23.00 – Massachusetts Student Records Regulations](#)
Massachusetts Department of Elementary and Secondary Education, *Guidance for Massachusetts Public Schools: Creating a Safe and Supporting School Environment – Nondiscrimination on the Basis of Gender Identity*
P5303 – [Anti-discrimination policy]

[Special Education Program Student Study Team](#)

Student Study Team

[A Student Study Team is available to assist students with regular education interventions.](#)

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

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

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

Student Records

[The Family Educational Rights and Privacy Act \(FERPA\) and the Massachusetts Student Records regulations \(603 CMR 23.00\) provide parents and eligible students certain rights with respect to a student's education records. A general overview of those rights is provided below. Parents and eligible students may obtain a complete copy of their rights by contacting the Principal.](#)

[Massachusetts regulations related to student records \(603 CMR 23.00\) ensure a student's \(and their parents'\) rights of inspection, amendment, destruction, and confidentiality related to their records.](#)

[Under 603 CMR 23.01, the rights related to student records belong to the student's parent if the student is under the age of fourteen \(14\) and has not started the ninth grade. Upon reaching the age of fourteen \(14\) or upon starting the ninth grade \(whichever occurs first\), both the student and their parent retain the rights related to student records. Either the student or the parent can exercise these rights independently. Once the student reaches the age of eighteen \(18\), the student exclusively retains the rights related to student records and only they can exercise such rights if they expressly limit the rights of their parent, exclusive of the right to inspect. If a student wishes to limit the rights which are held by their parent, they must make the request to the Principal or Superintendent in writing. A parent always maintains the right to inspect the student record.](#)

[The student record consists of the transcript and the temporary record, including all information on recording and computer tapes, microfilm, microfiche, or any other materials regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth as defined under state law. The regulations divide the record into two sections, the transcript and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational progress. This information includes the name, address, course titles, grades, credits, and grade levels completed. The transcript is kept by the school system for at least sixty years after the student leaves the system.](#)

~~The Massachusetts Student Record Regulations address issues associated with parents' and eligible students' rights of confidentiality, inspection, amendment, and destruction of student records, as well as the district's responsibilities with regard to the maintenance of~~

such records. The following information is a basic summary of those regulations and should not be considered as providing any rights or imposing any responsibilities in excess of the state Student Record Regulations; such regulations may be found at 603-CMR 23.00.

The regulations apply to all information kept by the District concerning a student in a manner such that he or she may be individually identified. The regulations divide the student record into two sections: the transcript and the temporary record. The transcript includes only the minimal information necessary to reflect the student's educational progress and to assist the district in operating its educational system. This information may include the student's name, address, phone number(s), and date of birth; name, address, and

phone number(s) of the parent or guardian; course titles, grades, course credits, highest grade level completed, and the year completed, and highest performance level achieved on all MCAS tests required for the competency determination. The transcript is kept by the district for at least sixty years after the student leaves the school system.

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

1. Inspection of Records

A parent, or a student who has entered the ninth grade or is at least fourteen years old (eligible student), has the right to inspect the student record upon request. The record must be made available to the parent or eligible student no later than ten days after the request unless the parent or eligible student consents to a further delay. The parents or eligible student has the right to receive copies of any part of the student record. The district may charge a reasonable fee for such copying, not to exceed the costs of reproduction, unless the charging of such fee would effectively prevent the parents or eligible student from exercising their federal rights to inspect and review the records. Finally, the parents or eligible student may request to have the record interpreted by a professionally qualified school employee or a 3rd party of their choosing, who may thereafter inspect and interpret the records following their production of specific written consent from the parent or eligible student.

2. Confidentiality of Records

Subject to specific exceptions enumerated in the regulations, no individual or organization are allowed to have access to information in the student record without the specific, written consent of the parent or eligible student. In addition, subject to specific exemptions enumerated in the regulations, any person inspecting or releasing information contained in the student record must note in

a log kept as part of the temporary record, which portion of the record was inspected or released, and for what purpose. Authorized school personnel are allowed to have access to the information without consent. Authorized school personnel includes school administrators, teachers, counselors and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching counseling, and/or diagnostic capacity. It includes contractors, electronic/online vendors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions. Administrative office staff and clerical personnel who are either employed by the school committee or are employed under a school committee service contract, may access student record information when their duties require them to have access to student records for purposes of processing information for the student record.

3. Amendment of Records

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

4. Destruction of Records

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

5. Transfer of Records - In accordance with 603 CMR 23.07(4)(g), it is the practice of the Chelmsford Public Schools to forward the student record of any student who seeks or intends to enroll, or already has enrolled in another public schools district, if the disclosure is for the purposes of the student's enrollment or transfer. The parent or eligible student has the right to receive a copy of the school record that is forwarded to the new school.

6. Non-Custodial Parents - Unless there is a court order to the contrary, a non-custodial parent (parent without physical custody of the student) of any public school student has the right, subject to certain procedures, to receive information regarding the student's achievements, involvement, behavior, etc. A non-custodial parent who wishes to have this information shall submit a written

request annually to the child's school principal. Upon receipt of such a request, the principal shall send written notification to the custodial parent by certified and first class mail that the records and information will be provided to the non-custodial parent in twenty-one (21) calendar days unless the custodial parent

provides documentation of the non-custodial parent's ineligibility to access such information. In all cases where school records are provided to a non-custodial parent, the electronic and postal address and other contact information for the custodial parent shall be removed from the records provided. Any such records provided to the non-custodial parent shall be marked to indicate that they may not be used to enroll the student in another school. Upon receipt of a court order that prohibits the distribution of information pursuant to M.G.L. c. 71, §34H, the school will notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent. M.G.L. c. 71, §34H; 603 CMR 23.07.

7. Third Party Access - Authorized school personnel, to include: (a) school administrators, teachers, counselors and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling, and/or diagnostic capacity; (b) administrative office staff and clerical personnel, employed by the school committee or under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record; and (c) the evaluation team which evaluates a student, shall have access to the student record of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the parent or eligible student shall not be necessary
8. Complaints - A parent or eligible student has a right to file a complaint with the Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-8520, 1-855-249-3072 or with the Massachusetts Department of Elementary and Secondary Education, ~~75 Pleasant Street, Malden, MA 02148; 781-338-3300~~ [135 Santilli Highway, Everett, MA 02149; 781-338-3000](#). If you have any questions regarding this notice, or would like more information and/or a copy of the Massachusetts Department of Elementary and Secondary Education Student Record Regulations, please contact the building principal.

Protection of Pupil Rights Amendment Act

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

("protected information surveys"):

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

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

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

Parents Right to Know - Teacher Qualifications

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

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

1. whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
3. whether the teacher is teaching in the field of discipline of the certification of the teacher; and

~~4. whether the student is provided services by paraprofessionals and, if so, their qualifications.~~

~~1. Whether the Massachusetts State Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.~~

~~2. Whether the Massachusetts State Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.~~

~~3. Whether the teacher is teaching in the field of discipline of the certification of the teacher.~~

~~4. Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.~~

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

CPS Student Empowered Digital Use Guidelines

Technology/Internet Acceptable Use

As technology becomes increasingly integral to instruction and educational services at Chelmsford Public Schools, we recognize that students will be accessing technology in various ways during their learning experiences. To ensure that technology is used in ways that enhance the learning process, the Chelmsford Public Schools has developed and continuously updates policies and protocols to guide its use. All School Committee policies can be found [HERE](#).

Technology specific guidelines are contained both on the School Committee policy website, and within this document. The CPS Student Empowered Digital Use Guideline is the overarching technology acceptable use policy for students. If at any time any user is unclear about technology use guidelines, please call or email the Director of Information Communication and Technology Services with your question.

Chelmsford Public Schools recognizes the need for students to be prepared to contribute to and excel in a connected, global community. To that end, the district provides ongoing student instruction intended to develop digital citizenship skills, and emphasize the appropriate and ethical use of technology. Information and communication technology are an integrated part of our curriculum across subjects and grades in developmentally appropriate ways, aligned with the Massachusetts Curriculum Frameworks and standards, including seeking knowledge and understanding; thinking critically and solving problems;

listening, communicating, and interacting effectively; and engaging and competing in a global environment.

The Superintendent or designee shall implement, monitor, and evaluate the district's system/network for instructional and administrative purposes.

All users shall acknowledge they understand that using digital devices on the school district network is a privilege, and when using them in accordance with School District guidelines they will retain that privilege. Misuse of district devices or network can and will end with disciplinary measures, [including but not limited to prohibition from using the school district network](#). Please see a [list of possible disciplinary measures](#) that may be taken for violations of this or any classroom technology policy.

The Superintendent or designee shall develop and implement administrative guidelines, regulations, procedures, and user agreements, consistent with law and policy, which shall include but not be limited to the following:

- Digital devices, software, and networks shall be used in school for educational purposes and activities;
- An individual's personal information (including home/mobile phone numbers, mailing addresses, and passwords) and that of others shall be kept private;
- Individuals will show respect for themselves and others when using technology including social media;
- Users shall give acknowledgment to others (people, sources, tools including AI (Artificial Intelligence), for their ideas and work;
- Users shall report inappropriate use of technology immediately.

These procedures shall be frequently reviewed by the district and shall provide a springboard for teaching and learning around topics such as internet safety, digital citizenship, appropriate communication strategies, and ethical use of technology.

Please reference the [CPS Student Empowered Digital Use Guidelines](#) document for further information regarding each topic:

- Safe and Responsible Use
- Access to Digital Resources
- Removal of BYOD
- Academic Integrity
- Video Surveillance
- Social Media & Communication
- Chromebook/Device Distribution

- Chromebook/Device Care and Maintenance
- Chromebook/Device Usage Expectations at School
- Chromebook/Device Usage Expectations Outside of School
- Audio/Video Recording and Photos
- Saving to the Chromebook/Device
- Network Connectivity
- Student Expectations
- Parent/Guardian Responsibilities
- Loss, Theft, or Damage

Empowered Digital Use & Chromebook/Device Agreement Form

Search and Seizure

The Chelmsford Public Schools has the right to inspect school property at its discretion, including a student's locker or desk, a school-issued laptop, school-issued email, and/or the student's use of the school's network.

Lockers/Desks

If a locker or desk is issued to students by the Chelmsford Public Schools, such lockers and desks are school property, and the school reserves the right to search them at any time. Students have no expectation of privacy in the contents of their lockers or desks.

1. Lockers and desks are the property of Chelmsford Public Schools. The Chelmsford Public Schools maintains control of all locks affixed to lockers. No other locks are permitted, and such locks will be removed by school officials.
2. Students shall not have any expectation of privacy in school lockers and desks and should be aware that school lockers and desks may be searched at any time by school officials.
3. It is prohibited to store any items/substances in violation of any school rule or Federal, State, or Local law in a locker or desk.
4. Items/substances prohibited from being in school, including in lockers and desks, include but are not limited to: guns/knives/weapons (real or fake), drugs and/or alcohol, fireworks/explosives, fire/smoke/odor producing products, and any other item or material which may disrupt the educational environment or present threat of harm to students and/or school staff.

Electronic Devices

School issued laptops, as well as any other device issued by the Chelmsford Public Schools, and the Chelmsford Public Schools' network (including email), are the property of Chelmsford Public Schools, and students do not have an expectation of privacy as to their use of the school-issued devices laptop and/or network, including but not limited to, any information accessed, stored, or transmitted on, with, or during use of the school issued device or network.

Search of Students and Their Belongings

1. A Search of a student's person, personal possessions (including personal electronic devices), automobile on school property, will only be performed by school administrators, where there exists reasonable suspicion that the search will produce evidence that the student has violated or is violating either the law or the rules of the school. The search will be conducted in a manner reasonably related to its objectives and will not be excessively intrusive in light of the age and sex of the student and the nature of the infraction. Whenever a personal search is deemed necessary, the student shall be advised of the reason for the search prior to its implementation. A search of a

student may extend to, but is not limited to: articles of clothing such as pockets; removal and search of outer garments such as hats/caps/head-gear, jackets, coats, sweaters, sweatshirts, or shoes; and to items such as pocketbooks, lunch bags, book bags, athletic bags, backpacks, and personal electronic devices. The consent of the student or a parent/guardian shall not be required prior to conducting a search of a student or the student's belongings. Students found in possession of prohibited items or materials may be subject to disciplinary action and/or criminal prosecution.

2. If the student fails to comply with a search, the student may be detained until the student's parents, and, if necessary, the police, can arrive at the school. Students who impede or refuse to comply with a search may be subject to disciplinary consequences, including a short or long-term suspension from school.

In the event of a search of a student or their belongings, parents will be notified of the search and the results thereof as soon as practicable. Except under exigent circumstances, the school administrator will conduct searches in the presence of another adult. Any object or substance found which may be evidence of a crime will be given to the police. Objects or substances which may be evidence of a school rule violation, but not a crime, will be held by Chelmsford Public Schools administrators, and, if appropriate, may be returned to the student's parents.

Because the Chelmsford Public Schools has the right to inspect school property at its discretion, the Principal of the Chelmsford High School may permit law enforcement to search school property, including with the use of drug detection dogs. Individuals shall not be subjected to a search by a drug detection dog.

Locker Rooms

Students are not to enter a locker room that is not supervised by an adult, unless they have permission from a coach or staff member. While in the locker rooms, students are expected to follow all of the school rules and expectations, including the prohibitions against bullying and hazing.

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

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

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

~~Regarding lockers and desks:~~

- ~~1. Master keys and copies of combinations for lockers are retained by the school administration.~~
- ~~2. The school administration retains the right periodically to conduct locker and desk searches, when warranted, in compliance with these rules.~~
- ~~3. All students should be aware that the school administration will permit specially trained "search dogs" to patrol the schools upon occasion, under the supervision of law enforcement officials and completely at the discretion of the administration, and that the administration shall cooperate completely with all law enforcement officials relative to the results of any searches that may be performed during such dog patrols including, without limitation, delivering any contraband discovered to said officials.~~
- ~~4. All students should also be aware that school lockers and desks assigned to individual students by the school's teachers or administration remain the property of the school and that the administration reserves the right to open and inspect any locker or desk and its contents at any time, even without a reasonable suspicion. In the event that any illegal substances, weapons, tobacco products, or other contraband are found in the locker or desk assigned to a student, that student shall be presumed to possess that contraband and shall be subject to immediate and appropriate discipline. Students have no right to privacy in the lockers or desks assigned to them or in the belongings students store in those lockers.~~

Academic Integrity

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

Academic Integrity also means upholding values and beliefs that are considered important, not just by our schools, but also by society, including sports teams, employers, friends and family. Violating our policy on Academic Integrity is cheating and a violation of school rules. For more specific Middle School Information on the Academic Honor Code, please visit the McCarthy or Parker School Website. For more specific High School Information on the Academic Honor Code, please see the High School Handbook Addendum.

What are some examples of cheating?

- Copying another student's answers on a test or quiz, with or without their permission

- Sharing questions from an exam with another student who has not yet taken the exam
- Copying another student's answers on a homework assignment
- Copying some other student's work and claiming it as your own
- Allowing another student to copy your work or giving your work to them to turn in as their own
- Forging (signing) your parent's/guardian's name on a note or permission slip
- Plagiarism (copying another's words/work without giving credit), [including copying material or ideas from books, internet sources, AI, etc.](#)
- Changing grades on midterm or report card
- Use of electronic devices for unauthorized sharing of information.
- [The unauthorized use of Artificial Intelligence \(AI\), which may include but not be limited to using AI](#) to gain an unfair advantage, such as using AI-enabled math-solving websites to solve math problems or employing generative AI to create art or graphics for assignments as well as writing essays or papers, ~~is considered cheating.~~

Why is cheating wrong?

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

What is Plagiarism?

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

The following ~~will be considered~~ [are examples of](#) plagiarism:

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

5. Using Artificial Intelligence (AI) to generate essays or papers and turning them in as one's own work without proper attribution is considered plagiarism.

Consequences for Cheating or Plagiarism

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

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

Directory Information

(603 CMR 23.07 (4) (a))

A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent.

Incident Management

The Chelmsford Public School District has a comprehensive Incident Management Plan. It is expected that all students participate in the prescribed emergency drills in their schools as instructed by the school administration and staff. It is imperative that students understand the importance of engaging in these procedures in a serious manner so as to be fully prepared should an emergency arise during the school day.

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

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

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

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

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

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

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

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

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

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

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

The District has a crisis response team to oversee the safety and security of students and staff and the implementation of the District's emergency policies during crisis incidents. The District's crisis response team is led by the building principal.

Delayed Openings and School Cancellations

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

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

Emergency Closings

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

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

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

Parents who plan to come to the school to pick up their child are strongly encouraged NOT to call the school and tie up the phone lines. Just come to the office and your child will be dismissed. It is imperative that each child knows where to go in the event that a parent cannot be notified. For parent peace of mind, this would also help in those rare cases when an emergency arises, and a parent cannot get home to meet their child.

Hazing

[Hazing is prohibited and is a crime. Any student who violates the anti-hazing laws \(M. G. L. c. 269, §§ 17-19\) may be subject to discipline, including possible suspension. The following is a copy of M. G. L. c. 269, §§ 17-19.](#)

[Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by](#)

imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

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

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Section 19. Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

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

organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

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

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.
M.G.L. Chapter 269, Section 17

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

The term "hazing" as used in this section and in sections eighteen and nineteen shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully and recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provision of this section to the contrary, consent shall not be available as a defense to prosecution under this action.

M.G.L. Chapter 269, Section 18

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself/herself or others, report such crime to an appropriate law

enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

~~M.G.L. Chapter 269, Section 19~~

~~Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.~~

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

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

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

~~similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate~~

~~regulations governing the content and frequency of such reports and shall forthwith report to the attorney general any such institution which fails to make such report.~~

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

Vehicle Idling

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

McKinney-Vento

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

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

Prevention of Physical Restraint and Requirements If Used

The Chelmsford Public Schools recognizes that on occasion physical restraint is required to protect the safety of school community members from assault, or serious, imminent physical harm. Physical restraint may be used only as an emergency procedure of last resort and shall be prohibited in public education programs except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to ~~verbal~~ directives or other lawful and less intrusive behavior interventions, or such interventions are deemed inappropriate under the circumstances. Physical restraint shall mean direct physical contact that prevents or significantly restricts a student's freedom

of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Physical restraint shall not be used: (a) as a means of discipline or punishment; (b) when the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting; (c) as a response to property destruction, disruption of school order, a student's refusal to comply with a public education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or (d) as a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort. Physical restraint in a public education program shall be limited to the use of ~~such reasonable~~ force ~~as is~~ necessary to protect a student or another ~~member of the school community~~ from ~~assault or imminent, serious, physical harm~~ physical injury or harm.

Nothing in Chelmsford Public Schools policy, or the applicable regulations, prohibits: (a) the right of any individual to report to appropriate authorities a crime committed by a student or other individual; (b) law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or (c) the exercise of an individual's responsibilities as a mandated reporter pursuant to MGL c. 119, § 51A.

The Chelmsford Public Schools complies with the requirements of Massachusetts regulations governing the use and reporting of physical restraint in school, 603 CMR 46.00.

Child Abuse/51A Mandatory Reporting

All school staff are mandated reporters. By law, information about child abuse and neglect must be communicated by school employees to the Massachusetts Department of Children & Families (DCF) according to DCF protocol, and/or to the Principal (or their designee), who in turn are responsible for notifying DCF according to DCF protocol. The duty to report is triggered when a mandated reporter, in their professional capacity, has reasonable cause to believe that a child is: (i) suffering physical or emotional injury resulting from abuse inflicted upon them which causes harm or substantial risk of harm to the child's health or welfare including, but not limited to, sexual abuse; (ii) suffering physical or emotional injury resulting from neglect including, but not limited to, malnutrition; (iii) a sexually exploited

child; or (iv) a human trafficking victim, as defined by section 20M of chapter 233; provided, however, that an indication of prenatal substance exposure shall not solely meet the requirements of this section.

In schools, mandated reporters must fulfill their mandatory reporting duty by:

1. immediately making an oral report directly to DCF and then following up with a written report (which can be filed online, by fax, or mail) to the DCF local area office within 48 hours; or
2. immediately notifying the Principal (or their designee), in which case that individual becomes responsible for immediately making the oral report to DCF and submitting the written report (which can be filed online, by fax, or mail) to the DCF local area office within 48 hours.

A mandated reporter who works for a school may also choose to immediately notify both DCF and the person in charge of the school. In addition, mandated reporters may contact the police or the Office of the Child Advocate.

If a mandated reporter believes a child is in imminent danger, they should call 911 immediately. If school officials believe that criminal laws may have been violated, whether or not the violation is included under § 51A, they should report such matter to the police.

Any person, even if not a mandated reporter, may file a report with DCF if that person has reasonable cause to believe that a child is suffering from, or has died as a result of, abuse or neglect.

Any suspected abuse or neglect of a person with a disability aged 18 and over must be reported to the Disabled Persons Protection Commission (DPPC), 300 Granite Street, Braintree, MA, 02184. Tel: (617) 727-6455..

The School Committee is responsible for informing teachers, administrators, and other professional staff of the reporting requirements for child abuse and neglect under M. G. L. c. 119, § 51A. See M. G. L. c. 71, § 37L. The District is knowledgeable about this protocol and will ensure that staff are informed of their reporting obligations under M. G. L. c. 119, § 51A. All staff are made aware of the signs of child abuse and neglect, and the Principal, on a yearly basis, informs all professional staff of their obligations to report cases of child abuse and neglect.

Chelmsford High School



Student Handbook Addendum

2025 - 2026

Letter from Principal

Dear Students,

Welcome to the 2025-2026 school year. Chelmsford High School is dedicated to maintaining a safe student-centered environment that fosters respect for individual differences. This handbook is your guide to the policies and procedures at CHS.

Chelmsford High School is dedicated to maintaining a safe student-centered environment that fosters respect for individual differences. This handbook is your guide to the policies and procedures at CHS.

We expanded our dual enrollment offerings to almost 27 different courses. Students can also participate in our new innovation pathways program. This gives students an internship or capstone experience relative to a career centered focus for a specific innovation pathway. Please see our Program of Studies for more information. Last year, we had almost 130 seniors participate in the six-week program. Students completed internships in all different types of industries. We hope to expand the program this year.

This handbook addendum, which supplements the Chelmsford Public Schools Student-Family Handbook that also applies to Chelmsford High School, provides you with better access to the information and to better acquaint you with the practices and policies of the school. In its strictest sense, it is meant to be a resource for you and your parents as you join our Chelmsford High School community. **Please look at the sections involving attendance and after school activities. There are changes in some of our policies.**

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

We look forward to a wonderful school year.

Sincerely,

A handwritten signature in black ink, appearing to read 'Stephen Murray', with a stylized flourish at the end.

Stephen Murray
CHS Principal

Table of Contents

Chelmsford High School Contact Information	2
Department Coordinators	2
Other Points of Contact	3
Chelmsford School Committee	3
Chelmsford Public School Central Administration	3
Central Office Staff	3
Communication	4
Class Schedules	7
PLUS BLOCK (Practice-Learn-Understand-Study)	7
Camera System	9
Dining Rooms/Outside Dining Rooms	9
Online Research	13
Lockers and Locker Rooms	14
Lost and Found	14
Make Up Work	14
Parking	14
Student Records	15
Student Support	16
Dress	34
School Attendance Philosophy	37
Academic Honor Code	41
Cheating	41
Plagiarism	41
Consequences for Cheating or Plagiarism	42
Preventing Cheating and Plagiarism	42
Students	42
Parents and Guardians	42
Teachers	43
Administrators	43
Academic Honor Committee	43
Appeal Process and Procedure	43
COURSE LEVELS	46
POLICY FOR PROGRAM CHANGE CONSIDERATION	47
Homework	48

Extra Help/ Peer Tutoring	49
Grading	49
GRADE POINT AVERAGE	50
Confidentiality	51
Alternative Ways of Acquiring Credit	52
Alternative Sources of Credit	52
Rules for Acquiring Alternative Credit	52
For Students Who are Repeating a Failed Course	52
Limitation of Alternative Credits	53
Alternative Education Night School Program	53
Academic Achievement	54
Academic Honor Lists	54
Awards Events	55
<i>PRIDE Awards</i>	55
“Student of the Month”	58
“Students of the Year”	58
Disciplinary System	59

I. School Mission

Chelmsford High School's 21st Century Learning Expectations

Academic, Social and Civic:

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

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

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

II. School Organization & Communication

Chelmsford High School Contact Information
200 Richardson Road, North Chelmsford, MA 01863
Main Number: 978-251-5111

Mr. Stephen Murray, Principal

Ms. Sandra Windt, Administrative Assistant (x5620)
Ms. Amy McMeniman-Pinheiro, Secretary to the High School Office (x5621)
Ms. Stephanie Leclair, Secretary for Information (x5619)

Ms. Erin MacNeil, Dean, Emerson House

Ms. Gweyn Travers, House Secretary (x5528)
Mr. Daniel McGrath, Emerson Counselor (A-K) (x5522)
Ms. Kara Kelley, Emerson Counselor (L-Z) (x5519)

Mrs. Christina Mitza, Dean, Hawthorne House

Ms. Marcy Mason, House Secretary (x5609)
Ms. Tammy Leary, Hawthorne Counselor (A-K) (x5585)
Ms. Christine Lima, Hawthorne Counselor (L-Z) (x5603)

Mr. John MacIsaac, Dean, Whittier House

Ms. Angela Hughes, House Secretary (x5551)
Ms. Jennifer Orsini, Whittier Counselor (A-K) (x5547)
Ms. Jamie Hill, Whittier Counselor (L-Z) (x5560)

Department Coordinators

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

Other Points of Contact

Activities Director	Ms. Jackie Vitale	X5554
Athletic Director	Mr. Daniel Hart	X5627
Athletic Director's Secretary	Ms. Rebecca DiStasi	X5625
Career and College Facilitator Center Liaison	Ms. Alex Cunningham	X5613
School Nurse	Ms. Carol Reilly, RN	X5610
School Nurse	Ms. Laura Sullivan, RN	X5645
Supervisor of Students	Mr. Jonathan Demers	X5564
Supervisor of Students	Ms. Kristen True	X5583

Chelmsford School Committee

Mr. Dennis F. King, Chair
Ms. Maria Santos, Vice Chair
Ms. Diana Lebeaux, Secretary
Mr. John W. Moses
Ms. Susan Mackinnon

Chelmsford Public School Central Administration

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

Central Office Staff

Dr. Jay Lang	Superintendent of Schools
Dr. Linda Hirsch	Assistant Superintendent
Ms. Diane Carey	Director of Personnel & Professional Learning
Ms. Amy Reese	Director of Student Support Services
Mr. William Silver	Director of Information, Communication & Technology Services
Ms. Joanna Johnson-Collins	Director of Business & Finance

Mr. Dong Shin	District Data Management Office
Ms. Jane McDonald	Central Registrar
Mr. Brian Curley	Director of Facility Services
Ms. Robyn Corbett	Admin. Assistant to the Superintendent
Ms. Kathy Mercier	Admin. Assistant to the Assistant Superintendent
Mr. Peter Brekalis	Transportation Coordinator

House Plan

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

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

Communication

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

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

- The X2 Parent Portal/Student Portal: This is the most important and direct way to access current information about your student (e.g., grades, progress reports, schedule, attendance, etc.). Since this is our primary means of accessing your contact information, please be sure to check and/or update contact information in X2 in a timely fashion (i.e., as it changes, or on a bi-annual basis). A username and password is needed to access this information. If you cannot access this information, please go to the 24/7 Technical Support on the CHS Home page or you may contact Central Office (978) 251-5100 x 6923 or 6924.
- Parents cannot directly access a student's Google classroom. Instead, parents/guardians receive a weekly Parent/Guardian summary of all student work that is due or missing for that week. You will receive an email invitation to accept and receive this weekly summary. Please call your child's teacher for this update if you do not receive the invitation.
- Connect Ed Communications: This is used frequently as a means of sending out newsletters, updates, or other pertinent timely information to parents.

Parent Communication

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

Parent Conferences

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

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

Roles and Contact Information

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

High School Calendar

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

III. School Day

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

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

Class Schedules

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

PLUS BLOCK (Practice-Learn-Understand-Study)

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

PRIDE BLOCK

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

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

Students are expected to sign up for their PRIDE blocks through the Clever Portal. Failure to attend PRIDE Block will result in a class cut and detention.

IV. Student Life

Announcements

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

Bus Transportation/Late Bus

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

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

Care of Personal and School Property

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

1. Do not allow anyone to use your locker.
2. Keep your locker locked--REALLY LOCKED.
3. Report any defective lock for replacement.
4. Keep your lock combination to yourself. There is no need to share this information with anyone. Any locker can be opened in any emergency by contacting your Dean's office.
5. Leaving personal articles, such as books, purses, or clothing unattended for even a brief time is an invitation to losing them by mistaken identity or outright theft. Locker rooms, study areas, dining rooms, rest rooms and other crowded areas are places where particular care should be exercised.
6. Place your name or other identifying mark on personal items.

7. Report missing articles to the security office as soon as you can; any delay is likely to make recovery more difficult.
8. You are encouraged to leave large amounts of money, electronic devices and other valuables at home.
9. Students are expected to pay for lost and/or damaged books.
10. Students may display posters only with the approval of an Administrator. Posters must be relevant to a school activity and approved for publicity within school by the Principal.

Camera System

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

The Career and College Readiness Center

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

Job Board (Part-Time Employment)

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

Dining Rooms/Outside Dining Rooms

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

Food can only be eaten in the café unless the Student has a documented disability. Weather permitting, students may use the designated outside area during lunches. The designated areas

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

Fees

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

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

Athletics (No family cap)

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

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

Bus Fee (Family cap of \$500)

- \$200 Register on-line using the [following link](#) or in person at the Central Office Building.

Extracurricular Activity Fee

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

Project Fees

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

Student Parking

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

Upon a student's 9th tardy, he/she ~~will~~ [may](#) lose their parking pass for one week (5 days). At the 12th tardy the student may be suspended ~~and/or lose from~~ parking for two weeks.

~~For T~~ardies beyond 12, additional parking suspensions ~~may~~ [can](#) be implemented, or parking permission ~~can~~ [may](#) be revoked at the discretion of ~~administration~~ [the Principal or designee](#).

Field Trip Policy

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

1. The official Parent-Teacher Field Trip Permission Form is issued by the teacher to each participating student.

2. ~~The above-mentioned form must be signed by each of the student's teachers and a parent/guardian.~~ The reverse side of the Field Trip form includes a health section that must also be completed and signed by a parent/guardian. Failure to obtain the signature of each teacher and parent/guardian will result in the student not being allowed to participate.
3. In order to participate the completed form must be returned to the sponsoring teacher no later than one week prior to date of the trip.
4. Students are responsible for making up class work missed as a result of the trip.
5. No academic penalty shall accrue to any student choosing not to participate in a field trip ~~which that~~ is designated as enrichment.
6. If the field trip concludes before the close of school, students will attend the remainder of their classes.
7. While on the trip, students are representing Chelmsford High School and are expected to dress and act appropriately. All school regulations and rules apply during the field trip.
8. If a student does not receive permission from school to attend a field trip and does attend, it will be treated as an unexcused absence and the student may be disciplined, including but not limited to serve a minimum of a one-day detention or possible up to suspension depending on the severity of the incident.
- ~~9-9.~~ The Principal retains discretion to determine participation in the field trip, including but not limited to on the basis of attendance, academic good standing, and/or violations of the code of conduct.
- ~~9-10.~~ For any student to participate in a school field trip, the student must be in good standing in all classes in both their academics and attendance.
- ~~10-11.~~ Any student participating in a school field trip must attend all classes prior to the field trip departure.
- ~~11-12.~~ Administration has the right to deny a student permission to attend a field trip due to excessive absences, s and tardies as well as behavioral considerations..

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

Health Services

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

Injuries

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

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Commented [PN1]: Be careful of potential disability discrimination claims. If a student has an emotional disability that causes "behavior issues" and we exclude them from the field trip, the parent may bring a disability discrimination claim against us. I saw at least one PRS complaint this year involving that scenario. This could also apply if the student broke their arm and was absent leading up to the field trip. I tried to add language here that allowed the principal to retain discretion.

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Commented [PN2]: I would keep this section consistent with the Student-Family handbook

1. Students with casts, stitches, or splints may not participate in P.E. class, sports or outdoor recess without written consent from the attending physician. All injury notes from the doctor should include the type of injury, any activity limitations or allowance to participate in such activities and the date the child may return to full participation in PE, sports, and recess. Parents' wishes may not supersede this medical prescription. At the school nurses' discretion some P.E. activities may require non-participation for the safety of the student or others.

2. Students need a subsequent doctor's note when it is safe to resume normal activity in P.E. and/or recess.

3. Students using non prescribed/ over the counter support items and ACE wraps may be restricted from certain activities at the school nurse's discretion.

4. If a student is to come to school with a cane, crutches, wheelchair or an assistive device, a doctor's note is required before returning to school. If applicable, such doctor's notes need to indicate if the student can or cannot use stairs. An example of this would be a student with the need to wear a brace that would immobilize a knee.

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

- ~~2. in such activities, and the date the child may return to any restricted activities. Parent's wishes may not supersede this medical prescription.~~
- ~~3. Students need a subsequent doctor's note when it is safe to resume normal activity in P.E. and/or recess.~~
- ~~4. Some specified P.E. activities may also require non-participation for the safety of the student and others.~~
- ~~5. Students unable to participate in Physical Education due to injury/illness will also not be permitted to participate in after school athletics.~~

Job Board (Part-Time Employment)

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

Learning Commons

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

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

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

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

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

Book Checkout

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

Copy Machine

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








Overdue/Lost Books

- Students are expected to pay for lost materials.

Online Research

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

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

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

Lockers and Locker Rooms

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

Commented [PN3]: If the school issues the locker, there is no expectation of privacy and school administrators do not need reasonable cause to search them. They can search them anytime.

Students are allowed in the locker rooms only for the purpose of participation in a physical education class or an athletic practice/game. Student-Athletes who wish to store their athletic equipment in their PE locker may do so before the start of school. Athletic team locker rooms will be locked at 7:19 am. Students are not to enter a locker room that is not supervised by an adult, unless they have permission from a coach or staff member. While in the locker rooms, students are expected to follow all of the school rules and expectations, including the prohibitions against bullying and hazing.

Commented [PN4]: Given incidents that have occurred in locker rooms (i.e. hazing/bullying), we are advising districts to ensure that locker rooms are supervised.

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

Lost and Found

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

Make-Up Work

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

Parking

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

The parking lots are considered unauthorized areas during the school day. Students may not leave

school to go to their cars without the written permission of a Dean. Any ~~abuses improper in the~~ use of the parking lot may result in the revocation of the parking privilege or the car may be towed at the owner's expense. A search of a student's vehicle on school property will only be performed by school administrators where there exists reasonable suspicion that the search will produce evidence that the student has violated or is violating either the law or the rules of the school. Any student's vehicle on school grounds may be searched "whenever there are

~~reasonable grounds to believe the student has violated or is violating the law or rules of the school relating to drug and/or alcohol/tobacco and/or student safety”.~~

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Qualified students are required to complete an online Parking Registration Form that will be emailed to all families during the first week of school. Students need to have served all assigned detentions in order to be eligible for parking privileges. The online registration form should be completed by Friday, **September 26th, 2025**. After this date, student vehicles without a Student Parking Permit tag are subject to towing.

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

1. ****Parking in unauthorized areas, including faculty parking areas, handicapped spaces, front lot, etc.
2. Failing to register an automobile.
3. Repeated violations of the school's discipline code.
4. Driving at speeds in excess of \ 10 mph in a school zone or **driving aggressively**.
5. Leaving school without permission.
6. Any other violations/problems that the Principal or Deans deem serious enough to warrant revocation of this privilege **(including failure to serve assigned detentions, falsifying a parking tag, and cutting classes)**.
7. Failure to provide legitimate car registration, license, etc. to the Supervision of Students' office.

Pass System

No student is to be in the corridor during class time without **an electronic pass or a written a-pass**. Passes can be obtained from faculty and staff members.

Student Records

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

Nondiscrimination on the Basis of Gender Identity

Massachusetts law reflects the reality that transgender and gender nonconforming students are enrolled in Massachusetts public schools. These students, because of widespread misunderstanding and lack of knowledge about their lives, are at a higher risk for peer ostracism, victimization, and bullying. The 2019 National School Climate Survey by the Gay, Lesbian & Straight Education Network (GLSEN), found that 68.7% of transgender students had been verbally harassed in the previous year, 34.2% had been physically harassed, and 14.8% had been physically assaulted. Educators play an essential role in advocating for the well-being of these students and creating a school culture that supports them.

The gender identity law amended G.L. c. 76, § 5 to establish that no person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of gender identity, among other characteristics. The amended Access to Equal Educational Opportunity regulations, 603 CMR 26.00, and the non-discrimination provision of the Charter School regulations, 603 CMR 1.05(2), require schools to establish policies and procedures, provide training, and implement and monitor practices to ensure that obstacles to equal access to school programs are removed for all students, including transgender and gender nonconforming students.

To this end, the Chelmsford High School strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. Chelmsford High School prohibits discrimination on the basis of [race, color, national origin, sex, sexual orientation, gender identity, pregnancy or pregnancy status, disability, homelessness, religion, age or immigration status](#). The Chelmsford Public Schools is also committed to maintaining a school environment free of harassment based on [race, color, religion, national origin, sex, gender, sexual orientation, gender identity, pregnancy or pregnancy status, age, genetic information, ethnic background, ancestry, disability, or any category protected by state or federal law](#).

race, color, sex, gender identity, religion, national origin, or sexual orientation and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study.

The gender identity law reflects the reality that transgender and gender nonconforming students are enrolled in Massachusetts public schools. These students, because of widespread misunderstanding and lack of knowledge about their lives, are at a higher risk for peer ostracism, victimization, and bullying. The 2019 National School Climate Survey by the Gay, Lesbian & Straight Education Network (GLSEN), found that 68.7% of transgender students had been verbally harassed in the previous year, 34.2% had been physically harassed, and 14.8% had been physically assaulted. Educators play an essential role in advocating for the well-being of these students and creating a school culture that supports them.

[For more information, please see the section in the *Student-Family Handbook* titled “Transgender and Non-Conforming Students.”](#)

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

Student Support

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

Transcripts

All current students will be provided transcripts to institutions of higher learning, prospective employers, summer programs and scholarships free of charge. When requesting an OFFICIAL or UNOFFICIAL transcript, students should log into Naviance, select the “colleges” tab on the horizontal bar, select “transcripts” under the “resources” heading on the left side tab, then select the link most appropriate for your transcript request. If you are requesting a transcript be sent to a college or NCAA, select the first link entitled, “Request transcripts for my college applications”. If you are

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requesting a transcript for any other purpose, select the second link, “Request transcripts for scholarships or athletics”. Transcript requests must be requested through Naviance 10 school days before the transcript needs to be sent. Only UNOFFICIAL transcripts will be given directly to students who wish to bring a copy to an interview with an admissions officer, coach, or prospective employer. In this case, the transcript will be clearly marked as UNOFFICIAL.

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

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

Scholarship Transcript Requests

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

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

Video or Multimedia Projects

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

Students who want to use school equipment will be asked to show a storyboard or script that has been approved by the teacher. Students must avoid obscenity, defamation, inciting unlawful activity or violence, fighting words, threats, and speech and expression that causes disruption or disorder to the school environment. It is advised that Students not include weapons, profanity, or moving automobiles (inside or outside). ~~weapons, profanity, moving automobiles from the inside or outside.~~ Safety issues must be considered for both the student and others. Teachers may impose any additional guidelines that suit the project. **Students who do not follow these guidelines could may be subject to disciplinary action.**

Visitors to School

All doors to the high school are locked during the school day. Anyone other than staff who wishes to enter Chelmsford High School to conduct business must do so through the front doors of the building. After 7:20am, all visitors will enter the building through the new vestibule located to the right of the main doors (door #44). Visitors will wait in the vestibule area until the person(s) they are meeting come to greet them. All visitors are required to wear a Visitor's badge. **Students are not allowed to bring visitors to school, as Chelmsford High School cannot take responsibility for persons not assigned to the school as a student.** In rare circumstances the principal may make an exception to this policy. Students must submit a written request to the principal asking for

permission to bring a visitor to school in advance of the visit. Visitors must present the school with documents to allow for emergency medical treatment and emergency contact numbers.

For the entire duration a visitor is at a Chelmsford Public School, they must be accompanied by a Chelmsford Public Schools' staff member. Exceptions may be made in limited circumstances for law enforcement and emergency personnel to access the building in a health or safety emergency, or, at the Principal's discretion, for maintenance or other service personnel to access the building outside of school hours.

All volunteers must be CORI checked and have a valid fingerprint background check per M. G. L. c. 71, § 38R.

Voter Registration

~~Chapter 51, Section 42E (Section 17 of Chapter 475 of the Acts of 1993). "All public and independent colleges, universities, high schools and vocational schools shall make available affidavit of voter registration forms at all locations where students may register for classes."~~ Affidavits of voter registration forms are available in the Career Center. See M. G. L. c. 51, § 42E.
<http://sec.state.ma.us/ovr>

Work Permits

Current high school students may receive work permits from the Vestibule during the school year and Career and College Center and College Readiness ~~during vacations. Center You must have after secured~~ a promise of employment ~~has been secured.~~ Visit www.mass.gov/dos/youth/ and download a working permit application or you can find it on the CHS website under "Students". Once the application is filled out in its entirety, the application should be returned to the Career Center and College Readiness Center along with proof of identification. A Working Permit will then be issued. (Note: students are also required to submit a copy of a physical examination if they are over the age of fourteen (14) but under the age of sixteen (16) and are requesting employment certificates. Students under 16 years of age must have a physician's signature on the form before a work permit can be issued.) The student requesting a permit must appear in person (with proper identification) in order to obtain a permit. Please contact the Career Center for the hours that work permits are issued.

V. Student Opportunities

Extracurricular Activities

Extracurricular Eligibility Policy

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

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

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

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

The District provides all students, including those with disabilities, an equal opportunity to participate in non-academic and extracurricular services and activities. In order to provide students with an equal opportunity to participate, the District will provide “reasonable modification” and any necessary aids and services. Although the District will ensure that students with disabilities have an equal opportunity to participate with non-disabled students to the maximum extent appropriate given their needs, the District is, however, generally permitted to establish and utilize skill-based eligibility criteria for participation in extracurricular programs and activities (e.g., school-sponsored athletics) so long as the criteria are rationally related to the purposes and goals of the specific program or activity. Determinations as to whether a reasonable modification is legally required will be done through an individual inquiry.

A student may be removed from participation in extracurricular activities at the discretion of the Principal or her/his designee for disciplinary reasons. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating days of suspension.

1. Students involved in extra-curricular activities must remember that they are representing CHS at all times and should conduct themselves in an exemplary manner during the school day and during activities.
2. Students must check in to school by 10:30 a.m. and remain in school for the remainder of the day in order to participate in after school activities.
3. Any student suspended from school is also suspended from all activities on that day(s) as well.
4. In addition to consequences resulting from violations of the code of conduct and/or violations of M. G. L. c. 71, §§ 37H, 37H ½, and 37H ¾, Any student ~~while~~ who is a member of an extra-curricular activity, whether as a participant or spectator, that is involved in taking, dispensing, possessing, consumption of alcohol, vapes or drugs; stealing; hazing; vandalizing during school

or activities; as a participant or as a spectator will may be subject to the following additional penalties: in addition to penalties outlined in the Discipline Code:

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- a. Each Violation: The student shall may lose eligibility for 2 weeks.
- b. If, after the second violation, the student of his/her violation becomes a participant of a school-approved treatment program, the student may be certified by the Principal for reinstatement in school activities.
- c. If an officer/editor/leader of an activity is involved in violation of the above rule, that leadership position will may be revoked.

Commented [PN5]: If this does not apply to sports, this is ok. If it applies to sports it will need to be revised to be in compliance with the minimum standards of the MIAA.

~~5.4.~~ Activity members must use the transportation arranged by the school to attend programs away from CHS. With the advisor's permission, activity members may return home with a parent or guardian.

~~6.5.~~ Activity members are responsible for all equipment and uniforms issued to them.

~~7.6.~~ School facilities will not be used without the supervision of an advisor.

~~8.7.~~ In order to be eligible to compete during the first marking term, a student must have earned a final passing grade in four ten (10) credit classes in the previous academic year. **During the school year, students must have passed four ten (10) credit classes in the previous marking term to remain eligible.**

~~9.8.~~ All students participating in extra-curricular activities must pay the activity fee and fill out the Extra-curricular Activities Registration Form to receive their activity card. All students who register and pay are responsible for abiding by the preceding policy.

~~10.9.~~ **If a student misses, skips or does not attend their detention, he/she will not be permitted to attend ANY after-school event (i.e. Athletics, Dances, Clubs, or any school sponsored after-school activity) until the missed detention(s) are served.**

Publications and Policy for Non-Authorized Publications and Circulations

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

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

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

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

Non-Authorized

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

- ~~• All copies will be confiscated and destroyed.~~

Commented [PN6]: I would not include this section. If a publication is not sanctioned by the school, the District can only regulate it if it is disruptive to the school environment. I would not have that standard in your handbook. I would just include the section above regarding the two publications you authorize.

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

Student Election Process

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

- Notice of all elections for Student Government or special elections will be announced at least two weeks prior to being held.
- For school-wide or house elections, nomination papers must be completed by all those who choose to run. Nomination papers should be signed by members of the appropriate group indicated on the nomination paper. Nomination papers must be turned in by the candidate to the Student Council Advisor; they will not be accepted after the time and date specified as the deadline.
- Candidates for senior class office must make an oral presentation to a class assembly emphasizing their qualifications for office. Candidates for senior class office must attend the Candidate Meeting, the date and time of which shall be specified prior to the speech assembly. If the candidate is unable to attend, it is the candidate's responsibility to report to a Student Council Advisor or to the Student Council Vice-President or President for the materials and information presented at the meeting.
- Candidates for office will be limited to six posters, not to exceed 24 by 30 inches in size, to be placed on walls in the core area of the building, i.e. in corridors near main office, stairwells, and dining rooms. **These posters must be approved by an administrator before being displayed.** No posters will be displayed in the classroom wings and the posting of campaign literature in classrooms will not be allowed. Candidates who do not comply with these procedures will have their names removed from the ballot. No flyers or handbills are to be posted or distributed in the election, with the exception of single handbills being allowed in classes with the approval of the teacher. Stickers are not to be used.
- Candidates cannot give gifts of any kind to constituents either before or during the campaign and election process.
- Students may not run as a "ticket" and may not combine individual posters or anything else which would suggest that students are running as a ticket.
- A list of candidates and a description of appropriate offices will be displayed in appropriate locations throughout the school no later than three days prior to the election. Candidates are responsible for checking the list prior to the election and reporting mistakes to the Student Council Advisor, President, or Vice-President.
- All school-wide elections or house elections will be held during lunch or Plus blocks at CHS.
- Candidates for office will not campaign within 30 feet of the polling area when elections are being held, and campaigning for any candidate is not allowed within 30 feet of the polling area during elections. Candidates are not to be in the polling area except to cast their ballot. Violation of this procedure will result in the removal of the candidate's name from the ballot and loss of all votes cast for that candidate.
- Write-in votes will not be counted, since they circumvent the step-by-step process of running for office which is a major purpose of holding student elections.
- For officer elections, a majority will be required. If no candidate receives the number of votes needed to win the election, a run-off election will be held between the top two contenders.

- Vote totals for all candidates will be posted after tally. Candidates have 24 hours to contest results if they have reason to believe an irregularity has occurred. Advisors shall retain ballots for at least 3 school days after the election.
- It is the responsibility of all candidates to remove campaign materials immediately following the elections.
- Students who need clarification of any rules should seek advice from the Student Council Advisor or President before doing anything that may lead to disqualification.
- Students who do not follow all of these procedures will relinquish the right to be candidates for office.

School Dances

Dances are for Chelmsford High School students, so students may be asked to present their CHS IDs upon entrance. The only exceptions to the CHS student requirement are the Junior Cotillion and the Senior Prom. No outside guests for Cotillion and the Senior Prom can be over the age of 20. Students must be present the day of the event by 10:30 a.m. and remain in school for the remainder of the day in order to attend. *Once admitted, no one can leave the hall and be re-admitted without prior approval.* All tickets will be sold in advance. Tickets will not be sold at the door unless previous permission has been granted by the Principal. No student will be admitted without a ticket. At each dance, there are faculty members who act as chaperones. They have the right to have any unruly or rowdy individual(s) removed from the premises. Chaperones have the right to restrict dancing which can be viewed as dangerous and/or offensive. No student will be allowed into a dance later than 60 minutes after the dance has begun, unless previous arrangements have been made through the Principal and/or Deans. All Student-Family Handbook and this CHS Addendum rules and regulations are in full force at all school dances. **Only current CHS students are permitted to attend regular school dances.**

School Sponsored Social Events

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

CHS Clubs and Activities

Mission

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

Bona Fide Club/Activity

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

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

Code of Conduct for Class/Student Council Officers and Representatives

It is expected that students elected to the position of class officers and representatives will set an example for the student body through their behavior, conduct and leadership. Any behavior deemed inappropriate for class officers and representatives may result in removal from office by the Principal. In addition to consequences resulting from violations of the code of conduct and/or violations of M. G. L. c. 71, §§ 37H, 37H ½, and 37H ¾, any class officer or representative who is involved in taking, dispensing, possessing, consuming alcohol, vapes or drugs; stealing; hazing; vandalizing may be removed from office.

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

Interscholastic Athletics*

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

Mission and Vision:

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

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

The District provides all students, including those with disabilities, an equal opportunity to participate in athletics. In order to provide students with an equal opportunity to participate, the District will provide "reasonable modification" and any necessary aids and services. Although the District will ensure that students with disabilities have an equal opportunity to participate with non-disabled students to the maximum extent appropriate given their needs, the District is, however, generally permitted to establish and utilize skill-based eligibility criteria for participation in school-sponsored athletics so long as the criteria are rationally related to the purposes and goals of the specific program or activity. Determinations as to whether a reasonable modification is legally required will be done through an individual inquiry.

A student may be removed from participation in athletics at the discretion of the Principal or her/his designee for disciplinary reasons. Removal solely from participation in athletics shall not count as removal in calculating days of suspension.

Interscholastic Sports Offerings

The emphasis at each level of competition is:

VARSITY - Very Competitive/Instructional

JUNIOR VARSITY - Somewhat Competitive/Instructional

FRESHMEN/JVB - Instructional

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

The following chart identifies each sport's level at CHS.

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

Winter Sports (Tryouts start Monday after Thanksgiving)

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

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

Sport	Varsity	JV A	Freshmen/JVB
Baseball	X	X	X
Lacrosse – Boys and Girls	X	X	
Outdoor Track – Boys and Girls	X	X	
Rugby	X	X *based on numbers	
Softball	X	X	X
Tennis – Boys and Girls	X	X	
Volleyball – Boys	X	X	

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

Pre-Tryout Requirements Necessary for Participation

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

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

Step 1: [Per state law and the MIAA Handbook](#). All students who plan to participate in athletics must have a physical examination within thirteen months of the start of each season. [Per state law and the MIAA](#), physical examinations that expire result in immediate ineligibility until a new physical examination has taken place. A duly registered physician, physician's assistant or nurse practitioner must perform physical examinations. Athletes **WILL NOT** be allowed to participate without having a physical examination in good standing.
Step 2: Read the Try-Out Clearance Info and Rules for Athletics and the State Mandated Concussion Procedures and Paperwork carefully. This is under the Athletic Clearance Information section on the left side of the Athletics web page.

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

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

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

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

Step 5: Once you complete these steps, you are registered and can [begin fully-participating](#) in the Chelmsford High School Athletic Program.

2. Medical/Physical Exams

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

- Athletes will not be allowed to participate without the completion of the Medical/Physical Exam and Participation Forms. No physicals will be provided by school.

- A medical history questionnaire (including information of all past concussions) must be on file and submitted through our On-Line Registration process.

3. Insurance

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

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

4. Academic Requirements for Athletic Eligibility

To be eligible for the fall season, students are required to have passed five major subjects in the previous academic year. For the end of Quarter 1, as well as the Winter and Spring season, a student must secure during the last marking period preceding the contest (e.g. second quarter marks and not semester grades determine third quarter eligibility) a passing grade in the equivalent of five subjects. ~~To be eligible for the fall season, students are required to have passed five major subjects in the previous academic year.~~ A senior student-athlete academic eligibility following the third-quarter report cards being issued, will carry through to the conclusion of the spring sport season. Fourth quarter grades can’t then render a senior academically eligible. For underclass students, if fourth quarter grades are issues, then they must be used to determine eligibility for the completion of the spring season. The academic eligibility of all students shall be considered as official and is determined only on the date when the report cards for the ranking period have been issued to the parents of all students. Incomplete grades may not be counted toward eligibility. Summer school courses taken and passed to make up a failed course (or loss of credit) may be counted for fall eligibility.

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

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

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

Athletic Fee

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

Tiered Fee System:

1st Sport = \$300

2nd Sport = \$250

3rd Sport = \$200

Chelmsford High School Team and School Oriented Information

Tryouts/Team Selection

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

Team Commitment:

Each Member of our athletic teams MUST:

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

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

School/Family Vacations, Extended Absences

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

Daily Team Attendance

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

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

Playing Time

Playing time is determined by practice attendance, attitude, commitment, and athletic skill. It is the coach's responsibility to decide which athletes should start a contest, who should play what position, and how long each athlete should play. These coaching decisions are made only by the

coaching staff and are approached very seriously after having observed the athletes in practice sessions, game like situations, scrimmages, and actual games.

Team Captains

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

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

Team Rules and Regulations

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

CHELMSFORD HIGH SCHOOL REGULATIONS

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

Academic Achievement

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

School Discipline Obligations

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

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

School Attendance and Tardiness

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

Athletic Trainer/Training Room

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

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

Athletic Injuries

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

Hazing

Hazing is prohibited and is a crime. Any student who violates the anti-hazing laws (M. G. L. c. 269, §§ 17-19) may be subject to discipline, including possible suspension. There is to be NO initiation of any kind to be a member of any team at Chelmsford High School. Students and coaches found in violation may be disciplined, including but not limited to dismissedal from participation in the athletic program and suspension. Please see the Student-Family Handbook and M. G. L. c. 269, §§ 17-19 for more information.

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

Chemical Health and Athletic Conduct Penalties

Any student who is a member of an athletic team involved in (1) takingusing, consuming, possessing, buying/selling, or giving away of any beverage containing alcohol, any tobacco product (including e-cigarettes, vape pens and all similar devices); marijuana (including synthetic); steroids; drug paraphernalia; or any controlled substance; (2) stealing; (3) hazing, or (4) vandalizing, from the first allowable day of fall practice, through the end of the academic school year, will be subject to the following penalties, in addition to consequences issued by the school as a result of violations of the code of conduct and/or M. G. L. c. 71, §§ 37H, 37H ½, and 37H ¾. This

policy includes products such as “NA or near beer,” inhalants (defined as any substance that produces a mind-altering effect when inhaled), and misuse of over-the-counter medications and substances used for the purposes of altering one’s mental state., dispersing, or possessing alcohol, drugs, or tobacco products, stealing, hazing, (see above), or vandalizing from the first allowable day of fall practice, through the end of the academic school year will be subject to the following penalties in addition to school invoked penalties:

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

Second and subsequent violations: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. All fractional part of an event will be dropped when calculating the 60% of the season.

- If after the second or subsequent violations the student of his/her own volition becomes a participant in a school approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events. The Principal and director or a counselor of the chemical dependency treatment center must issue such certify certification/ completion. If the student does not complete the program, the penalty reverts back to 60% of the season.
- If a captain of a team is involved in a violation of the above rule, the captaincy ~~will~~ may be revoked.
- If a penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year.
- If a student is suspended for a first offense in one sport and then is involved in a second violation in another sport, the second violation penalty will be invoked.

Language or gestures

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

Sportsmanship

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

Disciplinary Action

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

Transportation

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

Athletic Facilities/Building Access

No student will be allowed access to any of the athletic facilities without supervision by a school staff member. When open and supervised, the facilities are available for all students unless they have been reserved as an in- season site for practice/competition. Students are expected to respect

the locker room facilities, showers, and general areas of the athletic facilities. Please take pride in the facilities by using trash barrels and keeping the areas in good condition. Glass containers of any kind are not allowed in the locker rooms or gymnasiums at any time.

Locker Room/Security

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

Equipment/Uniforms

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

Athletic Awards

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

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

Varsity Letter – Participate in one-half of the total games played in a regular scheduled season.
Junior Varsity/Freshman – Be a participating member of the team in good standing the entire season.

Baseball and Softball

Varsity Letter – Participate in one-half of the total games during the entire season of play. Pitchers and catchers must play four innings in five games, plus part of one other game.
Junior Varsity/Freshman – Be a participating member of the team in good standing the entire season.

Indoor and Outdoor Track

Varsity Letter – Score a point or place top 6 in any invitational meet, score a team point in any dual meet or make the varsity lineup in any 3 dual meets.
Junior Varsity – Be a participating member of the team in good standing the entire season.

Cross Country

Varsity Letter – Top seven as determined by position in any dual meet.
Junior Varsity – Be a participating member of the team in good standing the entire season.

Gymnastics

Varsity Letter – Accumulate a total of 20 points during the season or place top 3 in an event at district meet.
Junior Varsity – Be a participating member of the team in good standing the entire season.

Managers

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

Varsity Jackets

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

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

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

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

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

Team Banquet Guidelines

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

Smartphone/Cell Phone

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

Social Media

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

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

1. Before participating in any online community, understand that anything posted online is available to anyone in the world. Any text or photo posted online is completely out of your control at the moment it is placed online, even if you limit access to your site.
2. You ~~are~~ should not ~~to~~ post information, photos, or other items that could embarrass you, your

3. family, your team, the Athletic Department or Chelmsford High School. This includes items that may be posted by others.
4. Be aware of who you add as a friend to your site. Many people are looking to take advantage of student-athletes or seek connection with student-athletes to give them a sense of membership on a team.
5. Coaches and athletic department administrators can and do monitor these websites. Disparaging remarks about teammates, coaches, opponents, or school officials can serve as grounds for suspension from competition or dismissal from teams, as well as legal ramifications.
6. Student-athletes will-may face disciplinary measures for violation of team policies, athletic department policies, school rules, MIAA guidelines and/or state and federal laws. Any admission of conduct in violation of any of these policies or laws found on a student-athlete's website will-mayt subject him/her to disciplinary measures. Any depictions of conduct in violation of any of these policies or laws found on a student-athlete's website will-may be subject to a full investigation.

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

Parent/Guardian Communication Guide

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

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

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

Communication Coaches Expect from Parents

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

Appropriate Concerns to Discuss with Coaches

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

Issues Not Appropriate to Discuss with Coaches

1. Playing time
2. Team strategy

3. Play calling
4. Other student-athletes

Communication Protocol/Conflict Resolution

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

- Step 1: player goes directly to coach
- Step 2: player & parent go directly to coach
- Step 3: player goes directly to Athletic Director
- Step 4: player & parent go directly to Athletic Director

MIAA Rules and Regulations

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

Rule 40-Out of Season Activity

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

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

A student must not miss a high school practice or competition to compete in any MIAA recognized sport for non-high school team. For the first-offense, student-athletes are suspended for one (1) contest and shall not participate in the next scheduled interscholastic competition that is part of their regular season schedule or in tournament play. Multiple violations will result in an additional suspension of 25% of the season and is ineligible for tournament play of scheduled contests.

Rule 48 and 49 Sportsmanship/Taunting

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

Rule 51 and 58 - Student Eligibility

Discusses the minimum requirements for students to be eligible for competition. Chelmsford High School stipulates that a student must pass 5 academic classes per quarter in order to remain eligible for competition. Please refer to ~~our CHS Handbook for the complete rules~~ the above section titled "Academic Requirements for Athletic Eligibility."

Rule 62 - Chemical Health/Alcohol/Drug/Tobacco

This rule is in effect from the first practice date for any sport in the fall until the completion of the final sport team in the spring or the end of the academic year, whichever comes last. Once found in violation, ~~of the Chelmsford High School Chemical Health Policy (Page 11); student-athletes s~~ will may be disciplined in accordance with the Student-Family Handbook and this CHS Addendum in addition to the specific consequences issued by the District and the MIAA for chemical health

~~violations. _be assessed the Chelmsford High School penalties regarding school sponsored events (for example: dances, other teams sporting events) AND will lose contest eligibility based on MIAA Rule 62.~~ Students found in violation will not be able to participate in scrimmages or play days until their full penalty has been served.

VI. Student Behavior

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

Card Playing and or Gambling

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

Dress Code

The Chelmsford Public Schools' dress code supports equitable educational access and will be enforced in a non-discriminatory manner. Students maintain the right to personal dress and appearance, unless a school official determines that such personal dress and appearance violates reasonable standards of health, safety and cleanliness. Students also have the right to freedom of expression. However, this right is limited if the expression, including that which is expressed via clothing, causes disruption or disorder. The District will not adopt or implement any policy that prohibits or impairs any hairstyle historically associated with race, including, but not limited to, protective hairstyles (braids, hair coverings, Bantu knots, locks, twists, and other formations), hair length, hair type, and hair textures.

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

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

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

Students who violate these dress standards must:

1. find alternate clothing in their locker or from a friend;
2. receive alternate clothing from the nurse/office;
3. ask a parent to bring in alternate clothing or go home to change clothes.

The Chelmsford Public Schools' dress code supports equitable educational access and will be enforced in a non-discriminatory manner consistent with the laws that protect students on the basis of race, gender, ethnicity, religion, sexual orientation, household income, gender identity, or

Commented [PN7]: I would recommend keeping the dress code vague enough to give you discretion as to whether it meets the standard above (i.e. does it cause disruption or disorder in the school).

cultural observance.

The Chelmsford Public Schools supports students' freedom of expression (including through attire) and does not seek to abridge that expression, provided that such expression does not cause any disruption or disorder within the school. The school district and individual schools are responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student.

1. Basic Principle: Certain body parts must be covered for all students

Clothes must be worn in a way such that genitals, buttocks, nipples, and chest are fully covered with opaque material. All items listed in the “must wear” and “may wear” categories below must meet this basic principle.

2. Students Must Wear:*

- Shirt.
- Bottom: pants/sweatpants/shorts/skirt/dress/leggings
- Shoes; activity-specific shoes requirements are permitted may be enforced (for example for sports)
- Shirts, pants, and dresses must have fabric in the front, back and on the sides.
- Clothing must cover all undergarments.

* Courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress.

*Nothing in this policy should be read to restrict assignment of ~~or~~ class-specific dress (e.g., physical education) or requiring specific clothing for a field trip.

~~3. Students May Wear: (provided they do not violate Section 4 below)~~

- ~~● Protective Hair Styles historically associated with race, including but not limited to, braids, locks, twists, Bantu knots, hair coverings and other formations.¹~~

4.3. Students Cannot Wear Clothing that Causes Disruption or Disorder or Violates Reasonable Standards of Health, Safety and Cleanliness. Examples may include, but are not limited to:

- Violent language or images.
- Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of the same.
- Hate speech, profanity, pornography.
- Anything that obscures the face or prevents identification of students in person or on security cameras (except as a religious observance or if the headwear constitutes protective hairstyle as described above)
- ~~● Images or language that creates a hostile or intimidating environment based on any protected class.~~
- Visible underwear. Visible waistbands or straps on undergarments worn under other clothing are not a violation.
- Bathing suits.
- Shoes with wheels in the heel.

The Principal is the final arbiter in determining whether or not student dress is inappropriate. Students who wear inappropriate clothing will be sent home to change. Repeated violations will may result in discipline under MGL c. 71 § 37H ¾ and a parent conference. Chelmsford High School emphasizes that we do not want to become the fashion police and recognize that nearly all students dress (very) appropriately every day. This should be a non-issue and we hope and expect that the very broad and reasonable guidelines set forth in this policy can and will be easily adhered to by all students.

⁺As required under M.G.L. c. 4, Section 7.

Cell Phones, Smart Phones, and/or Electronic Devices

Schools exist for the main purpose of education. That goal cannot be achieved if the student's focus is being drawn away from the tasks at hand. With the preponderance of technological devices and the availability to retrieve, share, and analyze information on these devices, these tools should be used to enhance the learning experience for our students. As such, these devices cannot be used in classrooms ~~outside of use of learning experiences and in~~ Cell phones may be permitted in specific classes where their use is warranted (Digital Photography, Digital Filmmaking). Students are expected to comply with the classroom expectations set forth by their instructors regarding the use of this technology.

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

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

Any student using an electronic device in violation of classroom policies or the Student-Family Handbook or this addendum will be reminded to put the device away. Violations ~~will~~ may result in additional consequences that may include but are not limited to confiscation for a class period, confiscation for a school day, and/or contacting the parent to arrange for parental pick-up of the device.

REMOVAL OF BYOD

In response to evolving challenges in maintaining educational integrity and ensuring a conducive learning environment, we have made the decision to transition away from our current Bring Your Own Device (BYOD) policy. While BYOD once offered flexibility, recent observations have highlighted several concerns that compromise the educational experience and pose significant cybersecurity risks.

One of the primary issues we've encountered is the misuse of personal devices to circumvent our CIPA compliant filtering systems. Additionally, the ability for students to freely install non-educational applications on their devices has become a significant source of distraction during class time. This not only disrupts learning but also undermines the continuity of educational activities.

Moreover, the presence of personally owned devices on our network introduces a heightened risk of network compromise and security breaches. By standardizing the devices used within our educational environment, we can implement more robust security measures and better safeguard sensitive information.

Furthermore, aligning students with district-managed devices ensures continuity in educational tools and resources. Teachers rely on specific applications and features for instructional purposes,

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such as locked Google Forms for assessments, which are only accessible on managed devices. Additionally, state testing (MCAS) must be run on district-managed devices, and AP/SAT testing

runs more reliably on district-managed devices because the applications required to test are maintained and up to date. This uniformity streamlines troubleshooting processes and enables us to provide more efficient technical support, ultimately enhancing the overall educational experience for both students and teachers.

In prioritizing educational integrity, continuity of devices, and cybersecurity, we believe this transition will better serve the needs of our learning community and foster a safer, more productive learning environment. We appreciate your understanding and support as we work towards these goals together.

Sexual Harassment Code of Conduct for Students

Please refer to the [District Student-Family Handbook](#).

Unauthorized Recordings, Photos, and Videos

The unauthorized recording and/or the distribution of voice recordings, photographs, or videos of staff or students, at school, on buses, or at a school function, ~~will may~~ result in discipline.

~~according to~~

~~M.G.L. c. 71 § 37H3/4.~~

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VII. Student Attendance, Dismissal, and Tardiness

School Attendance Philosophy

Chelmsford High School provides a full and varied education program and a wonderful opportunity to grow academically, socially, emotionally, and physically. In order to experience the full breadth of what the school has to offer, you must maintain regular attendance. Much of what you learn in school focuses on exchanging ideas with both peers and teachers, being able to orally defend your position on a certain subject and discovering through interchange in laboratory situations. These learning experiences are lost when you are not in class/school. As such, your parents or guardians share in the responsibility of supporting you to develop and maintain strong attendance habits necessary for success in high school and in your future college and career. ~~Massachusetts has a Compulsory Attendance Law. It is the responsibility of a parent or guardian to ensure their child attends school regularly to obtain the maximum benefits from the educational program. It is required that students attend school every day. A student must be at school or at a school-related activity for at least half the school day to be counted as present. Every child between the ages of six (6) and sixteen (16) is required to attend school. Also, Massachusetts General Law (Chapter 76, Section 1) states: "that every child between the minimum and maximum ages for school attendance, as established by the State Board of Education, shall attend a public day school during the number of days required by the Board in each school year." Under the Education Reform Act of 1993, students must complete 990 hours of learning time per year.~~

Attendance Policy

Credit for courses is based on classroom attendance and academic performance. To comply with ~~the state requirement~~ [Massachusetts law](#), as well as our own goal of a 95% attendance rate, a student ~~cannot should not~~ be absent in excess of 6 days per semester. Once a student reaches 6 classroom absences in a semester, the teacher will call the parent, follow-up with an email and notify the student's Dean. Any student who has an

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excess of 6 absences (excused or unexcused) in a course in a semester ~~will~~^{may} receive No Credit for that course for that semester. Following the sixth (6th) absence, a due process meeting will occur with the parent to discuss possible loss/reduction of credit based on the circumstances involved. If credit is denied, this will be recorded on the student's report card as an "N" for no credit due to attendance. If a student receives an "N" grade, they may not participate in any after school activity or field trip until the next marking period. At that time, administration will review the student's academics and attendance to determine if the student can attend field trips and participate in after school activities. Any student who fails to earn credit for a semester due to poor attendance shall have the right to appeal that decision to the Principal or his/her designee. The Principal or his/her designee will review the appeal initiated by the parent/guardian and or student and render a timely decision based on documentation and testimony provided during the hearing. The parent/guardian or student has the right to appeal the decision of the Principal or designee, within five school days of receiving the decision, to the Superintendent of Schools.

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Commented [PN8]: I would recommend this due process hearing with the principle occurring before the decision is made to issue an N grade for no credit.

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Attendance

information is available on both the student and family portals for review, and students should review their attendance frequently. Questions about class attendance should first be directed to the teacher of the class before contacting the student's dean.

Parents are required to contact the student's House Secretary by 9:00 a.m. to report their child out for all or part of the day, and provide the reason for the absence. If a valid reason in accordance with the Student-Family Handbook and this addendum is provided. ~~This then this absence~~ will be recorded as an excused absence. The school office must be notified within 24 hours of the absence in order for it to be considered by the administration for an excused absence. When 24-hour notice is not possible given the nature of the illness, emergency, etc., notice must be provided as soon as possible in order for the absence to be considered excused. In the absence of a phone call, within two days of returning to school from an absence, a student is required to present to the appropriate House Office a dated note signed by a parent or guardian indicating the REASON for the absence. The student must retain the note in the event it is needed. If a note is not presented within two (2) school days, the absence will be recorded as unexcused. **When a student returns to class, make-up work will be given, too2. but credit will only be given if the student completes the assignments in the allotted amount of time (the number of days they had missed consecutively).** Only notes from doctors or legal documentation will be exempt from the attendance policy. School Administration will make the final decision regarding student attendance exemptions. All other absences count towards the total number of absences for the semester. When a student is absent, he/she will not be allowed to participate in any athletic or other extracurricular activity on that day.

Commented [PN9]: This is in conflict with the Student-Family Handbook.

Commented [PN10]: This is not feasible for some of the excused absences listed in the Student-Family Handbook (i.e. religious observation or bereavement).

Attendance and special circumstances

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

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

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

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

visits per semester. The student should bring back a stamped note from the college upon returning the next day.

Any underclassman who plans on attending the Senior Prom is expected to be in school the day of the prom until at least 10:30am. Any student who does not attend school on the day of the prom will not be permitted to attend this event.

Appeals Process

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

~~The procedure for the appeals process is as follows:~~

- ~~1. An appeal must be initiated by a written request by the parent/guardian of a student, or by the student (if 18 years of age or older), who has exceeded the absence limitations. The written appeal should include, but may not be limited to, the unusual circumstances which warrant such an appeal. The appeal should be addressed to the Principal and must be initiated within ten school days of the time that the student is notified of his/her failure to comply with the attendance policy.~~
- ~~2. The Principal or his/her designee will meet with the student and his/her parent or guardian to review the appeal and render a decision. Each decision shall be made within five school days, and a written copy of the decision shall be forwarded to the student and his/her parents or guardian.~~
- ~~3. The parent/guardian or student has the right to appeal the decision of the Principal or designee, within five school days of receiving the decision, to the Superintendent of Schools.~~

Commented [PN11]: See above note re: allowing due process prior to the decision of no credit.

Consequences for Unexcused Absences

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

1. Students who are absent from school for a reason NOT excused by the Dean or Principal ~~will~~ may not be allowed to make up work for the class or day missed and ~~will~~ may receive no credit for any assignments/ tests/quizzes due that day, depending on the circumstances.
2. Students who CUT a class may also be subject to the following consequences and ~~will~~ may not be allowed to make up missed work, including test/quizzes from that class, depending on the circumstances:
 - 1st cut: Up to 3 days after school detention and parent notification.
 - 2nd cut: Up to 6 days after school detention and parent notification.
 - 3rd cut+: Discipline according to M.G.L. c. 71 § 37H3/4, a parent conference,

Commented [PN12]: This is a little tricky where a student suspended from school may have the right to make-up work, but a student who misses class but is not suspended does not.

possible loss of school privileges (i.e. student parking).

Dismissal

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

Dismissals without a note, the parent or guardian must report to the Vestibule to dismiss their child.

Tardiness

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

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

- Students who report to school after 7:19 a.m. must report to their house office BEFORE going to class.
- Students will not be admitted to class without a pass from their house office.
- Students will be marked tardy after 7:19 a.m. by their classroom teacher
- ~~In order for seniors to be exempt from finals they must have an 85 average and no more than 6 tardies. For students with 6 or more unexcused absences, they must have an average of 90 or more in order to be exempt from finals.~~
- At the 6th tardy the student will be given an after-school detention.
- At the 9th tardy the student will be given 3 detentions and/or lose parking for one week.
- At the 12th tardy the student may be disciplined according to M.G.L. c. 71 § 37H3/4 and/or lose parking for two weeks
- Tardies beyond 12, additional discipline according to M.G.L. c. 71 § 37H3/4 may be imposed and/or parking permission can be revoked at the discretion of administration.
- In order for seniors to be exempt from finals they must have an 85 average and no more than 8 tardies.
- For students with 6 or more unexcused class absences, they must have an average of 90 or more in order to be exempt from finals.

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Consequences for Unexcused Tardies:

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

Students are not to go anywhere in the building until they have been officially recorded in school. Any student who arrives late, does not check in at the House office, and fails to attend class will be assessed a cut class and issued detentions.

VIII. Academic Procedures

Academic Honor Code

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

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

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

Cheating

The following will be considered cheating:

1. Homework: A student is cheating when he or she copies or borrows another student's homework.
2. Any form of assessment (e.g., quizzes, tests, research papers, theme papers, lab reports, mid-year and final exams, projects): A student is cheating when he/she gains any information from another student by any means or from any unauthorized materials or devices, including but not limited to AI.
3. Grades: A student is cheating when he/she changes a grade or answer on any form of assessment.
4. Attempted cheating.
5. Knowingly allowing another student(s) to cheat.
6. The unauthorized use of Using Artificial Intelligence (AI), which may include but is not limited to using AI to gain an unfair advantage, such as using AI-enabled math-solving websites to solve math problems or employing generative AI to create art or graphics for assignments as well as writing essays or papers, ~~is considered cheating~~.

Plagiarism

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

The following ~~will are examples of be considered~~ plagiarism:

1. Buying or downloading a paper from a research service or a term-paper mill and offering it as your own.

2. Turning in another student's work, with or without that student's knowledge, as your own.
3. Copying any portion of another's work without proper acknowledgement.

4. Paraphrasing ideas and language from a source without proper documentation.
5. Using Artificial Intelligence (AI) to generate essays or papers and turning them in as one's own work without proper attribution is considered plagiarism.

Consequences for Cheating or Plagiarism

1. School policy is that the student will receive a zero for the entire assessment. A student will not be allowed the opportunity for make-up of any kind. The classroom teacher does, however, have the final decision on the consequence for this violation. Teachers will clearly define any modification to this policy in their course expectations.
2. A conference may be held with the student, teacher, and the student's Dean.
3. Parents/guardians will be notified of the Academic Honor Code offense by the teacher.
4. Students will be required to attend an after-school session on cheating and plagiarism.

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

Cheating and plagiarism are serious offenses that may affect standing in Honor Societies, school sponsored events, eligibility for scholarships, and may also jeopardize character references and letters of recommendations. The school reserves the right to assign additional penalties for subsequent offenses up to and including discipline according to M.G.L. c. 71 § 37H3/4.

Preventing Cheating and Plagiarism

Students

1. Avoid situations which might contribute to cheating and/or plagiarizing.
2. Avoid unauthorized assistance on all schoolwork.
3. Avoid plagiarizing by properly citing all sources, acknowledging information, ideas, or patterns of thought borrowed from any source; and consulting faculty about any questionable situations.
4. Always use technology in all forms in an ethical manner, apply the lessons you have been taught about proper technology use and digital citizenship, and follow our core values of PRIDE in everything you do.

Note: [In addition to any appeal rights afforded under M. G. L. c. 71, § 37H, 37H ½, and 37H ¾.](#) If the student found in violation of the Academic Honor Code wishes to appeal the consequences of this code, he/she may request that the Academic Honor Committee be convened to review the matter. This request for appeal must be submitted in writing along with any and all supporting documents to be used as evidence to the student's Dean within seven school days.

Parents and Guardians

1. Have knowledge of the Chelmsford High School Academic Honor Code as it appears in the student handbook.

2. Provide a positive example for adhering to the Academic Honor Code.
3. Support faculty and administration in enforcing the Academic Honor Code.

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

Commented [PN13]: The appeal process that applies to students applies to parents.

Teachers

1. Review the Academic Honor Code with students during the first week of each semester.
2. Review the concept of plagiarism and citing sources when giving assignments.
3. Take immediate action when a violation related to the Academic Honor Policy is determined.
4. Retain original marked copy of assessment in question.
5. Counsel the student.
6. Follow consequence procedures.
7. Provide all pertinent information and written work to the Academic Honor Committee within two school days of notification of appeals request.

Administrators

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

Academic Honor Committee

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

Appeal Process and Procedure

1. Review Documents
 - a. Hearing officer receives letters of appeals from the student's Dean.
 - b. Hearing officer requests documents from the teacher.
 - c. Hearing officer convenes the committee.
 - d. The Academic Honor Committee will meet to examine all evidence submitted by the teacher, student, parents and all parties connected with this case, including but not limited to the associated assignment, original corrected documents, and any related statements.

2. Grant Hearing

- a. After reviewing all documentation, the Academic Honor Committee shall grant a hearing.
- b. The Hearing Officer is responsible for notifying all parties involved in writing as to the time, date, and place of the hearing, and the specific reasons for it. All parties must acknowledge receipt of this notice in writing.

3. Rules for Hearing

- a. The accused/accuser must be free from psychological or physical intimidation or coercion.
- b. The hearing shall be private ~~unless both parties agree that it be open.~~
- c. Both parties shall be given the opportunity to testify, to present witnesses, and to present evidence.
- d. Any party to the hearing may be afforded the following rights:
 - i. The right to be accompanied and advised by counsel.
 - ii. The right to present evidence, written arguments and oral arguments.
 - iii. The right to prohibit the introduction of any evidence at the hearing that has not been disclosed to the Academic Honor Committee at least three school days before the hearing.
 - iv. The right to written findings of fact and decision.

Commented [PN14]: If a parent requests for it to be open to the public, and provides the necessary consent required under the student records law, then the school may consider doing so. I would not put this in the handbook though.

4. Hearing

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

Commented [PN15]: This level of detail is unnecessary for the handbook.

5. Right to Appeal

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

Commented [PN16]: Rather than appeal to the principal and then the superintendent, just streamline the appeal right to the superintendent and then the superintendent's decision is final.

GRADUATION REQUIREMENTS

In compliance with the requirements set forth by the Commonwealth of Massachusetts and ~~those the requirements aligned with the affiliated with the recognition of Chelmsford Public Schools as a Federal Race to the Top program~~, school district, CHS will be shifting graduation requirements over the next few years to align with MassCore. In accordance with the change, MassCore provides a course of studies to better prepare students to meet the career/college readiness standards. Given the rigorous standards CHS already employs, the shift impacts students in mathematics and in the fine and performing arts.

Commented [PN17]: If you would like for me to review your grant requirements associated with Race to the Top in conjunction to the language here, please let me know. I will just need the grant documents that outline the requirements.

In addition to meeting the CHS course requirements below, all students at CHS must meet the Competency Determination (CD) ~~which now includes:~~

- For the Chelmsford High School Class of 2026
 - two (2) years of ELA, one (1) year each of Algebra I and Geometry ~~or the equivalent of one year of both Integrated Math I & II~~, and one (1) year of Biology, Chemistry, Physics, or Tech/Engineering
- For the Chelmsford High School Class of 2027
 - two (2) years of ELA, one (1) year each of Algebra I and Geometry ~~or the equivalent of one year of both Integrated Math I & II~~, and one (1) year of Biology, Chemistry, Physics, or Tech/Engineering in the Commonwealth are required to meet certain performance criteria on the Massachusetts Comprehensive Assessment System (MCAS). To receive a high school diploma, students must meet the minimum score established by the state in ELA, Math, and Science in order to successfully meet the threshold for graduation.
 - AND (1) year of U.S. History coursework

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Department/Academic Area	Classes of 2025, 2026, 2027 & 2028
English	40 credits *
Mathematics	40 credits
Science	30 credits
Social Studies History and Social Science	30 credits **
World Language	20 credits ***
Arts (Fine/Performing/Practical)	15 credits ****

Physical Education	10 credits
Health Education	10 credits
Other Courses/Electives	45 credits
Total Credits for Graduation	240 credits

* ~~Writing for High School and Reading for High School are required for 9th graders who are in English 9.~~

• ** Requirements: Modern World History 2, US History 1 & 2.

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

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

**** **Students are required to take physical education each year.**

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

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

COURSE LEVELS

All of our courses are designed to prepare our students for the rigors of college and other post-secondary paths. Students will receive teacher recommendations regarding the course level in sequential subjects within departments. Although current grades are not the only indicator to be considered in placement decisions, your current performance in a course can serve as a reasonable indicator of future success. A student who has been earning grades in the B range or better should consider continuing in the same course level or advancing to the next level. A student who has been earning grades of D or an F may not be able to continue in the current 5 level or sequence unless recommended or approved by the teacher. A student earning grades in the C range should consider continuing in the same course level or dropping a level. In each of these instances regarding level placement, it is recommended that students engage in a conversation with their teacher to determine the most appropriately challenging level for the student. The following course level descriptions are provided as a general guideline to students and parents to help determine the most appropriately challenging course level for students to participate. More detailed descriptions can be found within the specific course descriptions on the pages that follow. All offered courses (except those considered not predictive of future academic achievement in college) are assigned a level according to the following criteria:

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LEVEL AP

Advanced Placement Courses Advanced Placement (AP) courses are designed to move at a faster pace, cover a broader and potentially deeper curriculum than the Massachusetts Curriculum Framework articulates, and require significant independent work both inside and outside of the classroom. Successful students in these courses have a strong track record of high academic achievement as evidenced by academic grades in previous courses, standardized test scores, and motivation in the classroom. Students can typically grasp concepts from an initial presentation. As a result, little class time will be spent practicing and/or reviewing concepts, but rather will be dedicated to extensive analysis, synthesis, and problem-solving. Students are expected to independently seek help and to organize and to budget their time for long-term assignments. The AP program is offered in the specific interest of three groups: secondary school students who wish to pursue college level studies while still in high school, schools that desire to offer these students the opportunity to do so, and colleges that wish to encourage and recognize such achievement. AP Courses are offered in Art Portfolio, English, Seminar, Research, Calculus, Computer Science, Music Theory, Biology, Chemistry, Physics, US History, American Government, Statistics, Psychology, French, and Spanish. In order to complete the AP curriculum and earn AP credits, a student must remain in the course for the full year. No partial credit will be awarded. Students are expected to take the AP Exam. For more detailed information, follow the course description as described in the AP Course Description booklet - apcentral.collegeboard.com/highered

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LEVEL 1

Honors 1 College Preparatory Courses (H) These courses are more intensive than other courses experienced by the majority of our students. Classroom activities require a great deal of independent learning. Course content demands critical, creative, and analytical thinking. Courses will require that students demonstrate a comprehensive understanding of the structure of the

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discipline. Assignments of original design are required. These courses require: extensive reading, intensive application, analytical & creative thinking, and study to a greater depth of understanding.

LEVEL 2

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

LEVEL 3

College Preparatory Courses 2 (CP 2) Classroom activities are designed with a varying amount of teacher assistance. Through a variety of instructional strategies, learned skills and concepts are reinforced with increasing emphasis on interpretation, analysis, and other higher level thinking. Homework assignments are both short and long-term in duration and allow students to practice and explore skills and concepts in more depth

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

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

~~LEVEL AP: Advanced Placement Courses~~

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

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

For more detailed information follow the course description as described in the AP Course Description booklet apcentral.collegeboard.com/highered

LEVEL 1: Honors 1 College Preparatory Courses

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

LEVEL 2: College Preparatory Courses

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

POLICY FOR PROGRAM CHANGE CONSIDERATION

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

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

All students are expected to stay in their assigned classes for the first month of the semester, unless an obvious need for change exists. Obvious need might include:

1. A computer-generated scheduling error
2. Incorrectly leveled students

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

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

The deadlines for making these changes are within first 10 days of school.

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

1. ~~1.~~ Students seeking a schedule change should see their guidance counselor and receive an "add/drop" form.
2. ~~2.~~ Students then obtain the signature of the teacher and Department Coordinator for the course(s) to be dropped, giving that teacher an opportunity to work out any problem area before the student leaves the class.
3. ~~3.~~ Students obtain the signature of the teacher and department head/coordinator of the course(s) ~~to be added first.~~
4. ~~4.~~ Students take the "add/drop" form home to be signed by a parent/guardian.
5. ~~5.~~ Students take the "add/drop" form to the Dean to be signed, and for the schedule changes to be implemented assuming there is room in the class(es) to be added.
6. ~~6.~~

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~~6. There will be a 24-hour minimum waiting period for all schedule changes, unless determined to be of an emergency nature by the Dean or Principal.~~

~~7.~~
~~8. Students must attend classes as assigned until schedule changes are processed and new assignments are made. Students violating this policy will not be allowed to change courses.~~

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

Appeal of Denied Schedule Change

~~1. Students who wish to appeal a denied schedule change must request a meeting with their Dean, their guidance counselor, and any faculty member, department coordinator, or curriculum coordinator who has denied the change. Parents/guardians must attend this meeting. 2. If the problem is not resolved at the Dean's level, students and their parent/guardian should request an appeal hearing with the Principal at which all interested parties will be present.~~

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

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

~~All students are expected to stay in their assigned classes for the first month of the semester, unless an obvious need for change exists. Obvious need might include:~~

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

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

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

~~The deadlines for making these changes are as follows:~~

- ~~• Level changes may occur at any time during the school year IF initiated or approved by a Department Coordinator.~~

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- After the first 10 school days of classes in each semester, no course may be added without prior Department Coordinator approval.

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

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

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

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

Appeal of Denied Schedule Change

1. ~~Students who wish to appeal a denied schedule change must request a meeting with their Dean, their guidance counselor, and any faculty member, department coordinator, or curriculum coordinator who has denied the change. Parents/guardians must attend this meeting.~~
2. ~~A copy of the appeal form will be distributed to the student, his or her guidance counselor, and each affected teacher.~~
3. ~~If the problem is not resolved at the Dean's level, students and their parent/guardian should request an appeal hearing with the Principal at which all interested parties will be present.~~

Senior Year Schedule Changes

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

Homework

Purpose

Homework is an important component of student learning; thus, student performance on homework is considered when grading students' achievement in a course. The assignments not

only to allow the students to practice skills and concepts that were covered in class, but also are designed to challenge students to apply their knowledge in new contexts. Through completion of assigned homework, the students are also preparing for the agenda of the next class meeting. Long-range assignments are given to allow students to explore a topic in more detail and to practice time management skills. The type of assignments and the length of time required to complete such work will differ according to the level of instruction.

Homework over Vacations

Recognizing the importance of time away from classroom learning, no homework will be given during vacations.

Homework and Student Absences

Students should ~~contact C~~ check google classroom and connect with their teacher for assignments when absences last less than three (3) days.

Roles

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

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

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

Extra Help/ Peer Tutoring

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

Grading

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

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

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

A weighted average of the quarter grades and performance on semester exams is used to determine Semester grades and Final Year grades. For a semester long five credit course grades are calculated according to the following formula: each quarter is worth 47.5% of the semester grade, and the end-of-course, semester exam is worth 5%. The final grade for a yearlong (two-semester) ten credit course: each quarter is worth 23.75% and the final exam is worth 5%.

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

GRADE POINT AVERAGE

	AP	H	CP	CP2
100	5.00	4.70	4.30	4.00
99	5.00	4.70	4.30	4.00
98	5.00	4.70	4.30	4.00
97	5.00	4.70	4.30	4.00
96	4.70	4.30	4.00	3.70
95	4.70	4.30	4.00	3.70
94	4.70	4.30	4.00	3.70
93	4.70	4.30	4.00	3.70
92	4.30	4.00	3.70	3.50
91	4.30	4.00	3.70	3.50
90	4.30	4.00	3.70	3.50

89	4.00	3.70	3.40	3.20
88	4.00	3.70	3.40	3.20
87	4.00	3.70	3.40	3.20
86	3.70	3.40	3.10	2.90
85	3.70	3.40	3.10	2.90
84	3.70	3.40	3.10	2.90
83	3.70	3.40	3.10	2.90
82	3.50	3.10	2.90	2.70
81	3.50	3.10	2.90	2.70
80	3.50	3.10	2.90	2.70
79	3.20	2.90	2.70	2.40
78	3.20	2.90	2.70	2.40
77	3.20	2.90	2.70	2.40
76	2.90	2.70	2.40	2.10
75	2.90	2.70	2.40	2.10
74	2.90	2.70	2.40	2.10
73	2.90	2.70	2.40	2.10
72	2.60	2.30	2.00	1.80
71	2.60	2.30	2.00	1.80
70	2.60	2.30	2.00	1.80
69	2.30	2.00	1.70	1.50
68	2.30	2.00	1.70	1.50
67	2.30	2.00	1.70	1.50
66	2.30	2.00	1.70	1.50
65	2.30	2.00	1.70	1.50
64	2.00	1.70	1.30	1.00
63	2.00	1.70	1.30	1.00
62	2.00	1.70	1.30	1.00
61	2.00	1.70	1.30	1.00
60	2.00	1.70	1.30	1.00
<60	0	0	0	0

Confidentiality

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

Alternative Ways of Acquiring Credit

Typically, students at Chelmsford High School accumulate graduation credits in courses that are offered in the regular day program. However, credit recovery may make it necessary for credits to be acquired through alternative means. Credit recovery allows students to make up credit for subjects failed or subjects in need of strengthening.

Alternative Sources of Credit

Summer School: Chelmsford High School offers a comprehensive summer school program. It is not the intent of summer school to have students use the 4-5-week program to supplant the rigors of a full year course, but to allow students who have shown some serious effort during the year to gain credit towards promotion or graduation. Therefore, the Deans, acting on recommendations of teachers and counselors, shall determine who shall or shall not be permitted to attend class for credit. Students approved for summer school shall have attended classes for at least 75 percent of the preceding academic year in order to qualify for credit upon successful completion of the course. Attendance shall be defined by the student's absences, dismissals, suspensions and/or tardies. Successful completion of the course will mean, in most cases, that credit will be awarded. The grades earned in summer school will not be used in calculating class rank.

**Summer school will be at the cost of the families. There is no financial aid available for summer school. Letters will go out to families if their child failed a course for the year and they are eligible to complete the course over the summer.*

Rules for Acquiring Alternative Credit

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

For Students Who are Repeating a Failed Course

1. Entrance Requirements
 - a. Failure in the original course
 - b. Teacher recommendation to High School Administration
2. Requirements for Earning Credit
 - a. Course that offers a minimum of 40 hours for 10 credits
 - b. No more than 2 class absences and must complete course
 - c. Mastery of concepts as outlined in course of studies
3. Type of Credit
 - a. Numerical grade
 - b. Passing grade of 60
 - c. Credit not counted in class rank
 - d. Transcript will show course of credit

Student Jobs and Mentors:

There are certain responsibilities that students have that require time during the school day to complete. Additionally, many students volunteer to mentor students in certain programs.

Student Jobs: Students who want to participate in this program must be a class officer or a yearbook editor. They have to complete an application form and be in good standing academically, behaviorally, and be in good standing for attendance.

- Class Officers
- Yearbook editors
- House Office Help

Student Helpers: Students who want to participate in this program have to complete an application form and be in good standing academically, behaviorally, and be in good standing for attendance.

- P.A.V.E. program
- Resiliency Program
- NECC Program
- Science Lab Techs

Limitation of Alternative Credits

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

Alternative Education Night School Program

The Alternative Education Night School Program is designed to service those students in our community for whom the traditional day school program has not worked for a variety of reasons. In order to enter this program, a student must be officially a junior and receive prior approval from his or her Dean.

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

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

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

Commented [PN20]: When a student/parent selects night school, I would not amend the IEP. It should be the District's position that we are offering an IEP that can be implemented at the High School. The student/parent needs to be aware of what IEP services/accommodations the night school is able to implement, and what services/accommodations it is not able to implement. The parent/student then need to waive, in writing, that they understand that the student's IEP may not be fully implemented and that they are still choosing for the student to attend night school. Happy to discuss this further.

Three Tiers of Early College Access:

In addition to a number of PLTW and AP courses at CHS where students can earn college credit, we offer three tiers of early college access based on the interests of students: **1 credit courses, Dual Enrollment, and an Associates Degree Path.**

One Credit Courses

To support initial preparedness for high school and college coursework, all Grade 9 students may register for an online, self-paced one-credit course, Career and College Exploration I, which aligns to MCC IDS 101. Sophomores who have completed the first course may register for Career and College Exploration II, the second self-paced course, which aligns with MCC IDS 106. Students will not incur any costs for these 1 credit courses as they are funded through a grant provided by Middlesex Community College.

Dual Enrollment

Eligible CHS students can register for Dual Enrollment courses approved by a local partnering college while they are still attending Chelmsford High School. Credit for these courses applies both to Chelmsford High School and Middlesex Community College transcripts. Since our initial offerings in SY2019, Dual Enrollment programming at CHS has grown considerably and we now offer over 30 different courses for DE credit for students in grades 9-12. Students will request these courses during the CHS scheduling process and will register with MCC once the semester of enrollment begins. Students are responsible for the cost of college credits, which is offered at a **significantly discounted rate**. For more information about Dual Enrollment benefits, eligibility and requirements, please review our Dual Enrollment FAQ on the CHS website. Look for the MCC icon next to the course descriptions throughout the **Program of Studies** of already approved courses. On a yearly basis, we look to add more courses to our DE program and more may become available as MCC approves them.

Associates Degree Path

Due to the number of course offerings at CHS, students have the opportunity to complete the majority of their coursework (60 credits) towards a Liberal Arts and Sciences Associates' Degree. Students will need to work closely with their guidance counselor and the Career and College Readiness Facilitator to follow a prescribed path of courses that allows for completion of the required courses by the end of Senior year. Students/families are responsible for the cost of each of the dual enrollment courses towards the degree.

Dual Enrollment:

~~Dual enrollment courses allow for students to take college-level courses at a discounted rate, and earn credit toward both high school completion and their future college degrees. Completing concurrent enrollment classes helps to ease the transition from high school to college, allows students to get a head start on their college careers, and provides meaningful and challenging academic experiences to qualified students who otherwise may not have access to an early college experience.~~

~~Chelmsford High School has a partnership with Middlesex Community College offering over 30 dual enrollment classes. The courses will be taught by CHS staff during the students' regular academic schedule but will align with the Middlesex Community College curricula. Students are encouraged to talk to their guidance counselor about this program.~~

IX. Student Recognition Programs

Academic Achievement

Gold Medal Scholars

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

Salutatorian

The second highest-ranking member of the senior class is declared the salutatorian.

Valedictorian

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

Academic Honor Lists

Students from all four high school class levels can earn this recognition.

High Honors:	Students who receive an average of 90 - 100 for all leveled courses.
Honors:	Students who receive an average of 85 - 89.99 for all leveled courses.
Dean's List:	Students who receive an average of 80 - 84.99 for all level courses.

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

Awards Events

Student Awards: Students are recognized for great performances and contributions for Academics and Extracurricular Activities. Students who have earned a wide variety of academic and extracurricular awards are presented those awards late in the month of May or in mid-June. There are 4 dates dedicated to each high school class level.

Athletic Awards

Student-athletes are recognized for their accomplishments. Students from each team are recognized in three categories – most valuable athlete, most improved athlete, and scholar athlete.

Department Awards:

Department awards are presented for outstanding scholastic achievement. Students are recognized at the Senior Student Awards Event. Awards are presented from each department – Art, Business, English, World Language, Mathematics, Music, Science, History and Social Sciences, and Wellness (Health/PE/FCS).

PRIDE Awards

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

National Honor Society

Membership criteria and selection procedures are as follows:

1. Candidates must be members of the junior or senior class.
2. Candidates must have attended Chelmsford High School for at least one semester, prior to acceptance.
3. Scholarship: Candidates must have a **3.75** weighted grade point average, at the end of the fourth semester for juniors, and at the end of the sixth semester for seniors. Academically qualified students will be asked to complete a student activity form, listing co-curricular activities, community service activities, leadership positions, work experience, recognition, and awards. Activity forms will be reviewed by the Chelmsford High School Governing Board of the National Honor Society.
4. Service: Students must have completed and be able to document 25-30 hours of community service.
5. Leadership: Using the student activity form, candidates will document leadership positions and will write a paragraph describing their leadership experiences, using the following NHS Constitution guidelines.

The student who exercises leadership:

- Demonstrates academic initiative.
- Demonstrates initiative in promoting school activities;
- Successfully holds school offices or positions of responsibility;
- Is resourceful in proposing new solutions, applying principles, and making suggestions;

- Exercises positive influence on peers;
- Exemplifies positive attitudes;
- Is able to delegate responsibilities;
- Is thoroughly dependable in any responsibility accepted.

6. Character: Students are expected to uphold high standards of character, as defined in the following NHS Constitution guidelines.

The student of character:

- Takes criticism willingly and accepts recommendations graciously
- Consistently exemplifies desirable qualities
- Demonstrates respect for and tolerance of differences in others
- Cooperates by complying with school rules concerning property, programs, and policies both inside and outside the classroom
- Demonstrates the highest standards of honesty and reliability
- Shows courtesy, concern, and respect for others
- Demonstrates perseverance and application to studies

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

- Use of tobacco, alcohol, or drugs while on school property and/or at school sponsored events
- Cheating
- Plagiarism
- Insubordination
- Assault and/or battery against any faculty, staff member or student
- Conviction or admission of guilt for a crime committed within or outside the school community
- Other ~~suspend able offenses~~ school rules violations and/or violations of M. G. L. c. 71, §§ 37H, 37H ½, and 37H ¾.

The CHS National Honor Society Faculty Council will review all materials to determine qualified candidates. Students not accepted may appeal in writing to the high school Principal within five school days of notification.

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

Other Honor Societies

National English Honors Society

Membership in NEHS is open to juniors who have a 3.75 cumulative GPA and who have earned the following average in each of their respective Freshmen, Sophomore, and Junior English courses:

- 95 or higher in English CP courses
- 92 or higher in English Honors courses

- 88 or higher in AP English (at the end of Semester 1)

Qualified students will be required to complete an application for faculty and board review. In addition, consideration for application may also be given to those students whose final English course averages meet the above criteria for at least 2 of their 3 years.

Seniors who did not qualify for application as Juniors, but whose final Junior year English course average, as well as their Senior English course T1 grade, meet the above criteria, may apply in the fall of their Senior year. Their application will require a brief English department faculty reference attesting to their continued growth in their English studies.

French Honor Society

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

Spanish Honor Society

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

Tri-M Honor Society

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

Science National Honor Society

Science National Honor Society is a science-based service organization which recognizes high student achievement in the sciences. We are looking forward to several projects to maintain & boost student interest in the sciences in Chelmsford. To participate students must:

- Have 4.1 GPA or higher in Science courses
- Attend all SNHS Meetings & events
- Meet the science-service hours commitment (> 5 hours completed by 12/20/24)
 - Missed meetings add 1 hr/each to this requirement
- Be enrolled in senior year science course

Recognition from Outside of CHS

John and Abigail Adams Scholarship

These scholarships, non-need-based State-supported undergraduate tuition waivers, are awarded by the Massachusetts Department of Education. Students must score in the Advanced category in

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either the Math or English section of the grade 10 MCAS test and score in the Proficient or Advanced category on the second subject and meet several other requirements.

Stanley Z. Koplik Certificate of Mastery

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

National Merit Finalists

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

National Merit Semi-Finalists

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

National Merit Commended Students

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

“Student of the Month”

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

“Students of the Year”

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

X. Student Discipline

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

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

It is the charge of the school administration to maintain and perpetuate a school environment conducive to obtaining the optimum academic experience and an environment which supports the idea that school is a place for teaching and learning, and a place where academic, physical, social, and emotional growth are equally emphasized. It is also the responsibility of the administration to implement the school code of discipline in a consistent, firm, and fair manner. The administration recognizes the importance of exhibiting compassion and understanding in dealing with specific violations of the code by individual students. The administration also recognizes the importance of exhibiting compassion and understanding toward the staff in dealing with situations where student behavior has become unacceptable. It is the responsibility of the administration to maintain a balance between students' and teachers' rights and responsibilities, and to assure that all persons,

students and staff alike, are treated fairly, and with dignity and respect. ~~The administration will implement the code of discipline using all resources available to it before any final decisions are made.~~ The administration will make all decisions based upon available facts, good judgment, common sense, and the general good of the individual student and school as a whole. The administration will ensure students are afforded disciplinary due process rights pursuant to M.G.L. c. 71, s. 37H, 37H1/2, and 37H3/4 and the student discipline regulations found at 603 CMR 53.00. For further information, please refer to the disciplinary due process section of the District's Student-Family Handbook.

Commented [PN21]: This sentence now requires you to consider alternatives, when there may be instances where you do not want to. I would not impose requirements on yourself that are not mandated.

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

Commented [PN22]: This is nuanced. You cannot ban a student from attending a banquet held by a strictly private group that "supports" say a school team. If the group is school sanctioned, then you may be able to. I would leave this out of the handbook.

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

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

EmergenciesStudent Welfare

~~Nothing in this policy should deter any school department employee from initiating quicker and more effective action than herein outlined, if a student is obviously in need of immediate medical assistance. School personnel assigned supervision are expected to act as reasonably prudent adults in providing for the safety of the students in their charge. If there is an active emergency, staff should call 911, notify the principal, and if necessary and safe to do so, clear students from the space without leaving the student in need of intervention unsupervised. All school staff are mandated reporters and must report information about child abuse and neglect. See the Student-Family Handbook section titled "Child Abuse/51A Mandatory Reporting" for more information.~~

Commented [PN23]: This is a vague. I would recommend developing an emergency procedure that outlines staff responsibilities, such as calling 911, notifying the principal, remaining with the student if safe to do so, etc. and then including a summary in the handbook. If you need assistance, please let us know.

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Search & Seizure

~~The Principal, Deans, Supervisors of Students or the principal's designee The Chelmsford Public Schools has the right to inspect school property at its discretion, including a student's locker or desk, a school-issued laptop, school-issued email, and/or the student's use of the school's network. School administrators are entitled to conduct a search of a student's person, personal possessions, and automobile on school property assigned locker and immediate possessions, including, but not limited to, backpack, personal property (wallet, pocketbook, etc.) and vehicle on school grounds where there exists reasonable suspicion that the search will produce evidence that the student has violated or is violating either the law or the rules of the school. whenever the school administrator has a reasonable suspicion that the student has violated or is violating the law or the rules of the~~

~~school relating to drug and/or alcohol/tobacco and/or student safety.~~

Disciplinary System

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

Detention

This is any adjustment to a student's arrival to or dismissal from school due to any disciplinary infraction. All detentions will be served after school from 2:00 p.m. to 3:00 p.m. in a supervised study room on Monday through Friday. The students will study under the supervision of an adult. They will obey all posted rules and regulations established by the adult. Students must serve the detentions within two weeks of their being assigned. Failure to report to a detention ~~will~~ may lead to further disciplinary action including possible discipline under MGL c. 71 § 37H ³/₄ by the Dean. While serving a detention a student retains all school privileges regarding athletic, extra-curricular and social activities, except for participation in such after-school activities and athletics on the date(s) and time(s) of the assigned detention.

Highly Structured Days

~~For violations that could result in suspensions a "highly structured day" may be instituted in its place, so students have the ability to be in their classes.~~ During a highly structured day, students will be in school and all of their academic classes. They will start the day by reporting to the supervisor of students. They will turn in their phone and the supervisor of students will escort them to class. For the remainder of the day, the students will be escorted from class to class and to the restroom. Students who are participating in a highly structured day will not travel in the halls with their peers and will not eat in the cafeteria with their peers.

Suspensions

~~Repeated violations or major infractions of the school code of discipline may result in d~~Discipline according to M.G.L. c. 71 § 37H, 37H 1/2, or 37H 3/4. Depending on the type of infraction, discipline may include suspensions, either in school or out of school, for a short-term (fewer than 10 days) or long-term (longer than 10 days) and will be assigned depending upon factors including but not limited to the violation and the student's past disciplinary record. Suspensions will command parent notification. While suspended, a student loses all school privileges regarding athletic, extra-curricular, and social activities.

Expulsion Policy

Under the provisions of Massachusetts General Law, Ch. 71, Section 37H and 37H ¹/₂, any student ~~found charged with possession of a dangerous weapon or possession of a controlled substance on school premises or at school-sponsored or school-related events; charged with assaulting a school staff on school premises or at school-sponsored or school-related events; on school premises or at school-related events, who is in possession of a weapon, or drugs, or who assaults any educational staff member or supervising adult, or is charged with or convicted of a felony may be subject to expulsion, by the high school Principal (please see Acts of Misconduct for specifics). A Special Education student who violates a school rule leading to expulsion shall be subject to exclusion. Exclusion is defined as placing the student in another education setting, not at Chelmsford High School. If expelled or excluded, a student must be notified in writing of an opportunity for a hearing before the Principal. A student will have the opportunity at the hearing to present evidence on his/her behalf which may impact the student's case. A student who has been expelled by the high school Principal has the right to appeal the Principal's decision to the Superintendent of Schools.~~

For more information, please refer to the disciplinary due process section of the Student-Family Handbook.

Partnership with Local Authorities

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

Commented [PN24]: If you would like for me to check this paragraph with your MOU with the police let me know.

Acts of Misconduct

The following provides a non-exhaustive list of violations with general guidelines for potential disciplinary sanctions for student misconduct. Ultimately, the Principal, and when permitted, the Principal's designee, has the discretion to impose sanctions they feel are appropriate and the school administration reserves its authority to impose sanctions in excess of those set forth below for egregious, severe and/or repeat offenses.

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

Commented [PN25]: Strong recommend not defining the misconduct. Once you define it, you are stuck to that definition. It is our position that principal's have discretion in defining what the violations entail. The existing code of conduct you have here is too much detail for the handbook. All you need to do is identify the violation and the possible consequences. You want to leave as much discretion as possible for the principle.

1.0 Dangerous Weapons

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

1.1 Possession of dangerous object

1st Offense

- Parent notification
- Notification to proper authorities
- Short Term or Long Term Suspension
- Pre-expulsion/exclusion hearing Expulsion

2nd Offense

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

~~1.21.1~~ Using or threatening to use a dangerous object for the purpose of bodily harm to another person
Assault on staff member

- Parent notification
- Notification to proper authorities

- Short Term or Long -Term Suspension
- ~~Pre-expulsion/exclusion hearing~~Expulsion

1.2 Assault on Student(s)

- Parent notification
- Notification to proper authorities

- Short Term or Long -Term Suspension

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

Drug Searches with Police and K-9s

Because the Chelmsford Public Schools has the right to inspect school property at its discretion, the Principal of the Chelmsford High School may permit law enforcement to search school property, including with the use of drug detection dogs. Individuals shall not be subjected to a search by a drug detection dog.

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

Breathalyzer

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

Disciplinary Action for Breathalyzer

1. The Chelmsford High School may administer breathalyzer tests to all students seeking entry into any school sponsored event. In the event the first test administered is positive, a second test shall be administered immediately. In the event the second test administered is negative, a third test shall be administered immediately and the result of the third test will control.
2. If a student tests positive on two breathalyzer tests administered, his/her parents will be contacted, and he/she will be released directly to his/her parents. Disciplinary consequences will be assigned per the Student Family Handbook and this addendum. Attendance at school sponsoredevents will be prohibited for one calendar year. Any senior who tests positive on two breathalyzer tests administered will not be permitted to attend senior week events. Any senior who violates this policy twice within a calendar year will not be permitted to walk the stage at graduation. Any senior who brings alcohol to a school sponsored event will notbe permitted to attend senior week events or to walk the stage at graduation.

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3. If a student refuses the breathalyzer test, his/her parents will be notified and asked to transport the student from the school sponsored event. If it is suspected that the student is under the influence of alcohol, the student will be interviewed by school administrators and, if it is determined that he/she has consumed alcohol, disciplinary procedures ~~will be followed via article 2.1~~ in accordance with the Student-Family Handbook and this Addendum. Nothing in this policy shall limit the ability of athletic coaches, club/activity advisors and/or the Athletic Director/CHS administrators to impose separate

disciplinary consequences involving participation in athletic events or membership on athletic teams.

2.0 Alcohol and Drugs

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

Possession, use, or distribution of alcohol, drugs, drug paraphernalia, tobacco/nicotine, or tobacco products or paraphernalia, including e-cigarettes and vaporizers (vaping devices and/or vape pens) on school grounds, within school buildings or facilities, at school-sponsored events, or on a school bus is strictly prohibited and may result in suspension or, where permitted under applicable laws, expulsion from school. Intentionally smelling or inhaling the fumes of any substance having the property of releasing toxic vapors in order to cause intoxication, euphoria, excitement, exhilaration, stupefaction, or dulled senses or nervous system is prohibited. It is also illegal to possess, buy or sell any such substance in order to violate, or aid another to violate, this section. Violations may result in discipline. District and MIAA standards will be applied to athletics and other extracurricular activities. M. G. L. c. 71, § 2A; M. G. L. c. 270, § 18; M. G. L. c. 71, § 37H

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

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

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

2.1 Possession, use, or distribution of alcohol, drugs, paraphernalia, tobacco/nicotine of and/or Being under the Influence of Alcohol and/or Marijuana

— 1st Offense:

- Parent notification
- Possible notification to proper authorities

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- Detention
- Short Term or Long Term Suspension
- Expulsion
- Possible meeting with Principal/Dean and parents

2nd Offense:

- Parent notification
- Possible notification to proper authorities
- Short Term or Long Term Suspension
- possible mandatory enrollment in a substance abuse education program

2.2 Possession of Drugs or being under the Influence of Drugs (other than Alcohol or Marijuana)

1st Offense:

- Parent notification
- Notification to proper authorities

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- Short Term or Long Term Suspension
- Pre-expulsion/exclusion hearing to include parental participation will be held

2nd Offense:

- Parent notification
- Notification to proper authorities
- Short Term or Long Term Suspension
- Student-parent meeting with Principal
- possible mandatory enrollment in a substance abuse education program

2.3 Selling or Distributing Alcohol/Marijuana and/or Acting as a Go-Between in the Transfer or

Attempted Transfer of Such Substance

- Parent notification
- Notification to proper authorities
- Short Term or Long Term Suspension

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

- Parent notification
- Notification to proper authorities
- Short Term or Long Term Suspension
- Pre-expulsion/exclusion hearing

2.5 Drug, Alcohol and Vaping Paraphernalia

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

1st Offense:

- Parent notification
 - Up to 6 detentions
 - Short Term or Long Term Suspension
- 2nd Offense:
- Parent notification
 - Short Term or Long Term Suspension
 - Possible pre-expulsion/exclusion hearing

2.6 Possession or Distribution of Counterfeit Drugs or Anything Represented as a Controlled Substance

1st Offense:

- Parent notification
 - Notification to proper authorities
 - Short Term or Long Term Suspension
- 2nd Offense:
- Parent notification
 - Notification to proper authorities
 - Short Term or Long Term Suspension
 - Pre-expulsion/exclusion hearing

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2.7 Any Student Knowingly in the Presence of Alcohol/Marijuana/Drugs on School grounds during school hours or at a School Sponsored Event

~~1st Offense:~~

- ~~• Parent Notification~~
 - ~~• Up to 6 days after school detention~~
 - ~~• Short Term or Long Term Suspension~~
- ~~2nd Offense:~~
- ~~• Parent Notification~~
 - ~~• Short Term or Long Term Suspension~~

3.0 Fire/ Chemical/Biological Hazards

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

1st Offense:

- Parent notification
- Notification to proper authorities
- Short Term or Long Term Suspension
- Expulsion

2nd Offense:

- ~~• Parent notification~~
- ~~• Notification to proper authorities~~
- ~~• Short Term or Long Term Suspension~~

4.0 Threatening, Harassing, and/or Physically Assaulting Staff

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

Commented [PN26]: Addressed above.

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

- ~~• Parent notification~~
- ~~• Notification to proper authorities~~
- ~~• Discipline according to M.G.L. c. 71, §37H; Short Term or Long Term Suspension~~

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

1st Offense:

- ~~• Parent notification~~
- ~~• Notification to proper authorities~~
- ~~• Discipline according to M.G.L. c. 71 § 37H3/4~~

2nd Offense:

- ~~• Parent notification~~
- ~~• Discipline according to M.G.L. c. 71 § 37H3/4~~

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

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

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

1st Offense:

- Parent notification
- Possible notification to proper authorities
- Consequence(s) may include a warning up to discipline according to M.G.L. c. 71 § 37H3/4 depending on the severity of the offense

2nd or subsequent violations:

- Parent notification
- Possible notification to proper authorities
- Discipline according to M.G.L. c. 71 § 37H3/4

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

1st Offense:

- Parent notification
- Notification to proper authorities
- Discipline according to M.G.L. c. 71 § 37H3/4

2nd Offense:

- Parent Notification
- Notification to proper authorities
- Discipline according to M.G.L. c. 71 § 37H3/4

Commented [MOU27]: Can we still include the classes of protected groups in this part of the handbook? It makes it easier to point to this list when dealing with students and parents.

5.3 — Assault

1st Offense:

- Parent notification
- Notification to proper authorities
- Discipline according to M.G.L. c. 71 § 37H3/4

2nd Offense:

- Parent Notification
- Notification to proper authorities
- Discipline according to M.G.L. c. 71 § 37H3/4

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6.0 — Physical Altercations

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

6.16.0 Fighting

1st Offense:

- Parent notification
- Notification to proper authorities if necessary

- Discipline according to M.G.L. c. 71 § 37H3/4

2nd Offense:

- ~~Parent notification~~
- ~~Notification to proper authorities if necessary~~
- ~~Discipline according to M.G.L. c. 71 § 37H3/4~~

3rd or More Offenses:

- ~~Parent notification~~
- ~~Notification to proper authorities~~
- ~~Discipline according to M.G.L. c. 71 § 37H3/4~~

6.2 — Premeditated Attack

- ~~Parent notification~~
- ~~Notification to proper authorities~~
- ~~Discipline according to M.G.L. c. 71 § 37H3/4~~

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

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

1st Offense:

- Parent notification
- Notification to proper authorities
- Discipline according to M.G.L. c. 71 § 37H3/4
- ~~Expectation for full restitution~~

2nd Offense:

- ~~Parent notification~~
- ~~Notification to proper authorities~~
- ~~Discipline according to M.G.L. c. 71 § 37H3/4~~
- ~~Expectation for full restitution~~

8.0 Destruction of School or Personal Property

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

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

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

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caused.

- ~~Potential discipline in accordance with M.G.L. c. 71, §37H3/4.~~

9.0 — Smoking, and Tobacco and Nicotine

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

~~1st Offense:~~

- ~~• Minimum 3-day detention~~

~~2nd Offense:~~

- ~~• Up to 6 days of detention~~

~~3rd and Subsequent Offenses:~~

- ~~• Hearing with the Principal~~
- ~~• Discipline according to M.G.L. c. 71 § 37H3/4~~

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

10.0 General School Misconduct

It is not possible to list all offenses that may occur during the school year. The following is a list of offenses that may most commonly occur. This list is not all-inclusive, and violations not covered by this section will be dealt with as they occur. The following school-based offenses carry with them a range of possible disciplinary actions, from a simple warning to discipline under MGL c. 71 §§ 37H, 37H ½, and 37H

¾. The degree of the disciplinary action ~~will be~~ will be determined by factors including but not limited to directly related to the severity and frequency of the offense, as well as the student's past disciplinary records. The following are defined as general school misconduct:

- Propping open exterior doors or admitting anyone without the permission from a staff member is not permitted.
- Substantially disrupting school or classroom activities in a repeated or flagrant manner.
- Being present in a part of the school building or grounds for no legitimate reason.
- Failure to have a pass may lead to after school detention.
- Any form of insubordination, including refusing to identify yourself properly upon request by a staff member, refusing verbal directives from a staff member
- Engaging in verbal abuse, profanity, or obscenity (including inappropriate gestures).
- Engaging in loitering, either in the halls or the bathrooms, throughout the school day or after school.
- Engaging in dangerous behavior such as excessive horseplay, snowball throwing, etc., which endangers oneself or others.
- Forging of notes/emails, parking permits, or any other school form
- Gambling/card playing.
- Provoking or encouraging others to break school rules.

- Failure to report to the assigned area.

- Possession of banned electronic devices.

- Violation of the District's Acceptable Use of Technology Policy
- Failure to sign into school properly.
- Possession and distribution of pornographic or offensive materials.
- Dangerous driving of an automobile on school grounds.
- Providing building access to individuals through locked door.
- Any disruption to the school day.
- Hazing
- Dress code violation
- Cheating/Plagiarism/Other academic integrity violations
- Vandalism
- False fire alarms/emergency
- Leaving school grounds
- Cutting class

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11.0 Demonstrations

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

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

~~Students leaving the building without permission will be subject to discipline. The Principal continues to encourage students to voice their opinions in constructive ways and through positive means.~~

12.0 False Emergency

Signaling a false emergency (e.g. causing a false fire alarm, reporting, calling in or faxing a false situation) or threatening verbally or in writing to commit a crime is a serious offense. Such an action puts the safety of our entire student population and staff at risk, and unnecessarily endangers the safety of the emergency personnel who must respond quickly. While such emergency personnel are attending to the false emergency at CHS, the safety of the entire town is compromised. In addition, the signaling of false emergencies might diminish the serious response by those who need to evacuate our building and would cause disastrous results during a real emergency.

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

- Parent notification
- Notification to proper school and civil authorities
- Discipline according to M.G.L. c. 71 § 37H3/4
- Restitution

~~13.0 Leaving School Grounds~~

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

~~1st Offense:~~

- ~~• 6-day detention~~
- ~~• Parent notification~~

~~2nd Offense:~~

- ~~• Discipline according to M.G.L. c. 71 § 37H3/4~~
- ~~• Parent notification~~
- ~~• Loss of car parking privilege for 2 weeks, or until the detentions have been served.~~

3rd and Subsequent Offenses:

- Discipline according to M.G.L. c. 71 § 37H3/4,
- meeting with the parents and student.
- Loss of parking privilege for the remainder of the academic year.

14.0 Unauthorized Use of Technology

Chelmsford High School recognizes the importance of the responsible use of technology within our schools. Technology is omnipresent in our society and is becoming more vital to the current and future success of our students. As such, we encourage and promote students to engage in behaviors commensurate with our Acceptable Use Policy. When a student violates the tenets of this agreement, the learning environment can become compromised which may impact the physical and emotional safety of students and staff members. As such, engaging in behaviors that compromise our current technological infrastructure or network or the safety of others, including but not limited to the unauthorized distribution of text, data, voice recordings, photographs, or videos of staff or students, at school, on buses, or at a school function, will result in discipline under MGL c. 71 § 37H ¾, with the possibility of losing the privilege to use personal and school provided technology during the school day, and may result in the notification of the proper authorities. In addition, students may be expected to participate in a media literacy course with an instructor to help support the student's understanding of the behavior.

14.1 Unauthorized Recording

Students may not record other students, staff or visitors without permission from administration or a staff member

1st Offense:

- 3 school detentions
- parent notification

2nd Offense:

- Discipline according to M.G.L. c. 71 § 37H3/4
- Parent notification

3rd and Subsequent Offenses:

- Discipline according to M.G.L. c. 71 § 37H3/4
- meeting with the parents and student.
- Student will no longer be permitted to bring their cell phone to school.

14.2 Possession and/or distributions of pornographic materials

- Immediate notification of the authorities
- Parental notification
- Discipline according to M.G.L. c. 71 § 37H3/4

14.3 Cell Phones

1st Offense:

- Verbal warning from the teacher

2nd Offense:

- Phone turned into House Office for the remainder of the day
- Referral to the student's dean and receive one detention

3rd Offense:

- Phone turned into House Office for the remainder of the day

- Referral to the student's Dean and receive an additional detention
- Parent/Guardian will pick up the cell phone and meet with the Dean

4th Offense:

- Phone turned into the House Office for the remainder of the day
- Referral to the student's Dean
- Parent/Guardian will pick up the cell phone and meet with the dean
- The student will receive another detention, or more, depending on the situation.

15.0 Cutting Class

When a student is present in the building, but chooses not to attend class, it is a class cut.

1st Offense:

- 3 School detentions
- Parental notification

2nd Offense:

- 6 school detentions
- Parental notification

3rd Offense:

- Discipline according to M.G.L. c. 71 § 37H3/4
- Parental notification

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

Student Concerns

The administration at Chelmsford High School remains committed to being responsive to student needs. If, however, student(s) feel a need to meet with the Principal regarding an issue of particular concern, the following process should be followed:

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

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AGE OF MAJORITY

In Massachusetts, students are considered adults at the age of eighteen (18), with full legal capacity (unless legally incapacitated) to make their own decisions (Age of Majority). Once the student reaches the age of 18, the student alone shall exercise the rights afforded under the Massachusetts Student Records regulations subject to the following. The parent may continue to exercise the rights until expressly limited by the adult student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to their parent, except the right to inspect the student record, by making such request in writing to the school principal or superintendent of

schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c. 71, § 34E, the parent of a student may inspect the student record regardless of the student's age.

A student assumes the right to make all decisions related to special education programs and services when the student reaches the age of 18. Parents will continue to receive written notice and information, but the student will have decision-making authority and the school is required to obtain consent from the student to continue special education services if the student is eighteen (18) years old or older. However, the student may decide to share decision-making authority with their parent (or other willing adult). If a student decides to share such authority, this must be done in the presence of the Team and in writing. If a student and parent share decision-making authority, and disagree about a matter, the student's choice shall prevail. A student may also delegate full decision-making authority to their parent (or other willing adult) if the decision is made in the presence of at least one school representative and a witness, and in writing. 603 CMR 28.07(5). Students and parents will be notified one year before the student turns 18 of the rights that will transfer to the student upon turning 18, as well as the parents right to continue to receive notices and to inspect the student's record. See 34 CFR §§ 300.320(c) and 300.520.

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

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CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: July 18, 2025
Re: Approval of 2025/26 Employee Handbook Updates

Attached please find a copy of the district's Employee Handbook. I have attached the red-lined version showing the updates incorporated by Ms. Diane Carey, Director of Human Resources, and school committee counsel's office.

There were minimal changes to the handbook itself, as noted below:

- Cover Page – Updated to 2025
- Pages 3-4 – Updated Table of Contents
- Pages 10 & 28 – Renamed CPS hyperlink from CPS Nondiscrimination Policy and Grievance Procedures (File A-C) to CPS Non-Discrimination and Harassment Policy (to align with the actual policy name)
- Pages 10 & 28 – Added new hyperlink to the Civil Rights Procedures posted on the website
- The contract links need to be updated once the new CBAs are ready

I recommend the Committee vote to approve the updated Employee Handbook at the regular school committee meeting on July 22, 2025.

Chelmsford Public Schools



Employee Handbook

Published July 2024 **2025**

Dear Chelmsford Public Schools Employees,

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

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

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

Sincerely,

Jay Lang, Ed.D.

Superintendent of Schools

TABLE OF CONTENTS (Updated)

This table of contents is designed to enable employees to navigate to each section of this handbook by clicking the embedded link. To do this, click on the section heading you are interested in viewing which will enable you to click on the link of the section. Breadcrumbs ("back to t.o.c" links) will enable you to return to the table of contents when desired.

ABOUT THIS EMPLOYEE HANDBOOK	5
SECTION I – SCHOOL COMMITTEE AND ADMINISTRATION	6
Mission and Vision of the Chelmsford Public Schools	6
School Governance	6
School Committee	
Central Office Administration	6
Principals/Schools	7
System Wide Departments and Leaders	7
Navigating the Academic Year	8
Chelmsford Public Schools Home Page	8
SECTION II – GENERAL PERSONNEL INFORMATION	9
Staff Hiring and On-boarding	9
New Hire Forms	9
Background Checks	9
Payroll Documents	9
Mandatory Employee Policies	10
Retirement Enrollment	10
AESOP	10
Employee Orientation	11
Benefits	11
Insurance Options	11
Changes to Benefits	13
Employee Wellness	14
Employee Assistance Program	14
Family Medical Leave Act	14
Personnel Files and Name and Address Change Requests	17
Employment Verifications	17
End-of-Service Procedures	18
SECTION III - EMPLOYEE DEVELOPMENT & FEEDBACK	19
Educator Induction and Mentoring	19
Feedback & Evaluation of Staff	19

Educator Licensure	20
Professional Development Plans and Points (PDPs)	20
Professional Development Plans and PDP Requirements	20
Changes in Regulations	21
How to earn PDPs	23
Course Reimbursement	27
SECTION IV – PROTOCOLS, PROCEDURES AND POLICIES	28
Student and Staff Safety	28
General Staff Safety	28
Emergency Protocols	28
Bullying Prevention and Intervention	29
Mandatory Reporting and Student Confidentiality	30
Workplace drug, tobacco, alcohol and weapon prohibitions	30
Internet and Technology	31
Translations for Families	31
Employee Rights & Responsibilities	31
SECTION V – STAFF CONDUCT	33
Basic Employment Expectations	33
Standards of Conduct	33
Meeting Job Expectations	34
Disciplinary Actions for Unacceptable Activities	34
SECTION VI – CONTRACTUAL AGREEMENTS AND UNAFFILIATED BENEFITS	37

ABOUT THIS EMPLOYEE HANDBOOK

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

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

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

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

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

We hope employees will find the contents and the manner with which this handbook is electronically presented to be convenient and useful in support of their work as a Chelmsford Public School employee. Please direct any suggestions or questions to the Office of Human Resources (978) 251-5100 x6904 or Careyd@chelmsford.k12.ma.us.

SECTION I – SCHOOL COMMITTEE AND ADMINISTRATION

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

Mission and Vision of the Chelmsford Public Schools

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

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

School Governance

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

[School Committee](#)

[Central Office Administration](#)

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

Principals/Schools

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

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

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

System Wide Departments and Leaders

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

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

- [Health Services](#)
 - [School Nutrition](#)
- [Technology and Information Systems](#)

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

Navigating the Academic Year

Each year, the School Committee announces the next years' school calendar. In addition to the calendar, the district provides information regarding delays and school cancellations on its website. We hope these resources will help in navigating the upcoming academic year:

- [Chelmsford Public Schools Home Page](#)
- [2025-2026 Academic Calendar](#)
- [School Cancellation and Delays](#)

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

SECTION II – GENERAL PERSONNEL INFORMATION

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

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

Staff Hiring and On-boarding

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

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

New Hire Forms

Background Checks

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

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

Payroll Documents

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

Mandatory Employee Policies

All employees must review and complete training on Chelmsford Public Schools policies and procedures through the Arx Ed training suite. A link will be sent to all employees under separate cover on an annual basis. Employees must also review and acknowledge these policies at time of hire and annually.

- [CPS Sexual Harassment Policy \(File ACAB\)](#)
- [~~CPS Nondiscrimination-Non-Discrimination Policy and Grievance Procedures~~ Harassment Policy \(File AC\)](#)
 - [Civil Rights Grievance Procedure](#)
- [CPS Staff Personal Security and Safety \(File GBGB\)](#)
- [CPS Policy on Social Media \(File IJNDD\)](#)
- [CPS Staff Empowered Digital Use Guidelines](#)
- [Staff Empowered Digital Use Form \(District Procedures\)](#)
- [State and Federal Employment Policies](#)
- [CPS Staff Ethics/Conflicts of Interest \(File GBEA\)](#)
- [Conflict of Interest Training](#)

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

- [Conflict of Interest Summary](#)

Retirement Enrollment

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

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

AESOP

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

- [AESOP Overview](#)

- [Employee Quick Start Guide](#)

Benefits (See section below)

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

Employee Orientation

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

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

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

Benefits

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

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

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

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

Insurance Options

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

Employees can choose between three health insurance policies: PPO, HMO and HMO Select. For new enrollments, BCBS now requires copies of marriage license (if enrolling spouse)

- [Blue Cross Blue Shield Enrollment Form](#)
- [Chelmsford Public Schools Insurance Rates/Biweekly Deduction](#)
- [PPO Policy Description](#)
- [HMO Policy Description](#)

- [HMO Select Policy Description](#)
- [Fitness Benefit Program](#)
- [Joint Strong Program](#)

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

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

- [Blue Cross Blue Shield Enrollment Form](#)
- [Chelmsford Public Schools Insurance Rates/Biweekly Deduction](#)
- [Low Dental Policy Description](#)
- [High Dental Policy Description](#)

COBRA Continuation Coverage of Health and Dental Insurance

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

Vision Insurance [Blue Cross Blue Shield 20/20 Vision](#)

Employees can choose between individual, Individual +1, Family coverage.

- [Blue Cross Blue Shield 20/20 Enrollment Form](#)
- [Blue Cross Blue Shield 20/20 Vision Insurance Policy](#)
- [Chelmsford Public Schools Insurance Rates/Biweekly Deduction](#)

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

- Employees can choose a basic life insurance policy that breaks down to \$5,000 toward life insurance or \$5,000 toward accidental death or dismemberment.
- Employees can also choose a voluntary life insurance policy of an amount up to \$100,000 with the stipulation that any coverage over \$40,000 requires medical evidence of insurability.
- Enrollment done directly through employer.
 - [Life Insurance Enrollment Form](#)
 - [Chelmsford Public Schools Insurance Rates/Biweekly Deduction](#)
 - [Optional Life Insurance Rates](#)
 - [Basic Life & Accidental Death & Dismemberment Summary](#)
 - [Group Insurance Certificate](#)
 - [Authorization for Release of Records](#)
 - [Evidence of Insurability Form](#)
 - [Change of Beneficiary Form](#)

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

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

- Enrollment done directly through employee and Colonial Life

- Insurance Offered: Short Term Disability, Medical Bridge, Life, Cancer, Critical Illness, Accident.
 - [Colonial Life Policy Descriptions](#)

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

- Employees can choose to enroll in a tax-free Flex Spending Dependent Care Account (up to \$5,000) and/or a Flex Spending Health Care Account (up to \$3,300).
- All funds designated in a flex spending account must be used by June 30 or they will be lost.
 - [Flex Spending Enrollment Form](#)
 - [Flex Spending Dependent Care Claim Certification Form](#)
 - [Chelmsford Public Schools Insurance Rates/Biweekly Deduction](#)
 - [Flex Spending Policy Description](#)
 - [Flex Spending Dependent Care Policy Description](#)
 - [Flex Spending List of Eligible Expenses](#)
 - [Flex Spending Benefits Card](#)

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

Employees may designate a portion of their pre-tax salary to a 403(b) retirement savings account. 403(b) accounts are managed and administered by TSA Consulting Group, Inc. Visit their website for information about enrollment in the plan, investment product providers available, distributions, exchanges or transfers, loans and rollovers. The maximum contribution for 2025 is \$23,500.

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

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

Changes to Benefits

Open Enrollment

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

Qualifying Event

- Marriage
- Loss of benefits through spouse or parent
- Death
- Divorce
- Birth or adoption of a dependent child

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

Employee Wellness

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

Employee Assistance Program

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

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

Family Medical Leave Act

The Chelmsford Public Schools will comply with the Family Medical Leave Act and implementing regulations as mandated by the law. The function of this policy is to provide employees with a general description of their FMLA rights. In the event of any conflict between this policy and the applicable law, employees will be afforded all rights required by law.

Under this policy, the Chelmsford Public Schools will grant up to 12 weeks of unpaid leave (or 26 weeks of military caregiver leave to care for a covered service member with a serious injury or illness) during a 12-month period to eligible employees for the following reasons:

- The birth, adoption or foster care placement of the employee's child, and in order to care for that child during the 12-month period after birth or placement;
- To care for the employee's child, spouse or parent, if that child, spouse, or parent has a serious health condition; and
- To attend to the employee's own serious health condition that renders the employee unable to perform the functions of his or her job.
- For qualifying exigencies arising from the active duty or call to active-duty status as a member of the National Guard or reserves, of the employee's son, daughter, or parent in support of a contingency operation.

In addition, the Chelmsford Public Schools will grant an eligible employee who is a spouse, son, daughter, parent, or next of kin of a current member of the Armed Forces, including a member of the National Guard or Reserves, with a serious injury or illness incurred in the line of duty on active duty, up to 26 weeks of unpaid leave during a single 12-month period to care for the service member.

Except as outlined below, if an employee wishing to take family or medical leave is entitled under existing Chelmsford Public School's policy to take paid leave (for example, vacation, personal, or sick leave), the Chelmsford Public Schools will require that all available paid leave be taken and applied to FMLA leave, concurrent with the start of any family or medical leave. For example, present Chelmsford Public School's policy allows employees to take paid sick leave when they have a serious health condition that prevents them from working. Therefore, employees with such a condition must exhaust all accrued paid sick leave to which they are entitled during the start of family or medical leave period and then take unpaid leave for any balance of the FMLA period. However, an employee who takes leave in order to care for a healthy child during the 12- month period after birth would not be required (or allowed) to substitute any accrued paid sick leave available to the employee because Chelmsford Public Schools policy does not permit the use of sick leave for that purpose.

If an employee is on FMLA leave for one job, they cannot work for the Chelmsford Public Schools in any other capacity.

Employees who are "eligible": Employees are "eligible" to take family or medical leave only if they have worked for Chelmsford Public Schools for at least 12 months and for at least 1,250 hours over the previous 12 months.

Meaning of "12-month period": The 12-month period during which an eligible employee can take a leave under this policy is measured backward on a "rolling" basis from the date when an employee uses any such leave. An employee's leave entitlement consists of any balance of the 12 weeks that has not been used during the immediately preceding 12-month period.

Advance notice requirement: Whenever the need for leave is foreseeable, an employee must give the Chelmsford Public Schools at least 30 days advance notice before leave will commence. A form for requesting leave is available from the Human Resources Department. When the need for a leave is not foreseeable 30 days in advance, an employee must give notice to the Chelmsford Public Schools within our usual call-in requirements, unless extraordinary circumstances prohibit. If an employee knew about the need for leave but failed to give timely notice to the Chelmsford Public Schools, the Chelmsford Public Schools may deny the taking of leave until 30 days after the date of the employee's request.

Mandatory medical certification: Any employee requesting leave because of a serious health condition of the employee or the employee's parent, spouse or child must furnish the Chelmsford Public Schools with appropriate medical certification. The certification must be signed by the appropriate health care provider on the form provided by the Human Resources Department. Employees should submit the medical certification form along with their leave request, and the Chelmsford Public Schools may deny the taking of leave until the required certification is provided. In cases of unforeseen leave, medical certification must be submitted to the Chelmsford Public Schools as soon as possible, but no later than 15 days after the beginning of the leave, absent unusual circumstances. The Chelmsford Public Schools may, in its discretion, require any employee seeking leave because of a serious health condition to obtain a second, and possibly a third, opinion at the Chelmsford Public School's expense.

When an employee is on leave, subsequent re-certifications of a medical condition may be required every 30 days (unless a minimum duration of incapacity has been specified in the certification), or when the Chelmsford Public School's requests certification in appropriate circumstances, such as when an employee seeks to extend the leave or there is a change in the serious health condition for which the leave is taken.

Intermittent or reduced leave: When medically necessary, an employee may take "intermittent" leave (two or more separate leave periods) or "reduced" leave (where an employee continues to work, but for fewer hours per day or per week). In such cases, the total number of hours or days of leave taken by the employee is limited to the equivalent of 12 work weeks for that employee. Employees must make a reasonable effort to schedule the leave in a manner that will not unduly disrupt the Chelmsford Public School's operations. The Chelmsford Public Schools may transfer an employee to an available alternative position with equivalent pay and benefits for which the employee is qualified if that position can accommodate recurring periods of leave better than the employee's regular job.

Benefits: Employees who take leave will not lose employment benefits that were accrued prior to the date the leave commenced. However, employees will not accrue seniority or benefits, i.e., accrual of additional vacation, sick time, etc. during any unpaid leave period and will not be entitled to rights or benefits that the employees would have gained only had they not taken the leave. With the exception of health insurance coverage (see below), no employee benefits will be provided by the Chelmsford Public Schools while an employee is on unpaid leave.

Health insurance coverage: Employees who are out on leave will be maintained on the Chelmsford Public School's group health insurance plan at the same level, with the same coverage and under the same conditions as if they had not taken leave, provided they continue to make timely premium payments during their leave. For employees on paid leave, their share of premium payments will be deducted from their salary in the usual manner. In order to avoid cancellation of health insurance coverage, employees on unpaid leave are responsible for making timely payments to the Chelmsford Public Schools for the employee's share of premium payments. The Chelmsford Public Schools provides a payment schedule prior to when the unpaid leave commences.

If an employee fails to return to work at the end of the leave period and the failure to return is not due to circumstances beyond the employee's control (including the continuation, recurrence or onset of a serious health condition), the employee must reimburse the Chelmsford Public Schools for health insurance premiums paid by the Chelmsford Public Schools while the employee was on leave. The Chelmsford Public Schools will require sufficient medical certification of an employee's inability to return to work because of a serious health condition before the employee will be released from the requirement to reimburse the Chelmsford Public Schools for health insurance premiums paid during the employee's leave period.

Employee reporting requirements during leave: Employees on leave must report to the Chelmsford Public Schools every 30 days on their status and intent to return to work. In addition, employees must give prompt notice of any change in circumstances resulting in a need

for more or less leave time than originally anticipated. The Chelmsford Public Schools' obligations under the Family and Medical Leave Act of 1993 (including maintenance of health insurance coverage and restoration to an equivalent position) cease when an employee gives the Chelmsford Public Schools notice of his or her intention not to return to work. Medical certification of fitness to return to work: If an employee takes an FMLA leave due to his/her own serious health condition or injury, the Chelmsford Public Schools requires the employee to submit not less than two business days prior to returning to work medical certification that the employee is able to resume work.

Restoration to position: Upon return from leave, employees will be restored to either the same position they held when the leave commenced or to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment. However, this guarantee of restoration shall not apply to certain highly compensated employees, if necessary, to avoid substantial and grievous economic injury to the Chelmsford Public School's operation.

Both spouses employed by the Chelmsford Public Schools: If both spouses are employed by the Chelmsford Public Schools, they are together entitled to a maximum of 12 work weeks of leave during any 12-month period for the birth, adoption or foster care placement of a child or to care for a parent with a serious health condition.

In the event of a conflict between this policy and a collective bargaining agreement, the collective bargaining agreement shall control.

Personnel Files and Name and Address Change Requests

Requests to see personnel files or to change name and addresses in our systems should be directed to the Office of Human Resources. Employees wishing to make a request for an appointment to view their personnel record may send the request via email to: Nancy Sousa at sousan@chelmsford.k12.ma.us or Christine Bradshaw at bradshawc@chelmsford.k12.ma.us.

Address Change

Employees who have had a change of address, please come into Human Resources in order to make the change and supply one of the following, documenting the new address:

- Utility Bill
- Driver's License

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

Employment Verifications

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

Licensure Employment Verification Forms

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

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

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

End-of-Service Procedures

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

Resignations

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

Suitability Determinations

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

Retirement

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

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

Exit interviews

Should the time come for an employee to leave Chelmsford Public Schools, we value hearing about the employee's CPS experience. All employees who are leaving the Chelmsford Public Schools are welcome to set up an exit interview with the Office of Human Resources by contacting Diane Carey at careyd@chelmsford.k12.ma.us, or calling us at (978)251-5100. [\(back to t.o.c.\)](#)

SECTION III - EMPLOYEE DEVELOPMENT & FEEDBACK

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

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

Educator Induction and Mentoring

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

For questions about mentor training or eligibility for mentoring, please contact the Office of Human Resources at (978)251-5100 x6904.

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

Feedback & Evaluation of Staff

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

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

Teachers, nurses, administrators and other licensed educators

- [CBA Teachers & Nurses \(2022-2025\)](#)
- [Resources on teacher evaluation shared at orientation with new staff](#)
- [MA DESE educator evaluation regulations](#)
- [MA DESE educator evaluation rubrics](#)

Educational Support Personnel

- [CBA Professional Support Personnel \(2022-2025\)](#)

Custodians

- [CBA Building and Custodians 2023-2026](#)

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

Educator Licensure

Maintaining a valid, active license is a way that educators show that they are continuing to participate in ongoing professional development. All licensed educators are responsible for keeping their licensure appropriate to their position updated and valid. Lack of appropriate licensure shall be grounds for termination. The CPS Office of Human Resources is happy to try to answer educators' questions and provide licensure guidance when able, including providing employee verifications for the purpose of licensure renewal or acquisition (see forms below). However, the Massachusetts Department of Elementary and Secondary Education (DESE) actually oversees licensure renewal and acquisition and, therefore, the most accurate information and guidance on licensure renewal and acquisition can be found on their website which can be accessed here ([DESE licensure website](#)). DESE licensure support can also be reached via their [Licensure Call Center: 781-338-6600](#). Below are some links to resources other educators have found helpful:

Helpful Links:

- [DESE Website](#)
- [Obtaining your 1st Professional teacher license](#)
 - [Required employment verification form](#)
 - [Understanding the 50 hour requirement for Professional Licensure](#)
- [Obtaining an Additional Initial or Professional Teacher License](#)
- [Renewing a Professional teacher license](#)
 - [Renewal Application](#)
 - [DESE FAQ's](#)

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

Professional Development Plans and Points (PDPs)

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

Professional Development Plans and PDP Requirements

(603 CMR 44.05: Provisions applicable to licenses renewed on or after July 28, 2017)
Professional development activities shall be identified by the educator and supervisor during the development of, and review of, the Individual Professional Development Plan (IPDP) in order to better support student achievement. Individual professional development plans must include at least 150 PDPs including:

- As of July 28, 2017, the required distribution of Professional Development Points (PDPs) for all academic educators renewing a Primary area license has been amended as stated in the regulations (CMR 603 44.06).
- Educators renewing a Primary area license on or after July 28, 2017, must earn a minimum of 150 Professional Development Points (PDPs). Here is the breakdown:
 - (a) At least 15 PDPs in content (subject matter knowledge)
 - (b) At least 15 PDPs in pedagogy (professional skills and knowledge)
 - (c) At least 15 PDPs related to Sheltered English Immersion (SEI) or English as a Second Language (ESL).
 - (d) At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles.
 - (e) The remaining required 90 PDPs may be earned through any combination of “elective” activities that address other educational issues and topics that improve student learning, additional content, or pedagogy.

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

Changes in Regulations

Point Distribution as of July 1, 2016 Primary Area	New Point Distribution as of July 28, 2017 Primary Area
<ul style="list-style-type: none"> • At least 90 PDPs in the content area of the license or in pedagogy, with no less than 60 PDPs in or related to the content area of the educator's Primary area license 	<ul style="list-style-type: none"> • At least 15 PDPs in content
<ul style="list-style-type: none"> • At least 15 PDPs related to Sheltered English Immersion or English as a Second Language 	<ul style="list-style-type: none"> • At least 15 PDPs related to Sheltered English Immersion or English as a Second Language
<ul style="list-style-type: none"> • At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles 	<ul style="list-style-type: none"> • At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles

<ul style="list-style-type: none"> The remaining required 30 PDPs may be earned through either “elective” activities that address other educational issues and topics that improve student learning, or additional content, and/or pedagogy 	<ul style="list-style-type: none"> At least 15 PDPs in pedagogy
	<ul style="list-style-type: none"> The remaining required 90 PDPs may be earned through any combination of “elective” activities that address other educational issues and topics that improve student learning, additional content, or pedagogy

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

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

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

How to earn PDPs

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

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

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

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

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

PDP- eligible activities as adapted from DESE guidelines:

<u>Activity</u>	<u>PDPs</u>	<u>Notes</u>
Undergraduate courses	15 per semester hour (credit)	
Upper-level undergraduate course (only when substantially new to the educator)	22.5 per semester hour (credit)	For example, an elementary teacher with limited content expertise in the area of mathematics may take an upper-level undergraduate course in mathematics and receive 22.5 PDPs per semester hour. A high school mathematics teacher taking the same course would receive 15 PDPs per semester hour, as this would not be substantially new content for the individual.
Graduate course	22.5 per semester hour (credit)	
An instructor of a graduate-level course or approved equivalent	45 per semester hour	Only for the first time the course is taught in a five-year renewal cycle
Audited course	7.5 per semester hour	

DESE-sponsored activities	1.5 per clock hour	Must total at least 10 hours; include a product or pre- and post-content assessment; and include a follow-up component
DESE-sponsored activities	30 in a five-year cycle	For those DESE activities that do NOT have a pre- and post-content assessment, e.g. Mentor Institute
DESE summer content institutes	Up to 67.5	Counts as “content”
DESE 1-day workshops, conferences, etc.	None	
Initiatives sponsored by Districts, Collaboratives or Registered Providers	1 per clock hour	(Minimum of 10 hours on a topic) with an observable demonstration of learning that could include a written product or other documentable product.
Mentoring	1 per clock hour	Maximum of 15 per year in content, pedagogy, or elective
Peer coaching	1 per clock hour	Maximum of 15 per year in content, pedagogy, or elective
Peer assistance and review programs	1 per clock hour	Maximum of 15 per year in content, pedagogy, or elective
Cooperating teacher	1 per clock hour	Maximum of 15 per year in content, pedagogy, or elective
National Board of Professional Teaching Standards	Successful completion	30 in content, 60 in pedagogy, 30 elective

Team for Accreditation or Inspection - visiting team member	30 PDPs in five year cycle	Once in 5 year cycle ; can be used for PDPs not subject to supervisor approval, i.e., elective
Team for Accreditation or Inspection - School personnel preparing for visiting team	30 PDPs in five year cycle	Once in 5 year cycle ; can be used for PDPs not subject to supervisor approval, i.e., elective
Presentation at professional conference	30 PDPs in five year cycle	First time only in a 5 year cycle
Developing and presenting a PD series of at least three sessions	2 per clock hour	Minimum of 10 PDPs, maximum of 24 PDPs, only the first time presented in a 5 year cycle
New curriculum unit published or formally shared	15 per unit	Up to 60 PDPs in a 5 year cycle
Developing and implementing an activity for students, parents, or teachers	1 per clock hour	Up to 30 PDPs in a 5 year cycle when activity is distributed or implemented by a local school, district, or university
Published doctoral dissertation	90	Once in 5 years
Published Master's or CAGS thesis	45	Once in 5 years
Book(s)	90 per book	
Professional journal articles or chapters in a professional book	30 per chapter or article	

Published results of action research	30	Once in 5 years
Continuing Education Units (CEUs)	1 CEU = 10 PDPs	

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

Below are some useful links regarding the earning of PDPs:

- [DESE FAQ's](#)
- [Advancing, Extending, or Renewing a License](#)
- [CPS conference workshop form - High School \(requires advanced approval for reimbursement\)](#)
- [CPS Conference workshop form - other \(requires advanced approval for reimbursement\)](#)
- CPS course reimbursement form (access through Curriculum Office)
- CPS instructor course application form (access through Curriculum Office)

[Course Reimbursement](#)

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

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

SECTION IV – PROTOCOLS, PROCEDURES AND POLICIES

The Chelmsford Public Schools follow several policies and protocols designed to keep students and staff safe and our school environments professional and enjoyable places to work. Several of these policies are provided to new hires at the time of on-boarding (Marked with

superscript ¹). Others are reviewed by staff annually (Marked with superscript ²). Collectively, we hope that these policies will guide our rights and responsibilities at work and make our schools and offices safe and enjoyable places to be each day.

Student and Staff Safety

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

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

General Staff Safety

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

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

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

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

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

~~[CPS Nondiscrimination Non-Discrimination Policy and Grievance Procedures](#)~~
~~[Harassment Policy \(File AC\)](#)~~

○ [Civil Rights Grievance Procedure](#)

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

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

Emergency Protocols

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

[Supervisor's Report of Accident Intake Form](#)
[Bloodborne Pathogen Training²](#)

2

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

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

[Restraint Prevention & Behavior Support Module²](#)

Bullying Prevention and Intervention

The Chelmsford Public Schools is committed to providing a safe, positive, and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyberbullying [see [definition of bullying and cyberbullying](#) as articulated in CPS School Committee policy docs]. It is a violation of this policy for any student or member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional to engage in bullying or cyberbullying or for any employee of the Chelmsford Public Schools to condone or fail to report acts of bullying or cyberbullying that they witness or become aware of (i) on school grounds and property immediately adjacent to school grounds; (ii) at school sponsored or school-related activities, functions or programs whether on or off school grounds; (iii) at school bus stops; (iv) on school buses or other vehicles owned, leased or used by the school district; (v) through the use of technology or an electronic device owned, leased or used by the school district and (vi) at a location, activity, function or program that is not school related, or through the use of technology or an electronic device that is not owned, leased or used by a school district, (vii) if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school. The District's bullying and cyberbullying policies and procedures and training are referenced below.

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

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

The Chelmsford Public Schools will provide students with age-appropriate instruction on bullying/cyberbullying prevention. The Chelmsford Public Schools will provide professional development to build the skills of staff members, as required by law. The

Chelmsford Public Schools developed a Bullying/CyberBullying Prevention and Intervention Plan which is below and sets forth the administrative guidelines and procedures for the implementation of this policy. Each principal shall be responsible for the implementation and oversight of the Plan at his/her program

[Anti-Bullying Training²](#)

[Cyberbullying](#)

[CPS Bullying Prevention and Intervention Plan \(File JICFB\)](#)

[Bullying prevention and intervention reporting form](#)

[Mandatory Reporting and Student Confidentiality](#)

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

[Student Confidentiality](#)

[Workplace drug, tobacco, alcohol and weapon prohibitions](#)

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

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

Smoking or the use of any tobacco products, including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco and snuff and electronic cigarettes, electronic cigars, electronic pipes or other similar products that rely on vaporization or aerosolization, within the school buildings, school facilities, on school grounds by any individual, including school personnel, is prohibited by law (M.G.L., Chapter 71, Section 37H; M.G.L. Chapter 71, Section 2A) and is strictly enforced. Failure to adhere to this policy will result in disciplinary action, up to and including termination.

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

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

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

Internet and Technology

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

With technology becoming an increasingly useful, necessary and prevalent part of the instruction and service provision at Chelmsford Public Schools, we recognize that staff and students will be accessing technology in many ways in the course of their work and instruction. There should be no expectation of privacy on school devices and school networks. Email is generally considered a public record. In order to ensure that staff and students use this technology in ways that enhance the learning experience for students, the Chelmsford Public Schools has assembled, and continues to revise policies and protocols designed to guide the use of technology in classrooms and the workplace:

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

Translations for Families

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

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

Employee Rights & Responsibilities

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

All Chelmsford Public School employees have certain rights and responsibilities. Below we provide access to some additional policies that outline these rights and responsibilities. Questions can be directed to the Office of Human Resources (978) 251-5100 x6904.

[Gifts to and Solicitations by Staff \(File GBEBC\)](#)
[State of MA Conflict of Interest/Ethics training](#)
[Summary of Conflict of Interest Law](#)
[CPS Summary of State and Federal Employment Law](#)

[Student Discipline](#)

[Idea 504 Training²](#)

[School Ceremonies and Observances - Religious Holidays \(File IMDC\)](#)

[Media Relations/Dissemination of News \(File KDD\)](#)

[Animals in Schools \(File IMG\)](#)

[Non-Discrimination and Reasonable Accommodation for Pregnant Workers](#)

[Chelmsford Public Schools Reasonable Accommodations Procedures](#)

[Employment Rights of Individuals with Disabilities \(MA\)](#)

[American with Disabilities Act](#)

SECTION V – STAFF CONDUCT

Basic Employment Expectations

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

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

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

Standards of Conduct

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

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

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

Meeting Job Expectations

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

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

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

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

Disciplinary Actions for Unacceptable Activities

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

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

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

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

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

1. Willful violation of any Chelmsford Public Schools rules; deliberate action that is extreme in nature and is obviously detrimental to the School Department's efforts to provide services effectively and efficiently.
2. Negligence or any careless action which endangers the life or safety of another person or student.
3. Willful violation of security or safety rules or failure to observe safety rules or School Department safety practices; failure to wear required safety equipment; tampering with School Department equipment or safety equipment.

4. Being intoxicated or under the influence of controlled substance drugs while at work; use, possession or sale of any controlled substance or alcohol, in any quantity while on School Department property except for medications prescribed by a physician which do not impair work performance.
5. Unauthorized possession of dangerous weapons, firearms, or explosives on School Department property or while on duty.
6. Engaging in criminal conduct or acts of violence, making threats of violence toward anyone on School Department premises or when representing the School Department; fighting, provoking a fight on School Department property; or damage of property. The School Department regards fighting as a very serious offense. If confronted by another employee or member of the public, we expect employee(s) to retreat, and not escalate the situation or retaliate.
7. Insubordination or refusing to obey instructions properly issued by the District/employee's supervisor pertaining to the employee's work.
8. Engaging in an act of sabotage; willfully or with gross negligence causing the destruction or damage of School Department property, or the property of fellow employees, members of the public, vendors, or visitors in any manner.
9. Theft of School Department property or the property of fellow employees; unauthorized possession or removal of any School Department property (e.g., documents, curriculum, school materials, etc.), from the premises without prior permission from management; unauthorized use of School Department equipment or property for personal reasons; using School Department equipment for profit.
10. Willful falsification or misrepresentation on an application for employment; other work records; sick or personal leave; falsifying the reason for a leave of absence or other information about the School Department; intentionally and willfully misrepresenting information about the School Department or its employees; failing to tell the truth during the course of a School Department investigation or inquiry; alteration of School Department records or other School Department documents.
11. Violating the privacy of others by releasing confidential or protected information to outside individuals, organizations, or to unauthorized School Department employees; breach of confidentiality of personnel or personal information of another employee on the job.
12. Engaging in behavior designed to create discord and lack of harmony; interfering with another employee on the job; willfully restricting work output or encouraging others to do the same.
13. Inappropriate conduct or indecency while on duty or while on School Department property.
14. Violations of the conflict of interest statute, including but not limited to seeking unwarranted gain or exemptions for yourself or others.
15. Threatening, intimidating, harassing or coercing fellow employees, students, or members of the public; interfering with another employee on the job; using

obscene or abusive language towards another employee, student or member of the public; threatening or employing physical violence towards another employee, student, or member of the public.

16. Egregious off duty conduct and/or conduct that undermines the confidence of the public in the School Department's capacity to fulfill its functions to the public in a fair, safe, and effective manner.

SECTION VI – CONTRACTUAL AGREEMENTS AND UNAFFILIATED BENEFITS

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

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

- [CBA - Administrators \(2022-2025\)](#)
- [CBA - Building Custodians \(2023-2026\)](#)
- [CBA - Food Service Personnel \(2022-2025\)](#)
- [CBA - Professional Support Personnel \(2022-2025\)](#)
- [CBA - Teachers & Nurses \(2022-2025\)](#)

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee

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

Date: July 19, 2025

Re: Request for Private School Approval – Drake Academy of Excellence

In reviewing the attached application of the Drake Academy of Excellence (DAE) to operate a private school in the Town of Chelmsford, for review and consideration of approval by the Chelmsford School Committee, a comparison has been conducted between DAE's application and the "Criteria for Approval of a Private School by a School Committee" as outlined by the Massachusetts Department of Elementary and Secondary Education (DESE). The DESE criteria is attached for your reference.

Below is an analysis of each required element, detailing DAE's response and whether it meets the outlined criteria:

1) Population To Be Served

Criteria Requirement: The application must address admissions criteria and provide documentation of the school's enrollment.

Drake Academy of Excellence Response: DAE, a private, non-profit elementary/middle school and teacher development program, is set to open in Chelmsford in Fall 2025. The proposed school will serve students in grades 1-8. DAE plans to open with 20 students in grade 1 in September 2025, and then add one grade level each year until a full enrollment of approximately 240 students is reached in 2033.

The school aims to enroll students from northwest Massachusetts (Chelmsford, Lowell, Dracut, Dunstable, Groton, and Tyngsboro) and southern New Hampshire (Nashua, Hudson, and Merrimack). DAE states a commitment to enrolling students from culturally diverse backgrounds, including low and high-income families, and students who have experienced varying levels of academic success (one-third successful, one-third average, one-third not successful, and some under grade level in reading and/or math). Ideal students are described as those not reaching their full potential in public school, unmotivated in private school, or those who have caused behavior problems, as well as those who have experienced high academic success in public school. Eligibility requires student applicants to be enrolled in or reside in Massachusetts or New Hampshire. First-grade applicants must have turned 6 by September 1st. The admission procedure for the

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

2025-2026 school year involves submitting applications between October 1st and July 15th, followed by a parent/student interview and school tour. Approval notices are sent by the end of June, with a parent decision due by August 1st. DAE is currently accepting applications pending school board approval.

Evaluation: DAE provides a clear and detailed overview of the population it intends to serve, its enrollment projections, and specific admissions criteria and procedures. **This criterion is met.**

2) Physical Plant/Safety Health and Safety Issues

Criteria Requirement: The school must provide evidence of current compliance with various health and safety standards, including a Certificate of Occupancy, fire and safety inspections, elevator inspection (if applicable), lead paint prevention, other federal/state health and safety standards (e.g., PCB, asbestos, handicap accessibility), and copies of valid safety and health inspection certificates. Policies for kitchen security, dining facilities, bathing/toilet facilities, classroom space, health inspections, and pesticide use are also required.

Drake Academy of Excellence Response: DAE states that "the site, plant, and equipment adequately support the program and are operated to ensure the safety and health of the students". The application indicates that building safety documentation, including the Certificate of Occupancy, Fire inspection, Safety inspection, Elevator inspection (N/A), Compliance with lead paint poisoning prevention (for children under 6 years old), Compliance with other applicable federal and state health and safety standards (e.g., PCB, asbestos inspections, handicap accessibility), and Copies of valid safety and health inspection certificates, will be submitted to the school committee once building renovation is complete. DAE affirms that it is subject to the Massachusetts Pesticide Control Act. Regarding fire safety, fires or explosions resulting in loss of life must be reported in writing within 48 hours (excluding Sundays and holidays) to the fire marshal, using specific forms and providing details of the incident. The school will follow recommended CDC guidelines for Covid-19 and communicable diseases, and parents will receive a handbook outlining school guidelines and procedures for illnesses.

Evaluation: While DAE explicitly states that it is committed to ensuring safety and will comply with various regulations, the crucial documentation proving current compliance (e.g., Certificate of Occupancy, inspection certificates) is stated as pending submission *after* building renovation is complete, rather than being included in the current application. This means the application itself does not yet provide the "evidence of current" compliance as requested by the criteria.

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Therefore, **this criterion is not fully met in the submitted documentation** and will require follow-up upon completion of renovations.

3) Curriculum

Criteria Requirement: The curriculum offered should be "equivalent" to that in local public schools, specifically covering mathematics, science and technology, history and social science, English, foreign languages, arts (including Massachusetts Art Week), and physical education.

Drake Academy of Excellence Response: DAE asserts that its curriculum is "equivalent" to that offered in the local school system for the specified instructional areas. Instruction is provided in English Language Arts, Mathematics, Global Studies/History, and Science. Creative Arts include Music, Drama, Dance, Art, Spanish Immersion, Technology Integration, Leadership, Etiquette and Poise, Public Speaking, and Finance. Enrichment areas offered are KEVA, Science Olympiad, media, and dance. DAE is a "standards informed" school, referring to the Massachusetts Curriculum Frameworks to ensure students can transition into public schools if needed. The school partners with Julie Stern (Learning that Transfers) to train staff in authentic and rich learning. Specific curriculum guides mentioned are:

- English Language Arts: Foundations by Wilson Language Basics (grades 1-3) and Wilson Reading System (grades 4-8).
- Mathematics: Math in Focus: Singapore Math by Marshall Cavendish (grades 1-8).
- Science: FOSS Next Gen Science (grades 1-8).
- Social Studies: IMPACT by McGraw Hill (grades 1-5) and Facing History and Ourselves Curriculum and Pedagogy (grades 6-8).
- Positive Psychology: PEEC (grades 1-8).
- Social Emotional Learning and Leadership: iLEAD John Maxwell Elementary Curriculum (grades 1-8).
- Spanish: Risas y Sonrisas (grades 1-5, starting in grade 3).

Unified Arts Classes during the school day include Visual Arts, Music, Physical Education/Health, and Technology. Mandatory enrichment programs are also offered during the school day. The Massachusetts Curricular Standards for Math, ELA, Social Studies, and Science for grades 1-8 are included in the appendix. Lesson planning utilizes the Understanding by Design (UbD) model.

Evaluation: DAE provides a comprehensive and detailed curriculum plan that explicitly states its equivalence to public school offerings and lists specific programs and alignment with state standards. **This criterion is met.**

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

4) Educational Materials

Criteria Requirement: Textbooks and individual instructional materials, including computers and other technology, must be adequate.

Drake Academy of Excellence Response: DAE states that in addition to the curriculum books, students will have access to fiction and nonfiction literature that enhances the curriculum. Each content area will include supplemental materials, such as math manipulatives and science materials. Classrooms will be equipped with computers for student use during technology blocks, and teachers will utilize smartboards for engaging and interactive instruction.

Evaluation: DAE provides sufficient detail regarding the adequacy of its educational materials, including traditional textbooks, supplemental materials, and technology. **This criterion is met.**

5) School Staff

Criteria Requirement: Instruction must be "thorough and efficient" based on teacher qualifications, adequate student/teacher ratio, regular evaluation of staff, and the school principal's review of criminal offender record information (CORI) for employees and volunteers. Mandated reporting for child abuse/neglect is also specified.

Drake Academy of Excellence Response:

- **Teacher Qualifications:** DAE commits to high standards despite no state requirements for private school teacher certification. Teachers must have a Bachelor's or Master's Degree in education, at least 2 years of teaching experience OR be newly graduated from UMASS Lowell, experience with elementary/middle school learners, appropriate teaching credentials, recent teaching experience, knowledge of instructional strategies, and a willingness to try new approaches. Key staff members' qualifications (Esther Concepción, Brittany Young, Susanna Katsman, Julie Jungalwala, Julie Stern, Jeannie Painter Wagner, Kayla S. McGarr) are detailed, showing relevant degrees and experience.
- **Student/Teacher Ratio:** DAE states its student:teacher ratio is 20:2.
- **Regular Evaluation of Staff:** DAE implements principles of a Deliberately Developmental Organization (DDO) and Immunity to Change, involving daily feedback and evaluation for professional skill and personal growth. Staff will be evaluated every quarter with classroom visits, and records kept in employee folders.
- **CORI:** The Head of School will review CORI for all current and prospective employees and volunteers, including those providing school

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

transportation, as required by law (M.G.L. c. 71, § 38R). CORI must be obtained at least every three years.

- **Mandated Reporting:** Private school teachers are obligated to immediately report suspected physical or emotional injury from abuse or neglect of a child under 18 to the Massachusetts Department of Children and Families (DCF) or the school administrator, who then notifies DCF (M.G.L. c. 119; §§21 and 51A). DAE states it understands this obligation.

Evaluation: DAE provides comprehensive information regarding teacher qualifications, a stated student-teacher ratio, a clear system for staff evaluation, and adherence to CORI and mandated reporting requirements. **This criterion is met.**

6) Administration

Criteria Requirement: The school must have a clearly defined organization that facilitates its objectives and mission.

Drake Academy of Excellence Response: DAE outlines a clearly defined organizational and leadership model. The structure includes:

- An Executive Board of Directors (fiscal management, administrative support, general oversight).
- An Advisory Board (community leaders providing oversight and advice).
- An Executive Director (Esther Concepción) responsible for mission communication, daily operations, and Executive Board supervision.
- Teachers and Coaches who implement, model, and embody DAE values.
- An Inspired Board / Dream Team focused on events, fundraising, and financial administration.

The organizational model is based on a Deliberately Developmental Organization (DDO), emphasizing workplace culture and personal development of staff, which is intended to promote communication, efficacy, and accountability. Leadership guiding principles include Transparency and Accountability, Integrity, and Service. These principles are applied from the Board of Directors to students, fostering trust and growth. Specific leadership styles (Instructional, Organizational, and Transformational) are integrated into their culture.

Evaluation: DAE presents a well-defined and multi-layered organizational and leadership structure that aligns with its stated objectives and mission. **This criterion is met.**

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

7) Records

Criteria Requirement: The school must maintain an adequate and secure system of student records (attendance, health, discipline, progress reports), provide timely transcripts upon request, and efficiently transfer transcripts if the school ceases operation. Hazing policy filing for grades 6-12 is also noted.

Drake Academy of Excellence Response:

- Record System & Security: DAE uses Dream Class student management software to track daily student attendance and illnesses. Student records in Dream Class are kept secure using GDPR data encryption through Amazon Web Services (AWS) (27001 compliant), Privacy with Zotto, Pay with Stripe, and multifactor authentication.
- Massachusetts Law Compliance (Record Keeping): DAE confirms compliance with Mass. Gen. Laws regarding:
 - Reporting student enrollment (within 30 days) and withdrawals (within 10 days) to the superintendent.
 - Providing information to a justice if a pupil is awaiting court examination/trial or under court supervision.
 - Providing a free written transcript upon student request (first copy), and charging up to \$1/page or \$5/entire transcript for duplicates.
 - Efficiently transferring all current and former students' transcripts to the Massachusetts Department of Elementary and Secondary Education (DESE) or to the transferring school if DAE ceases operation. DAE explicitly states it is prepared to do this.
 - Discipline Records: A school-wide discipline policy is in place to minimize behavior problems, with clear expectations and consistent disciplinary actions across all staff. Consequences are escalating, from placing a name on the board to a parent/child meeting, and potential surrender of enrollment if the school is not a good fit (with no tuition refunds).
 - Progress Reports: Students engage in self-assessments and receive progress reports quarterly and at the end of each unit. This information is compiled into the Mastery Transcript Consortium (MTC), where students' work is assembled into portfolios as indicators of learning, focusing on the 8 Habits of Mind.
 - Hazing Policy: The criteria notes that a hazing policy report must be filed annually for grades 6-12 (M.G.L. ch. 269, section 19). DAE serves grades 1-8, making this applicable for grades 6-8. While DAE details its general discipline policy, the application does not explicitly state that the required annual hazing prohibition and disciplinary policy report will be filed with the board of education.

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Evaluation: DAE demonstrates a strong system for record maintenance, security, and adherence to state laws regarding transcripts and reporting. The only potential gap is the lack of explicit mention of filing the *annual hazing policy report* as required for schools including grades 6-8. Otherwise, **this criterion is largely met.**

8) Nursing, Health, Student Services

Criteria Requirement: The school must provide adequate pupil personnel services, including health care procedures, guidance and counseling programs, and a discipline policy. It also mentions eligibility for sight/hearing screening from the local school committee if non-discriminatory.

Drake Academy of Excellence Response:

- **Health Care Procedures:** All staff will be trained and maintain current CPR and First Aid certification, with records kept in staff files. A designated area for sickness and supervision until parent pickup will be available. The school also reiterates its commitment to reporting child abuse/neglect, understanding controlled substance laws, and reporting fires/explosions.
- **Guidance and Counseling Programs:** DAE states it does not currently have a dedicated guidance counselor. However, it notes that its school culture, built on honoring students' humanity, is expected to minimize behavior problems. Furthermore, parents (with permission) can access coaching and mentoring through DAE's Collaborative Institute, where coaches with a background in Psychology can discuss issues to support mental health and development.
- **Discipline Policy:** DAE implements a school-wide code of conduct with clear, consistent expectations and disciplinary actions.
- **Screening Eligibility:** DAE's certification statement explicitly confirms it "shall not discriminate on the basis of race, color...", which enables students to receive sight, hearing, and other physical defect screenings through the local school committee or board of health upon parent/guardian request.

Evaluation: DAE provides adequate health care procedures and a clear discipline policy. The non-discrimination statement also ensures eligibility for screenings. However, the *absence of a dedicated guidance counselor* and reliance on alternative coaching resources may be a point of consideration for the School Committee regarding the "adequacy" of guidance and counseling programs as typically defined in public school settings. Otherwise, **this criterion is largely met.**

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

9) Special Education

Criteria Requirement: Students with disabilities attending private school at private expense are entitled to special education designed to meet their needs, potentially including an IEP if federally funded. State/local funded services must be provided in a public or neutral facility.

Drake Academy of Excellence Response: DAE cites the relevant Massachusetts General Laws regarding special education. It states that eligible students with disabilities attending private school at private expense are entitled to special education designed to meet their needs. The school district where the student resides must provide genuine opportunities to participate in the public school special education program, consistent with state constitutional limitations. Eligible students are entitled to an Individualized Education Program (IEP). Services funded by state or local monies must be provided in a public facility or other public or neutral site. If services are funded only with federal monies, they may be provided on private school grounds. DAE also notes the presence of another private non-profit school and treatment center in Chelmsford that serves students with disabilities.

Evaluation: DAE accurately states the entitlements and limitations regarding special education services for students attending private schools, as defined by Massachusetts law. The application does not indicate that DAE itself will directly provide extensive special education services on-site with state/local funds, but rather acknowledges the student's entitlement to such services from their resident public district or through federal programs, which aligns with the regulations.

This criterion is met by demonstrating understanding and compliance with the state's framework for special education in private schools.

10) Financial Support

Criteria Requirement: The school must provide evidence of financial solvency and resources to sustain the educational program (e.g., profit and loss, balance sheets, budgetary provisions) and documentation of its legal status (articles of incorporation, tax-exempt status).

Drake Academy of Excellence Response: DAE states its financial viability stems from tuition, contributions/donations, and revenue generated from the Drake Academy of Excellence Teacher and Leadership Collaborative (DAETLC). The application notes that "Further budget will be provided upon request". Documentation of legal status, including Proof of 501c3 and a Certificate of Good Standing, are listed as present in the appendix.

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Evaluation: DAE identifies its funding sources and confirms the availability of legal status documentation. However, detailed financial evidence (like profit and loss statements or balance sheets) are not included in the application document, but is stated as "provided upon request". To fully meet this criterion, such financial evidence should be proactively provided as part of the application for review. Therefore, **this criterion is not fully met in the submitted application and requires the provision of the additional financial documentation.**

11) Student Learning Time

Criteria Requirement: The school must provide adequate student learning time, including the length of the school year and school day, and hours of instruction in each subject.

Drake Academy of Excellence Response: DAE states that students will be in school for a total of 36 weeks or 180 days, which is noted as being "as required by the Massachusetts Department of Education" (though this is a public school requirement, DAE adheres to it). A Daily School Schedule is provided (Monday-Friday). Student drop-off is from 8:00-8:10 a.m. The core school day runs from 8:10 a.m. to 4:00 p.m. (Monday-Thursday). Specific instructional blocks include Morning Meeting & Positive Education, Math, English Language Arts, Social Studies, Science, and Co-curriculars, interspersed with snack and recess, and lunch. Fridays have dismissal at 4:00 p.m. (no after-school programming). The first Friday of each month has dismissal at 12:15 p.m. for staff professional development. Optional after-school programs are available for an extra fee until 5:00 p.m.

Evaluation: DAE clearly defines its school year length and provides a detailed daily schedule with allocated instructional time for each subject, demonstrating adequate student learning time. **This criterion is met.**

12) Student Performance Assessment

Criteria Requirement: The school must periodically evaluate students' skills, competencies, and knowledge and document their progress.

Drake Academy of Excellence Response: DAE employs a variety of assessment methods to evaluate student learning and progress:

- Formative and summative assessments, quizzes, tests, and portfolios are used across English Language Arts, Mathematics, Science, Social Studies, and Spanish.

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

- Specific assessment tools include Lexile (for reading level and growth), Ames Web (for benchmark assessments and progress monitoring), Wade Assessments by Wilson (for placement and progress monitoring), and iReady (for progress monitoring).
- Baseline assessments in ELA and Mathematics are administered in September.
- DAE states that standardized tests are not administered until grade 3.

Progress is primarily documented through the Mastery Transcript Consortium (MTC), where students compile work into portfolios to demonstrate learning based on the 8 Habits of Mind. Students set their own learning goals and continually assess their progress. Additional assessment activities include exit tickets and debates. A "wellbeing chart" will also be used to assess instruction and student learning. The school's primary focus for assessment is on "the learning and growth that happens over the course of the year".

Evaluation: DAE provides a comprehensive approach to student performance assessment, detailing a range of methods, tools, and a philosophy that emphasizes continuous monitoring and student-driven assessment. **This criterion is met.**

13) Notification of Private School Closure

Criteria Requirement: The private school should provide timely notice of closure to the school committee and ensure the transfer of all student transcripts (current and former) to the Department of Elementary and Secondary Education or to the transferring school.

Drake Academy of Excellence Response: DAE explicitly states its commitment to complying with this requirement. In its "Certification Statement | General Statement of Assurances," DAE certifies that "if a private school closes, the owner must transfer all current and former students' transcripts to the Department or to the school to which a current student has transferred". This commitment is reiterated in the "Documentation of School's Enrollment" section, where DAE states it is "required and prepared to efficiently transfer transcripts of all students and former students to the Massachusetts Department of Elementary and Secondary Education and/or other schools in accordance with G.L. c. 71, § 34G" should it cease operation. Detailed information on transcript contents and transfer procedures is provided in the Records section.

Evaluation: DAE clearly acknowledges and demonstrates a full understanding of and readiness to comply with the legal requirements for notification and transcript transfer upon school closure. **This criterion is met.**

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Overall Summary for the Chelmsford School Committee:

The Drake Academy of Excellence (DAE) has submitted a detailed application that largely addresses the criteria for approval as outlined by the Massachusetts Department of Elementary and Secondary Education. Many key areas, including curriculum, staffing, administration, student learning time, and assessment, are thoroughly described and appear to meet the standards.

However, the School Committee should note two areas that require further attention or confirmation:

1. **Physical Plant/Safety:** While DAE commits to safety, the application states that essential documentation, such as the Certificate of Occupancy and various inspection certificates, will be provided *after* building renovation is complete. The School Committee should ensure these crucial documents are received and reviewed once available.
2. **Financial Support:** The detailed financial evidence (profit and loss, balance sheets, budgetary provisions) is stated as "*provided upon request*" rather than being included in the submitted application. The School Committee should request and thoroughly review these documents to confirm financial solvency.
3. **Hazing Policy:** While general discipline is well-covered, the application does not explicitly state that the required annual hazing prohibition and disciplinary policy report will be filed for grades 6-8, as noted in the criteria. This is a minor administrative detail that should be confirmed.
4. **Guidance and Counseling Programs:** DAE explicitly states that it does not have a dedicated guidance counselor yet. While it proposes alternative support through its Collaborative Institute coaches with psychology backgrounds, the School Committee may wish to assess if this alternative adequately fulfills the criterion for "adequate pupil personnel services" regarding guidance and counseling.

Addressing these points would strengthen the application and provide the Chelmsford School Committee with a complete basis for its review and action.

Criteria for Approval of a Private School by a School Committee

1) Population To Be Served

Admissions criteria; documentation of school's enrollment

2) Physical Plant/Safety

Health and Safety Issues (603 CMR 18.00, et. al.)

Address how the private school will maintain on-site safety, as well as that of any equipment used at the school in policy and procedure. Develop policy and procedure for display and maintenance of the following:

The school shows evidence of current:

- i. Certificate of Occupancy
- ii. Fire inspection
- iii. Sprinkler System Inspection
- iv. Fire Loss – The fire marshal must be notified within 48 hours (excluding Sundays and holidays) in writing of any fire or explosion which resulted in a loss. The report should contain a statement of facts addressing cause and origin of the fire/explosion, scope of damage, insurance on the property, and other information as necessary.
- v. Safety inspection
- vi. Elevator inspection, if applicable
- vii. Compliance with lead paint poisoning prevention (for children under 6 years old
- viii. Compliance with other applicable federal and state health and safety standards (e.g., PCB, asbestos inspections, handicap accessibility)
- ix. Copies of valid safety and health inspection certificates
- x. Kitchen Security - measures implemented which demonstrate safe and security of equipment used in the making and storage of food, as well as regular maintenance of the kitchen to ensure the sanitary condition of the area
- xi. Dining Rooms/Furniture/Utensils/Drinking Water – policy and procedure indicating the use and maintenance of such facilities in accordance with the regulatory authority must be established
- xii. Bathing/Toilet Facilities – water temperature, privacy issues, hygiene accommodations, mirrors, toiletries, access, flush sink or diaper rinsing sink and other regulations must be complied with. In day schools, the current requirement is one toilet and sink for every fourteen students in one or more well-ventilated bathrooms or a statement of why a lower ratio meets the school's needs.
- xiii. Classroom and General Space Requirements as required under the Code.
- xiv. Health Inspection per regulation guidelines
- xv. Pesticide Use– Policy should reflect that the private school is subject to the Massachusetts Pesticide Control Act and note any necessary requirements of that Act.

NOTE: As a general matter, policy should reflect that the site and any equipment in use on-site support the program adequately and are used and operated in such a manner as to ensure the health and safety of the student body

3) Curriculum

M.G.L. c.76 section 1 states that a school committee should approve a private school where the program meets “thoroughness and efficiency” language. Further, no mandate regarding curriculum offered by a private school is implied by this language. However, a curriculum that is equivalent to that offered by public schools should be offered, to include:

- i. Mathematics
- ii. science and technology
- iii. history and social science
- iv. English
- v. foreign languages
- vi. arts (Massachusetts Art Week (last week of May) – it is wise to include a provision that celebrates this week by displaying student art works, exhibitions, or other ceremonies as required for public schools under M.G.L. ch. 6, section 15D.)
- vii. music
- viii. physical education

4) Educational Materials

Textbooks and individual instructional materials, including computers and other technology, are adequate.

5) School Staff

The instruction provided is "thorough and efficient" based on:

- i. teacher qualifications
- ii. adequate student/teacher ratio
- iii. regular evaluation of staff
- iv. the school principal reviews criminal offender record information (CORI) of current and prospective employees and volunteers, as required by law

Mandated Reporting – Under M.G.L. chapter 119, section 51A, a schoolteacher with reasonable cause to believe that a child under 18 is suffering physical or emotional injury due to either abuse, neglect, or both, must report immediately to their administrator or to DCF directly.

6) Administration

The school has a clearly defined organization that facilitates its objectives and mission.

7) Records

- A. The school maintains an adequate system of student records (e.g., attendance, health, discipline, progress reports).
- B. The student records are kept in a secure and organized manner that is consistent with federal and state student record laws to the extent applicable.
- C. The school maintains and timely provides transcripts in response to requests of students and former students in accordance with G.L. c. 71, § 34A.
- D. The school is prepared efficiently to transfer transcripts of all students and former students to the Massachusetts Department of Elementary and Secondary Education and/or other schools should it cease operation, in accordance with G.L. c. 71, § 34G.

Hazing Policy – Where Grades 6-12 are taught at the private school, an annual report must be filed to the board of education certifying notification of students by the private school of notice of the hazing prohibition and its adoption and distribution of a disciplinary policy that addresses organizers and participants of hazing under M.G.L. ch. 269, section 19.

8) Nursing, Health, Student Services

The local school committee or board of health may provide for sight, hearing, and other physical defect screening with request by a parent or guardian, where the private school has included language that it does not discriminate in entrance requirements on the basis of race or color. M.G.L. Ch. 71, section 57.

The school provides adequate pupil personnel services for all students (e.g., health care procedures, guidance and counseling programs, discipline policy).

9) Special Education

Students with disabilities attending a private school at private expense are entitled to special education designed to meet those disabilities, including individualized education program (IEP) if not paid for with state funds, e.g. federal funds. In the case of IEP, if state monies are funding a given student, the student must be served in a public facility per M.G.L, ch. 71B, section 1; St. 1999, ch. 27, section 258; CMR 28.03(1)(e).

10) Financial Support

- A. The school provides evidence of financial solvency and resources e.g., profit and loss, balance sheets, budgetary provisions, and means of sustaining educational programs to sustain the educational program.
- B. The school presents documentation of its legal status. These may include copies of the articles of incorporation and the certification of tax-exempt status.

11) Student Learning Time

The school provides adequate student learning time (length of school year and school day) and hours of instruction in each subject.

12) Student Performance Assessment

The school periodically evaluates students' skills, competencies, and knowledge and documents their progress.

13) Notification of Private School Closure

The private school should provide notice in a timely manner to the school committee from which it received approval pursuant to G.L. c. 76, § 1. In addition, once it has ceased operation, G.L. 71, § 34G requires the owner or administrator of the school to transfer transcripts of all students and former students to the Department of Elementary and Secondary Education, except for students who are transferring to another public or private educational institution. In that case, the private school must transfer the student's records to the school that the student will be attending.

Disclaimers:

School Committee's liability for damages incurred by virtue of its approval of a private school:

The approval function that G.L. c. 76, § 1, imposes upon school committees is fairly limited. Thus, as long as a school committee acts reasonably and in good faith in carrying out its statutory approval function, its potential liability is minimal. It would be advisable to make clear in school committee policy and procedures, deliberations and votes on private school approval, as well as in correspondence with interested parties about a particular private school, just how limited the school committee's responsibility is under G.L. c. 76, § 1.

School Committee Notification of approval, disapproval, or school closure:

Department of Elementary and Secondary Education require school committees to report any approval within their jurisdiction to the Department. The form, [Notification of New Private School](#) requires the school committee to confirm that it has approved the private school, the date which the private school commenced operation, and other basic information, such as the school's street and e-mail addresses. The Department must collect and track this information for purposes of the various federal grant funds that it distributes to private schools.

In addition, the school committee should timely notify the Department of Elementary and Secondary Education if it has decided not to re-approve, or has revoked approval of, a private school, or if the school has closed. It is important for the Department to receive this information promptly, especially if the private school at issue has a special education program that the Department has approved for placement of publicly funded students with disabilities.

The Department will refer inquiries regarding the approval status of a particular private school to the superintendent of the district in which that school is located.



SCHOOL BOARD APPROVAL APPLICATION

Table of Contents

- A. Letter to School Board - 3
- B. Information Sheet - 4
- C. Certification Statement | General Statement of Assurances - 5
- D. School Committee Approval Checklist & Vote - 8
- E. Executive Summary - 10
- F. Community Need | Population to be Served - 11
- G. Admissions Criteria | Documentation of School's Enrollment - 12
- H. Physical Plant | Safety - 14
- I. Educational Philosophy | Model of Learning and Understanding - 15
- J. Curriculum & Assessment - 17
- K. Educational Materials - 27
- L. School Staff | CORI | Administration - 28
- M. Governance - 30
- N. Organizational and Leadership Model - 33
- O. Drake Academy of Excellence | Drake Collaborative Learning Institute - 38
- P. Records - 41
- Q. Student Services - 43
- R. Financial Support | Legal Status - 46
- S. Student Learning Time | School Calendar and Schedule - 47

A. LETTER TO SCHOOL BOARD

Dear Chelmsford School Board,

We are living in the midst of one of the most exciting and hopeful eras in education. Elementary students have won the lottery, educationally speaking, and have many reasons to look on their future with hope and anticipation.

Over the past two decades, educational research has proven which school cultures, curricula, and teaching practices help children to thrive. Applying this research has transformed many schools and the lives of children all around the world. Schools such as the Geelong Grammar School in Australia, International School of Prague, Frankfurt International School, the American International School of Budapest, and the Ron Clark Academy in Atlanta are just a few of the schools that are leveraging this research and collaborating with experts to transform education and create school cultures that help young people to thrive. Their examples are inspiring!

What these schools have in common is that they are private facilities, and therefore, have the freedom and resources that allow them to implement this research systemically. However, in Massachusetts, these types of private schools come with a price tag ranging anywhere from \$40,000-\$90,000, an impossible commodity for most families. This issue is exactly why we exist today.

We present Drake Academy of Excellence, a model private, non-profit, elementary/middle school and teacher development program. We are not the savior, but a team of collaborators who want to see children thrive, just like you do. DAE was built to be a school that highlights the great work already being done, that elevates the education that learners are receiving, and provides access to those who are utilizing proven research to shift to a post-industrial model of learning.

After many years of hard work, we are thrilled to announce that we are opening our doors in Chelmsford in fall 2025! We look forward to working collaboratively with the educational community in Chelmsford and to amplify the great work that is already happening.

Sincerely,

Esther Concepción, Founder and Brittany Young, Cofounder

B. Information Sheet

Name of Proposed School: Drake Academy of Excellence Inc.

School Address (if known): 275 Billerica Road Unit 1B Chelmsford, MA 01824

Primary Contact Person: Esther Concepción

Role or relationship of contact person to proposal: School Founder, Principal, and Teacher

Daytime Telephone: 978-254-6828

Email: econcepcion@drakeexcellence.org

1. The proposed school will open in the fall of school year: ☒ 2025 – 2026

2. Grade span at full enrollment: 1 – 8

3. Total student enrollment when fully expanded: 240

C. Certification Statement | General Statement of Assurances

I. Certification Statement

Proposed School Name: Drake Academy of Excellence

Proposed School Location (City/Town): Chelmsford, MA 01824

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief and that this application has been or is being sent to the superintendent of each of the districts from which we expect to draw students and from any contiguous districts. Further, I understand that, if approved, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. This is a true statement, made under the penalties of perjury.

Signature of:



Esther J. Concepción Date: 6/23/2025

Daytime Phone: Provided upon request

II. General Statement of Assurances

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for the private school, Drake Academy of Excellence Inc. at 275 Billerica Road Unit 1B Chelmsford, MA 01824 is true to the best of my knowledge and belief; and further, I certify that, if awarded approval, the school will abide by the following laws as set forth by the Massachusetts DESE.

- ⇒ The supervisory officers of all private schools must report the name, age and residence of any child enrolled in the school to the superintendent of schools in the town where the children reside within 30 days of enrollment. If a child withdraws from the school, the officers must notify the superintendent within 10 days. *Mass. Gen. Lawsc. 72, §2.*
- ⇒ The local superintendent of schools files an annual report with the commissioner of education on or before May 1st on the number of pupils enrolled in nonpublic schools within the district. The information is collected during the months of January and February. *Mass. Gen. Lawsc. 72, §2A.*
- ⇒ Private school administrators and teachers are required to provide information or reports requested by any justice relating to the attendance, conduct, and standing of any pupil enrolled, if the pupil is awaiting court examination or trial or is at that time under the supervision of the court. *Mass. Gen. Lawsc. 119, §69.*

- ⇒ Persons operating an education institution have an obligation to provide a student with his or her written transcript upon the student's request. The first copy must be provided free. Schools may charge a fee for duplicates not exceeding \$1 for each page, but not exceeding \$5 for an entire transcript. Anyone denied a transcript may petition the courts for relief. *Mass. Gen. Laws* c. 71, §§34A and 34B.
- ⇒ If a private school closes, the owner must transfer all current and former students' transcripts to the Department or to the school to which a current student has transferred. *Mass. Gen. Laws* c. 71, §34G.
- ⇒ The principal or chief administrator of a private school must obtain at least every three years all available criminal offender record information from the department of criminal justice information services for any current or prospective employee or volunteer at the school "who may have direct and unmonitored contact with children, including any individual who regularly provides school related transportation to children." The principal or chief administrator of a private school must also obtain a state and national fingerprint-based check for all current and prospective school employees "who may have direct and unmonitored contract with children." Whether to require fingerprint-based check for volunteers is left to the discretion of each school. *Mass. Gen. Laws* c. 71, §38R.
- ⇒ The fingerprint-based background check requirements for public and private schools are spelled out in the regulations of the Department at 603 Code of Massachusetts Regulations (CMR) 51.00.
- ⇒ Private school teachers who have reasonable cause to believe a child under 18 is suffering physical or emotional injury resulting from abuse or neglect are under an obligation to immediately report the condition either to the Massachusetts Department of Children and Families or to the school administrator, who is then responsible for notifying the Department of Children and Families. *Mass. Gen. Laws* c. 119; §§21 and 51A.
- ⇒ Persons apprehended for manufacturing or distributing controlled substances within 300 feet of a private elementary, vocational, or secondary school will receive a mandatory sentence of not less than two years. *Mass. Gen. Laws* c. 94C, §32J.
- ⇒ Fires or explosions resulting in a loss of life must be reported in writing within 48 hours, excluding Sundays and holidays, to the fire marshal. Reports must be on forms furnished by the Massachusetts Department of Fire Services, and contain a statement of all known facts relating to the cause and origin of the fire or explosion, the extent of the damage, the insurance upon the damaged property, and other information as required. The fire marshal shall keep or cause to be kept a record of all fires or explosions occurring in the state, and ensure that the results of such investigations and records are open to public inspection. *Mass. Gen. Laws* c. 148, §2.
- ⇒ Private schools are subject to the *Massachusetts Pesticide Control Act*. *Mass. Gen. Laws* c. 132B; §§1 and 2.
- ⇒ Students who attend approved private schools are entitled to the same rights and privileges to transportation to and from school as are provided by law for public school students, within specified limits. *Mass. Gen. Laws* c. 76, §1.
- ⇒ Street or elevated railway companies must provide special rates for public and private school students during the days or evenings when school is in session not to exceed one-half of the regular fare. *Mass. Gen. Laws* c. 161, §108.

- ⇒ The use of state or local funds to pay for textbook loans to pupils of private schools violates the state constitution. *Bloom v. School Committee of Springfield*, 379 N.E.2d 578 (1978).
- ⇒ The Department suggests that the "thoroughness and efficiency" criteria can be interpreted to include approval based on the private school's textbooks and materials. [Advisory on Approval of Massachusetts Private Schools Pursuant to Mass. Gen. Laws c. 76, § 1.](#)
- ⇒ The Department suggests that the "thoroughness and efficiency" criteria can be interpreted to include approval based on the private school's student performance assessment procedures. [Advisory on Approval of Massachusetts Private Schools Pursuant to Mass. Gen. Laws c. 76, § 1.](#)
- ⇒ School committees may authorize the prepayment of tuition of a publicly place student with disabilities, for a period not exceeding three months, to any approved private school. *Mass. Gen. Laws* c. 71, §71D.
- ⇒ Eligible students with disabilities who attend private school at private expense are entitled to special education designed to meet their needs. The school district where the student with disabilities is a resident must provide genuine opportunities to participate in the public school special education program consistent with the state constitutional limitations. Eligible students are entitled to an individualized education program (IEP). Services provided or arranged for by the district pursuant to an IEP, if paid for with state or local funds, must be provided in a public facility or other public or neutral site. If services are funded only with federal monies, they may be provided on private school grounds. [Administrative Advisory SPED 2007-2: IDEA-2004 and Private School Students \(Updated July 2008\).](#)
- ⇒ Pupils attending private schools may receive screening for sight, hearing, and other physical defects through the local school committee or board of health at the request of a parent/guardian, providing the private school is approved and does not discriminate in its entrance requirements on the basis of race or color. *Mass. Gen. Laws* c. 71, §57.
- ⇒ Private schools are eligible to receive grants from the Massachusetts Science, Technology Engineering, and Mathematics Grant Fund with the purpose of increasing the number of qualified science, technology, engineering and mathematics teachers and improving the course offerings in the areas of science, technology, engineering and mathematics. *Mass. Gen. Laws* c. 29, §2MMM.
- ⇒ Private school property is exempt from property taxation as a "literary, benevolent, charitable and scientific institution." *Mass. Gen. Laws* c. 59, §5. *Board of Assessors v. Garland School of Home Making*, 6 N.E.2d 374 (1937).
- ⇒ **Constitutional Provisions:** The Massachusetts Constitution provides that no appropriation of public money may be made to aid a primary or secondary school that is not publicly owned and under the exclusive control of public officers authorized by the Commonwealth. *Mass. Const. Ann. Amend.* Art. 18 §2

D. School Committee Approval Checklist | School Committee Vote

I. School Committee Approval Checklist:

As suggested by the Massachusetts Department of Elementary and Secondary Education, the following criteria are adequately met in this document and warrant school board approval for Drake Academy of Excellence to operate in Chelmsford, Massachusetts.

<p>Population to be served: Sections F, G / Page 11</p> <p>Admission criteria; documentation of school's enrollment</p>	
<p>Physical Plant/Safety: Section H / Page 14</p> <p>A. The school shows evidence of current: Certificate of Occupancy, Fire inspection, Safety inspection, Elevator inspection, if applicable, Compliance with lead paint poisoning prevention (for children under 6 years old), Compliance with other applicable federal and state health and safety standards (e.g., PCB, asbestos inspections, handicap accessibility), and copies of valid safety and health inspection certificates.</p> <p>B. The site, plant, and equipment adequately support the program and are operated to ensure the safety and health of the students.</p>	
<p>Curriculum & Assessment: Section J / Page 17</p> <p>The curriculum offered is "equivalent" to that offered in the local school system generally and, specifically, in terms of the following instructional areas: mathematics, science and technology, history and social science, English, foreign languages, the arts, physical education.</p>	
<p>Educational Materials: Section K / Page 27</p> <p>Textbooks and individual instructional materials, including computers and other technology, are adequate.</p>	
<p>School Staff: Section L / Page 28</p> <p>The instruction provided is "thorough and efficient" based on: Teacher qualifications, adequate student/teacher ratio, and regular evaluation of staff.</p>	
<p>CORI: Section L / Page 28</p> <p>The school principal reviews criminal offender record information (CORI) of current and prospective employees and volunteers, as required by law.</p>	
<p>Administration: Section L / Page 28</p> <p>The school has a clearly defined organization that facilitates its objectives.</p>	
<p>Records: Section P / Page 41</p> <p>A. The school maintains an adequate system of student records (e.g., attendance, health, discipline, progress reports).</p> <p>B. The student records are kept in a secure and organized manner that is consistent with federal and state student record laws to the extent applicable.</p>	

C. The school maintains and timely provides transcripts in response to requests of students and former students in accordance with G.L. c. 71, § 34A.	
D. The school is prepared efficiently to transfer transcripts of all students and former students to the Massachusetts Department of Elementary and Secondary Education and/or other schools should it cease operation, in accordance with G.L. c. 71, § 34G.	
Student Services: Section Q / Page 43 The school provides adequate pupil personnel services for all students (e.g., health care procedures, guidance and counseling programs, discipline policy).	
Financial Support: Section R / Page 46 The school provides evidence of financial solvency and resources to sustain the educational program.	
Legal Status: Section R / Page 46 The school presents documentation of its legal status. These may include copies of the articles of incorporation and the certification of tax exempt status.	
Student Learning Time: Section S / Page 47 The school provides adequate student learning time (length of school year and school day) and hours of instruction in each subject.	
Student Performance Assessment: Section J / Page 17 The school periodically evaluates students' skills, competencies, and knowledge and documents their progress.	

II. School Committee Vote

<u>Name</u>	<u>Vote</u>
Mr. Dennis F. King II (Chair)	---
Ms. Maria L. Santos, Vice Chair	---
Ms. Diana M. Lebeaux, Secretary	---
Mrs. Susan Mackinnon	---
Mr. John W. Moses	---

E. Executive Summary

Mission: The Drake Academy of Excellence is driven to transform education and leadership practices in the United States. In collaboration with the world's most prestigious universities and authorities in education, our model school implements proven research and is intentionally designed to scale on a national level. Shifting from industrialized practices and mindsets, our model prioritizes human development and unleashes the greatness in others by valuing their unique worth and fostering an enthusiasm for learning that empowers them to inspire, lead, and contribute to the world.

Vision: To be a catalyst for systemic educational change by modeling innovative and research driven strategies that develop students, teachers, and leaders.

Competitive advantage: Based on research and partnerships with educational leaders, we designed DAE to be a catalyst for systemic educational change by supporting children and adults as they shift from the ideals of manual labor, seen in the industrialized school model, to a framework that inspires students to develop the skills and mindsets that build academic excellence, emotional intelligence, and mental health. Because this level of mental complexity demands a completely different set of skills and higher levels of learning, our school is designed to be a hub where this level of development takes place. Not only do teachers and students engage in peer coaching, we also host a teacher and leadership development collaborative, where passionate teachers and leaders visit our school, learn how to implement this research, and receive ongoing coaching and accountability as they re-enter their workplaces.

Why we are unique: Our model is based on the understanding that deep learning and well-being are equally important in the long-term success of young children. At Drake, we follow the principles of Positive Education, prioritizing academic excellence, emotional intelligence, and strong mental health.

F. Systemic & Community Need | Population to be Served

I. Systemic & Community Need

A strong educational system that offers innovative and research-driven educational models and programs is essential for transforming current educational, economic, and social barriers. At a local level, there are 4 public elementary schools, 2 middle schools and 1 high school in Chelmsford ranging from K – grade 12. There is also 1 Montessori School, and a private non-profit school and treatment center that serves students with disabilities. Currently, there are no traditional private schools in Chelmsford.

II. Population to be Served

This private, non-profit school serves students in grades 1-8 and teachers and leaders from around the country who want to implement proven research and learn how to build life-long learners. We will open in September 2025 with grade 1 (20 students) and add one grade level each year until a capacity enrollment in 2033 with approximately 240 students. We are committed to enrolling students from northwest Massachusetts (Chelmsford, Lowell, Dracut, Dunstable, Groton, and Tyngsboro) and southern NH (Nashua, Hudson, and Merrimack) who:

- ⇒ Are from the culturally diverse backgrounds represented in the communities we serve
- ⇒ Are from low income and high income families
- ⇒ Have experienced varying levels of academic success

G. Admissions Criteria | Documentation of School's Enrollment

I. Admissions Criteria

Our student body demonstrates our belief that all children can learn and thrive in the right environment. We enroll students who:

- Are representative of the various cultures in our service area
- Have been successful in school – 1/3
- Have experienced average academic success – 1/3
- Haven't experienced academic success – 1/3
- Are under grade level in reading and/or math

An ideal Drake Academy of Excellence student is someone who:

- ⇒ Is not reaching their full potential in public school.
- ⇒ Is unmotivated and not thriving in private school.
- ⇒ Has caused behavior problems in school.
- ⇒ Has experienced high levels of academic success in public school.

Student Eligibility:

- ⇒ All student applicants must be enrolled in either Massachusetts or New Hampshire when they apply.
- ⇒ Applicants must reside in either Massachusetts or New Hampshire.
- ⇒ Once admission decisions are made, we do not have a waiting list.
- ⇒ Regardless of the situation, we do not accept rolling applications.
- ⇒ All 1st grade applicants must have turned 6 by September 1st.

Admission Procedure:

- For the 25/26 school year, submit applications between October 1st and July 15th and arrange a parent/student interview and school tour. Approval notices will be sent out at the end of June with a parent decision due on August 1st.
- Before applying, students must meet all eligibility requirements.

II. Documentation of School's Enrollment

We are currently accepting applications for the 25/26 school year. We will begin enrolling students pending school board approval. According to MA DESE, should Drake Academy of Excellence cease operation, we are required and prepared to efficiently transfer transcripts of all students and former students to the Massachusetts Department of Elementary and Secondary Education and/or other schools in accordance with G.L. c. 71, § 34G.

H. Physical Plant | Safety

The site, plant, and equipment adequately support the program and are operated to ensure the safety and health of the students.

The following building safety documentation will be submitted to the school committee once building renovation is complete.

II. Fire inspection

III. Safety inspection

IV. Elevator inspection, if applicable (N/A)

V. Compliance with lead paint poisoning prevention (for children under 6 years old)

VI. Compliance with other applicable federal and state health and safety standards (e.g., PCB, asbestos inspections, handicap accessibility)

VII. Copies of valid safety and health inspection certificates

I. Certificate of Occupancy

I. Educational Philosophy | Model of Learning and Understanding

I. Educational Philosophy: We are all learners, all the time.

II. Model of Learning and Understanding: Our model focuses on empowering children to learn and build the tools that promote well-being. Every touchpoint in the school, from the student to instruction, from parents to the community, emphasizes Positive Education, learning that is visible, learning that transfers (a way of making sense of new content and how it helps us to understand our world).

To build our model of learning and understanding, we follow the research and principles of:

- ⇒ Positive Education
- ⇒ Learning that Transfers
- ⇒ Visible Learning

Positive Education: We teach students how to develop the character strengths and mental fortitude inherent in learners and in those who experience well-being. Positive Education includes three inter-connected elements that are baked into all that we do at Drake: Academic excellence, emotional intelligence, and strong mental health.



Learning that Transfers: To have transfer-focused classrooms, we shift from traditional learning models and student/teacher roles. These shifts empower students to experience the thrill of learning and engagement (see chart below).

	In a Non-Transfer-Focused Classroom	In a Transfer-Focused Classroom
Student role	Receiver of knowledge Collector of disconnected bits of information	Director of their own learning Cognitive apprenticeship
Teacher role	Instructor of knowledge Director of learning	Designer of empowering lessons Modeling thinking
Curriculum	Atomized bits of knowledge and skills, not necessarily connected to students' lives	Deliberately builds organizing schema, honors students' prior knowledge and experiences
Assessment	What do students know and what can they do?	How well are students building organizing schema? How well are we teaching?
Instruction	Linear; students study one topic at a time then move on, mastery signals moving on to something new	Iterative; connected to students' prior knowledge, transfer deepens learning, understanding is interrogated
Leadership	Enforcer of rules Checker of grade books	Partners with teachers for long-term student growth
Parents	Called upon for grading, reporting, or student misbehavior	Partners with teachers for long-term student growth
Community	Operates separately from the school	Collaborator and provider of valuable, practical learning for students

Adapted from Learning that Transfers (Stern, J. 2021)

Following the Learning that Transfers model allows us to build lessons and units that incorporate students' prior knowledge and build organizing schema to foster transfer. Shift in Student and Teacher Roles

STUDENT ROLE	TEACHER ROLE
DIRECTOR of their own learning	DESIGNER of empowering lesson plans
DETECTIVE of their own learning	DETECTIVE of student thinking
COLLABORATOR with peers and teachers	EVALUATOR of their own impact on learning
PATTERN-SEEKER through diverse ideas and experiences	CURATOR of diverse resources and experiences
Might look like:	Might look like:
Co-constructing success criteria	Establishing a collaborative, safe culture
Setting goals	Establishing credibility
Monitoring their thinking	Making thinking routine
Self-questioning	Modeling thinking
Self-regulating	Modeling risk taking
Selecting among strategies	Modeling learning from errors

Providing self and peer feedback	Cognitive coaching students
Applying feedback	Providing and soliciting feedback
Deciding what to investigate next	Adjusting instruction
Adjusting learning behavior	

Adapted from Learning that Transfers (Stern, J. 2021)

Visible Learning: Students build the skills of visible learners and are able to drive, monitor, and assess their learning. Teachers are guides that lead students to develop the following characteristics of visible learners:

Characteristics of Assessment-Capable Visible Learners:

- 1) I know where I am going.
- 2) I have the tools for the journey.
- 3) I monitor my progress.
- 4) I recognize when I'm ready for what's next.
- 5) I know what to do next.

J. Curriculum & Assessment

I. Curriculum

The curriculum offered is "equivalent" to that offered in the local school system generally and, specifically, in terms of the following instructional areas: **Mathematics, science and technology history and social science, English, foreign language, the arts, physical education.**

We provide instruction in English Language Arts, Mathematics, Global Studies/History, and Science. Creative Arts: Music, Drama, Dance, Art, Spanish Immersion, Technology Integration, Leadership, Etiquette and Poise, Public Speaking, Finance.

Enrichment: We offer the following enrichment areas: KEVA, Science Olympiad, media, and dance.

We are a standards informed school, meaning that we look to the Massachusetts Curriculum Frameworks to ensure that our learners can transition into public schools when necessary. To build on the standards and to help our students meet high levels of learning, we have partnered with Julie Stern with Learning that Transfers to train our staff and model for visiting educators how authentic and rich learning, through transferring concepts across curricular areas, takes place in a school.

Listed below are the curriculum guides we will be using, as well as the curricular frameworks for Math, ELA, Social Studies, and Science for grades 1-8.

English Language Arts: Foundations by Wilson Language Basics (Used for grades 1-3 starting in year 1) (reading writing, spelling, handwriting). Wilson Reading System (Used for grades 4-8 starting in year 4)

Assessment: Formative and summative assessments, quizzes tests, portfolios

Lexile - Find books at the right level and measure growth throughout the year

Ames Web - Benchmark assessments, progress monitoring

Wade Assessments by Wilson - Placement and progress monitoring

iReady - Progress monitoring

DIBELS

LTRS - Professional development

Mathematics: Math in Focus: Singapore Math by Marshall Cavendish (Grades 1-8)

Assessment: Formative and summative assessments, quizzes tests, portfolios

Singapore Mathematics Thinking Skills and Heuristics: The underlying processes and strategies essential to problem solving.

Science: FOSS Next Gen Science (Grades 1-8)

Assessment: Formative and summative assessments, quizzes tests, student science experiment notebooks

Social Studies: IMPACT by McGraw Hill (Grades 1-5). Facing History and Ourselves Curriculum and Pedagogy (Grades 6-8)

Assessment: Formative and summative assessments, quizzes tests, student discussions

Positive Psychology: PEEC (Grades 1-8)

Assessment: Growth will be tracked over time. Formative and summative assessments, strengths finder quizzes.

Social Emotional Learning and Leadership: (Grades 1-8) iLEAD John Maxwell Elementary Curriculum

Spanish: Risas y Sonrisas (1-5, starting in grade 3)

Assessment: Formative and summative assessments, quizzes tests, student discussions

Unified Arts Classes taking place during the school day:

- Visual Arts

- Music
- Physical Education/Health
- Technology

Mandatory Enrichment Programs taking place during the school day:

- Keva
- Science Olympiad
- John Maxwell iLead Leadership
- Life Skills

After school programs available to families at an extra cost:

- Dance: Taught by Joanne Idarraga from Planet Dance
- Media – Facilitated by Faith Brodi with Billerica Access Television

Please see the appendix for Massachusetts Curricular Standards.

Guiding Principles

As a school that is committed to following proven research, the Drake Academy of Excellence understands that this research must be built into each section of our model. We are dedicated to being cognizant of research, reflective in our practice, and adapting to best meet the needs of our students.

Curriculum and pedagogy must be:

Research-driven	Rooted in humanity
Aligned with principles of Positive Psychology	Rigorous
Relevant	Engaging
Scaffolded	Globally-driven
Antiracist	Culturally responsive

Guiding Research

To begin the work of teaching children how to learn and to provide them with the foundation they will need to succeed in the future, we have aligned ourselves with the consensus found among researchers regarding what children need to learn and know to experience academic and personal success.

The consensus found among leading researchers and experts about what is most important for children to learn, align with the DAE Habits of Mind and the research

conducted by our partner, Julie Jungalwala. This is what drives our instruction and curriculum design.

TONY WAGNER'S THE GLOBAL ACHIEVEMENT GAP	SIR ROBINSON'S CREATIVE SCHOOLS	HEWLETT FOUNDATION'S DEEPER LEARNING NETWORK	PARTNERSHIP FOR 21ST CENTURY SKILLS	INSTITUTE FOR FUTURE OF LEARNING WORTHY SKILLS	<u>DRAKE ACADEMY OF EXCELLENCE HABITS OF MIND</u>
Critical thinking and problem solving	Curiosity	Mastery of core academic content	Learning and innovation skills (the 4Cs): Communication Collaboration Creativity Critical thinking	Self-directed learning	Critical thinking
Collaboration across networks and leading by influence	Creativity	Critical thinking and complex problem solving	Life and career skills	Creativity and innovation	Self-reflection and assessment
Agility and adaptability	Criticism	Collaboration	Information, media, and technology skills	Planning, adaptability and agility	Communication
Initiative and entrepreneurship	Communication	Effective communication	Key subjects- 3Rs and 21st century themes	Strengths, awareness and application	Transfer of knowledge
Effective oral and written communication	Collaboration	Learning how to learn		Self-efficacy	Confidence, agency, responsibility, and purpose
Accessing and analyzing information	Compassion	An "academic mindset"		Global citizenship	Learning how to be a life-long learner
Curiosity and imagination	Composure			Relationship building	Compassion that leads to action
	Citizenship			Critical thinking and problem solving	Sustainability

Habit of Mind 1: Critical Thinking

Our world demands higher levels of thinking than ever before. To prepare our students and teachers for the future, we foster critical thinking to develop the habits of mind that lead to authentic learning. Teachers and leaders model critical thinking and engage students in deep learning by utilizing essential questions, Immunity to Change methodologies, and mind work tools. Students are supported in the development of a mental infrastructure that increases their capacity for higher order thinking.

Habit of Mind 2: Self-reflection and Assessment

Reflecting on one's actions and assessing outcomes is essential to human growth and development. Since DAE is built as a Deliberately Developmental Organization (DDO), staff and students alike are accountable to improve the performance of the community as a whole. Students and staff will engage in self-assessment through a range of opportunities such as quarterly and yearly goal setting and evaluations, shared grading, and portfolio reviews. Our culture inspires students to bring their whole selves to school and provides a safe space where they can engage in self-reflection to maximize their potential.

Habits of Mind 3: Communication

Communication and sharing of thoughts and ideas are among the most essential of human needs. At DAE, we recognize the importance of creating an environment that provides a safe space for students to share ideas while supporting effective and meaningful communication. Rational discourse is key to supporting students as they confidently navigate the world and become active listeners, inspired advocates, and empowered learners.

Habit of Mind 4: Transfer of Knowledge

Being able to transfer skills and knowledge from one concept to another is a key indicator in true learning, yet it is often overlooked in schools and curriculum design. Built upon the research of John Hattie and the expertise of Julie Stern, DAE provides students with opportunities to make personal connections with content through authentic and rich learning experiences.

Habit of Mind 5: Confidence, Agency, Responsibility, and Purpose

Each and every person is unique and has something of great value and meaning to contribute to this world. We believe that every student has the responsibility to use their strengths and blessings to help make the world a better place. At DAE we nurture students to be confident in who they are, to bring their whole selves to school, and develop their unique skills and talents to create a better world.

Habit of Mind 6: Learning how to be a Life-Long Learner

Schools should foster a deep love for learning that translates into a life-long commitment to education. We partner with leading experts in education to ensure that our learning model is fun and instills a passion for learning in our students and teachers. We ALL are learners at DAE, working together to actively and enthusiastically pursue knowledge.

Habit of Mind 7: Compassion that Leads to Action

Even though society stresses “me”, DAE values “we” and is committed to the meaning found in the service of others. This is not limited to students. Our staff is dedicated to this work, not only through modeling but also through building learning experiences that are centered on compassion, humanity, and service.

Habit of Mind 8: Sustainability

The systems that we have relied on for centuries are no longer sufficient for this world. On many fronts, we are on the brink of crisis because these outdated systems have not been replaced with innovative and agile models intentionally designed to help people develop and thrive. DAE is not only dedicated to the human development of our students, and staff, we are committed to working with our students to find solutions to the environmental, social, and economic concerns we face. The Collaborative Learning institute (DCLI) extends this commitment by providing the community with the necessary tools to help shift existing environmental and social systems and create a more sustainable and healthy world.

Prioritizing Standards:

Drake Academy of Excellence is standards informed. To ensure that we have the most research aligned and rigorous curriculum possible, we “unpack” the standards and prioritize them based on the following criteria as seen in Learning that Transfers.

Criteria for Prioritizing Standards

Criteria	Guiding Questions
Disciplinary Vision	<i>Do the concepts and skills within the standard serve as powerful vessels for conveying my disciplinary vision to students?</i>
Cohesive Transfer	<i>Do the concepts and skills within the standard reveal the underlying structure that will transfer between grade levels creating a cohesive curriculum?</i>
Real - World	<i>Do the concepts and skills within the standard transfer to real-world application?</i>
Interdisciplinary	<i>Do the concepts and skills within the standard transfer between domains of the discipline or across disciplines creating interdisciplinary connections?</i>
High Stakes	<i>Do the concepts and skills within the standard have greater weight on high stakes tests?</i>

Lesson Planning:

As use the Understanding by Design (UbD) model to build our lessons and plan for instruction:

The UbD Backward Design process:

1. Identify desired results

2. Determine acceptable evidence
3. Plan learning experiences and instruction

Instructional Design:

- 1- Learning that Transfers (Julie Stern)** – This forms a type of scaffolding in the brain and students are able to experience rich and authentic learning while building brain capacity and efficiency as they continue to learn.
- 2- Immunity to Change/Mind Work (Bob Keagan and Lisa Lahey)** – When students and teachers shift from the ideals of manual labor, as seen in the industrialized model, to a framework that focuses on increasing mental capacity, they become drivers of their own growth and learning.
- 3- Humanity-centered learning and leading** – When humanity is the lens through which we approach all learning, teachers are coaches who nurture the unique strengths and passions of each student.
- 4- Well-being and flourishing** – Utilizing the principles of Positive Psychology as the cornerstone to learning and growth builds strong and resilient children who know how to handle challenges and overcome obstacles.
- 5- Project Based Learning** – Project Based Learning supports the concepts in Learning that Transfers, allows students to work collaboratively over time to solve a problem, acquire a skill, and investigate content further. This approach allows children the rich experience of learning by trial and error and to learn while doing, in order to make learning stick.
- 6- Creativity (music, drama, dance, art)** – The Drake Academy acknowledges the positive impact the arts have on learning and we incorporate music, dance, and drama into each content area for immersive experience.
- 7- Service Learning** – Every human being is at their best when they are helping others. We combine service projects with learning, so students are challenged and equipped to solve real-world problems out in the community. We utilize Jane Goodall's Roots and Shoots program to facilitate this in our school curriculum.

We have a traditional grading system for grades 1-8. In September, students will participate in baseline assessments in ELA and Mathematics. Standardized tests are not administered until grade 3. Throughout the year, they will be assessed using the Mastery Transcript Consortium (MTC). As a team, our staff will review the 8 Habits of Mind to determine the criteria of growth in learning in each area. Students will assemble their

work into portfolios and upload this into MTC as indicators of learning. Students will also participate in formative and summative assessments, quizzes, tests, exit tickets, and debates to assess for learning.

Below is a chart much like the one we will use to assess learning throughout the year. Students understanding will also be measured in formative and summative assessments as well as exit tickets, quizzes, and tests, in addition to a standardized test at the end of each year (when we start formal standardizes testing is tbd). However, as we are a learning institution, we are primarily focused on the learning and growth that happens over the course of the year. As you can see below, there are 6 competency based areas, each with several learning targets, described on the next page. We have already laid out our 8 Habits of Mind, which will be our competencies in this chart. Our students will determine their learning goals for each habit of mind and continually assess their progress and mastery. Then they will determine the evidence that they feel most demonstrates their mastery and include that in their transcript.

We will also refer to the wellbeing chart below to assess our instruction and student learning.



Applied Analytical and Critical Thinking

Problem Solving
Evaluating Evidence
Ideation
Iteration
Reasoning
Information Literacy
Compelling Curiosity ○
Authentic Contribution +
Transfer +
Advanced Statistical Reasoning + ▲
Statistical Reasoning ▲

Self Directed Learner

Process Engagement +
Self-Determination + ▲
Academic & Intrapersonal Reflection
Self-Advocacy
Integrity & Responsible Decision Making
Resourcefulness
Goal Setting
Resilience
Growth Mindset

Leadership, Civic Engagement, and Social Influence

Leadership Collaboration +
Historical Connections ▲
Digital Citizenship
Global Citizenship
Geographical Analysis
Project Leadership
Community Engagement +
Exploring Perspectives
Student Designed Project +
Emergent Leadership + ○ ▲
Global Interdependence +
Ethical and Moral Integrity +

Communication and Collaboration

Articulation in Writing
Responsible Contribution
Academic Conversations
Creative and Formal Written Expressions
Literature Analysis
Negotiation
Fostering Collaborative Team Environment
Deep Listening +
Public Speaking + ○
Persuasion +

Adaptive Learning

Bilingualism
Historical Reasoning
Mathematical Reasoning
Scientific Process
Data Interpretation
Science of Learning
Scientific Reasoning & Process ▲
Advanced Scientific Investigation +

Creativity and Innovation

Original Expression
Entrepreneurship
Applied Project Design +
Divergent/Lateral Thinking +
Public Exhibition Design +
Advanced Original Expression + ○
Public Exhibition of Work
Apprenticeship
Creativity From Synthesis
Creativity From Transfer

Building strong children by equipping them with the tools to learn **and** the skills that promote their well-being.



K. Educational Materials

Textbooks and individual instructional materials, including computers and other technology, are adequate.

In addition to the curriculum books mentioned above, students will have access to fiction and nonfiction literature that enhances the curriculum in each subject. For each content area, we are including supplemental materials, such as math manipulatives and science materials. Each classroom is equipped with computers for student use during technology blocks. Teachers also utilize a smartboard to provide engaging and interactive instruction.

L. School Staff | CORI | Administration

I. School Staff

Head of School / 1st grade teacher:



Esther Concepción M.Ed., Founder, Executive Director

Esther is passionate about creating environments in which children thrive academically and emotionally and has experienced success using the philosophies in this plan to increase academic rigor, teacher and student engagement, and positive relationships between leaders, teachers and students.

Admin. Coordinator, Director of V.O.I.C.E.S Initiative



Brittany Young, M.A.P.P., Cofounder

Brittany's calling was found after her son Ryker was turned away from volunteering at a local animal shelter because he was "too young". It was because of this experience that Brittany found her true passion, to empower children to make a difference in their communities. With his mom's guidance, Ryker formed his own organization, Ryker's Pawsome Box Adventure, that delivers boxes full of blankets, toys, and treats to animal shelters. This organization has impacted the lives of animals in 200 shelters throughout New England. When hurricane Laura hit Louisiana, Ryker collected 1,304 pounds of animal food and 1,200 bottles for relief efforts. Over the years, Ryker expanded his community impact to include trash pick up days, creating and sending greeting cards to nursing home residents, delivering appreciation bags to first responders, and thank you cards to hospital staff, (just to name a few). When Brittany heard about the mission of Drake Academy of Excellence, she knew that she had to help empower other children. She believes that all children need to know that they can make a difference wherever they go, and that no act of kindness is ever too small. Brittany is a member of Alpha Sigma Lambda Honors Society and the National Society of Leadership and Success.

Additional staff for 2025 school year:

Bilingual School Secretary (1)

Reading Specialist / part-time (1)

Music teacher / part-time (1)

Art teacher / part-time (1)

II. CORI

We will be conducting background checks (CORI's) on all of our staff including volunteers and contracted employees. As per Massachusetts General Law and in compliance with the standards set forth by MA DESE, M.G.L. c. 71, § 38R requires all schools to conduct criminal background checks on current and prospective employees and volunteers, including those who regularly provide school related transportation to students, who may have direct and unmonitored contact with children. CORI must be obtained from the CHSB at least every three years during an individual's term of employment or service. In addition, M.G.L. c. 6, § 172I, requires schools to obtain CORI of employees of taxicab companies that have contracted with the schools to provide transportation to pupils under M.G.L. c. 71, § 7A. Contracting taxicab companies are required to submit the names of employees who may have direct and unmonitored contact with pupils to the appropriate school committee or school superintendent prior to those drivers transporting any pupil.

The law also allows schools to conduct CORI checks on subcontractors or laborers commissioned to do work on school grounds that may have direct and unmonitored contact with children. This includes school bus or van drivers employed by a transportation company under contract with the district to provide transportation services to students.

III. Administration

Head of School:



Esther Concepción M.Ed., Founder, Executive Director

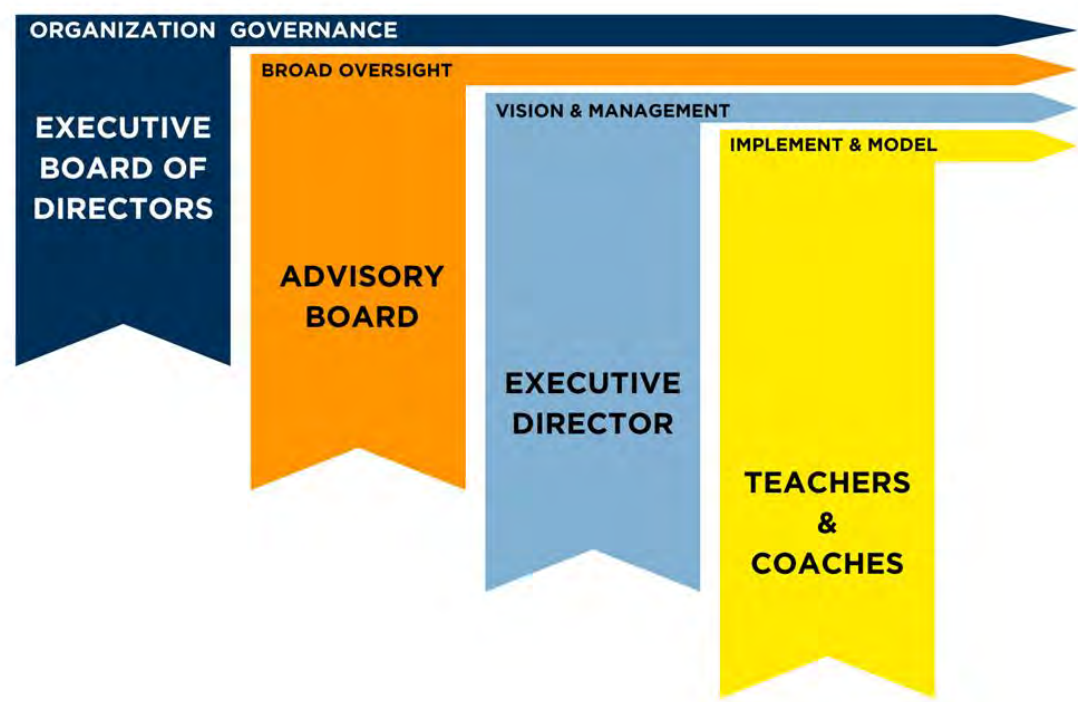


Brittany Young B.A. Certified Positive Educator, Co- Founder, Admin. Coordinator, Director of V.O.I.C.E.S Initiative

M. Governance

The school organization has a clearly defined organization that facilitates its objectives.

I. Governance



A. Executive Board of Directors

The Drake Academy of Excellence Executive Board of Directors is comprised of a diverse group of professionals from financial, business, education, and leadership backgrounds. It provides fiscal management, administrative support, and general oversight to ensure that all business operations are adhering to and furthering the mission and vision of the organization.



Esther
Concepción



Brittany
Young



Ethan
Brown



Kim
Farmer



Natasha
Huggins



Dave
Shi

B. Advisory Board

The Advisory Board is comprised of influential community leaders who have a pulse on the happenings and needs of the community. As we make decisions, we rely on their advice and expertise. They provide broad oversight and advice to help make DAE a school of impact.



C. Executive Director

Esther Concepción M.Ed., Founder, Drake Academy of Excellence



The Executive Director has responsibility for communicating and managing the mission and vision of the school to stakeholders, administration, and staff. This includes supervising the daily operations of the organization and Executive Board.

D. Teachers and Coaches

Drake Academy of Excellence teachers and coaches are the hands-on experts who implement, model, and embody the DAE values and principles that further the mission and vision.



Susanna Katsman - Susanna is an instructor for Harvard Extension School's Professional Development Program "Essential Management Skills for Emerging Leaders." Susanna holds an Ed.M. in Human Development and Psychology from the Harvard Graduate School of Education, an M.A. in Biology from Brandeis University and is trained and qualified in Immunity to Change Facilitation by Minds at Work.



Julie Jungalwala - Julie is the founder and Executive Director of the Institute for the Future of Learning, a nonprofit organization transforming the factory model of education for a diverse range of public schools, independent schools, public charter schools, and educational organizations. She earned a master's degree in technology, innovation, and education at Harvard Graduate School of Education.



Julie Stern - Julie is the four-time best-selling author of *Learning That Transfers*, *Visible Learning for Social Studies*, *The On-Your-Feet-Guide to Learning Transfer*, and *Tools for Teaching Conceptual Understanding, Elementary and Secondary*. Julie is one of the country's preeminent scholars and practitioners of research-backed adult learning.

E. Inspired Board / Dream Team

The Inspired Board / Dream Team is made up of individuals who believe in the DAE mission and vision and who work together to make it successful through events, fundraising, and financial administration.



Raphael Garcia



Alexia Hang-Las



Anny Chum



Linny Ngoun



Ana Estrella



Ernesto Concepción



Van Chum

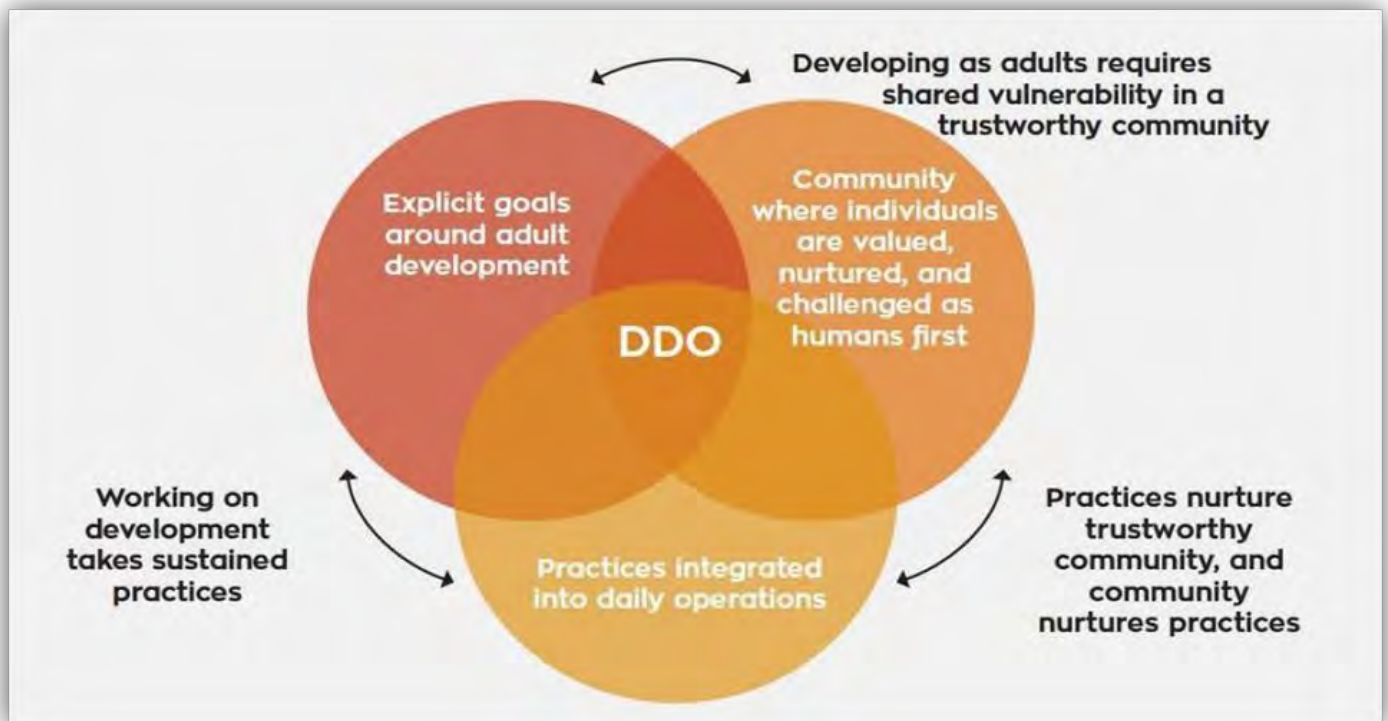
N. Organizational and Leadership Model

I. Organizational Model

The Drake Academy of Excellence is designed as a Deliberately Developmental Organization, and is based on the research of Bob Keagan and Lisa Lahey with the Harvard Graduate School of Education. Under this umbrella of a DDO, several styles of leadership are baked into our culture. They are how our leaders operate and expect those within our school, from the Board of Directors to students.

The principles that the Drake Academy uses to maximize the efficacy of the entire team:

This model includes the areas of Instructional Leadership, Organizational Leadership, and Transformative Leadership and fall under the umbrella of Deliberately Developmental Organizations (DDOs). DDOs prioritize workplace culture and the personal development of each staff member while simultaneously focusing on achieving organizational objectives. Adherence to this model promotes communication, efficacy, and accountability.



Retrieved from DeWitt, P. (2020). Education Week. Does Instructional Leadership have to be so Complicated?

http://blogs.edweek.org/edweek/finding_common_ground/2019/05/does_instructional_leadership_have_to_be_so_complicated.html

II. Leadership Model:

Drake Academy of Excellence Leadership Guiding Principles



1) Transparency and Accountability

To the Drake Academy of Excellence, transparency means understanding that we all have weaknesses, biases, and shortcomings. Rather than spending valuable energy trying to hide our mistakes or weaknesses, we shed light on them so we can grow. Implementation of DDO practices allows us to maintain this level of transparency and function from a space of honesty and transparency.

Accountability means that we have people around us who help us see our blind spots and call us to be our best even when it's not comfortable or convenient. Oftentimes, leaders build protective walls around each other in fear that their weaknesses will be exposed and those they lead may view them as incompetent. This reaction has the opposite effect and prevents leaders from being held accountable for their actions. From the Drake Academy of Excellence Board of Directors to staff members, we understand what is at stake, we set the example for our staff and students, and have checked our egos at the door in order to accomplish this most important work. Expectations are clearly communicated and the right systems have been put in place that allow us to hold ourselves and others accountable.

2) Integrity

To truly impact and inspire others, our students, parents, and teachers must be able to trust that we will act with integrity. Integrity is learned when we take responsibility for our actions and are accountable for our choices. As a Deliberately Developmental Organization, administrators, staff, and students view negative consequences as positive learning opportunities and learn from their actions in a safe and nurturing space. At the Drake Academy of Excellence, acting with integrity means:

- ⇒ That we are all learners all the time and operate from the belief that no one is off the hook.
- ⇒ That our words and actions align and our values represent **who we are** rather than **what we do**.
- ⇒ In our decisions and practices, we ask what is right rather than who is right.

Today, in many schools, parents can threaten to remove funding or support in response to a consequence. At the Drake Academy, we will not be bought out, leaned on, or bullied into abandoning the integrity of our school because we understand the negative impact this dynamic has on the future success of parents, students, and teachers. Prior to onboarding and enrollment, our standards are clearly communicated to teachers, parents, and students, who sign a contract agreeing to this standard. This understanding fosters positive relationships and creates a foundation and climate built on trust.

3) Service

“Life’s most urgent question is: What are you doing for others?” – Martin Luther King Jr. Drake Academy of Excellence is rooted in a desire to serve because we know that we experience true meaning when we help others. We also understand that you must value who you are before you can begin to add value to others. Living the principles of a Deliberately Developmental Organization enhances our feelings of self-worth and inspires us to value and bring out the best in others.

Seeing the unique value of students, parents, and teachers is the opposite of the standardization and compliance seen in the industrial school model. We believe that you can’t value someone if you don’t see them as unique individuals, and you won’t serve someone that you think has little value. Because our school is focused on seeing the worth of each student, parent, and teacher, they are inspired to bring their whole selves to school and develop their unique gifts through our peer coaching program.

a. Instructional Leadership:

The premise behind instructional leadership is that it focuses on learning, the quality of instruction, how to increase the impact the teachers have on student learning, and the

science behind learning. Instructional leadership focuses on the following areas that work in unison.

- 1) **Implementation** - Without properly understanding implementation science and putting it into practice, any new improvement is doomed to fail.
- 2) **Concepts of Learning** - Understanding areas of learning like conceptual understanding, knowledge dimensions (i.e. Factual, Conceptual, etc.) and surface, deep, and transfer-level learning.
- 3) **Student Engagement** - When we look at the research around student alienation, we will find that student engagement has to be looked at from two different standpoints. Those two standpoints are social-emotional learning and academic learning.
- 4) **Instructional Strategies** - Research shows that there are specific strategies that need to be used for surface learning, others that lead to deep learning, and many others that inspire transfer-level learning, which is why we must separate concepts, student engagement, and instructional strategies to understand each one properly.
- 5) **Collective Efficacy** - Too many leaders approach collective efficacy as if it's the thing they need to build. The reality is that we build collective efficacy when we bring diverse people together and focus on an improvement that will impact students. Collective efficacy is built when people work together on a specific improvement.
- 6) **Evidence of Impact** - If you're not collecting evidence of impact, then you are just having really nice conversations around learning that may not be going anywhere.

School Member Support: Just as students of Drake Academy of Excellence need the right mix of challenges and supports in order to learn and thrive, the teaching faculty, administration and support staff need the right mix of challenges and supports in order to grow as people, life-long learners and dedicated professionals. We aim to implement best practices from the Deliberately Developmental Organization model to support both technical (INformational) and adaptive (TRANSformational) learning of adults. Deliberately Developmental Organizations mine challenges, failures, and conflicts for the rich learning they have to offer, thus empowering all of their constituencies to grow beyond their existing paradigms of themselves. By aligning organizational practices with its mission and by using adaptive learning tools to knit together its community, the

Drake Academy of Excellence will grow, self-transform, and thrive amidst the challenges of today's life and educational landscape.

b. Organizational Leadership:

Organizational Leadership deals with meeting the challenges and goals put forth by the organization and individual employees. It requires leaders to focus on the present and future simultaneously and requires a solid understanding of the strengths and weaknesses of the company and how to strengthen the organization.

c. Transformational Leadership:

Where the leader works with teams to identify needed change and create a vision that guides the team through the change toward growth. Transformational leaders focus in large part on teachers, setting goals and direction for progress. In this model teachers are given high levels of autonomy. Transformational leaders are usually passionate and energetic and are concerned with helping every member on the team be successful. Teamwork can make a dream work!

O. Drake Academy of Excellence | Drake Collaborative Learning Institute

I. Drake Academy of Excellence

We are a private non-profit elementary/middle school and teacher and leadership development program.



II. Drake Collaborative Learning Institute

Our mission has always been to collaborate with the best and most innovative names in education and leadership. To make that happen, over the past several years, we have built working partnerships with these very people. They have helped validate our mission and have pushed us to think critically about our work and the example we set in educational and leadership practices. We will continue to forge more partnerships within the Harvard Graduate School of Education and other leading researchers as we continue this important work.

We offer two tracks for participants:

Track 1: Facilitators of Learning: A teacher development program that trains teachers how to make learning tangible for students so that they connect with content and master concepts instead of memorizing facts. Through a combination of theory, practice, and ongoing coaching, teachers:

- Learn how to learn
- Learn the process of teaching others how to learn

For: Teachers

Includes: Workshops, experiential learning, coaching and mentoring

Instructors: Susanna Katsman and Julie Stern

Target Number of Attendees per Session: 15

Offered: 2x/month from January to December

Workshop Options and Cost: 1 day/\$550 or 2 day/\$995

Track 2: Agents of Change: A leadership development program designed for change agents to learn how to create systemic change in schools by building a learning culture, prioritizing humanity, and building the capacity of those they lead.

For: Leaders

Includes: Workshops, coaching, and mentoring

Instructor: Julie Jungalwala

Program Pricing: \$3250/module \$13,000/entire course (4 modules)

Target Number of Attendees per Session: 15

Offered: A 15 month training program equivalent to a 6 credit graduate course composed of four modules of 3 months each.

Drake Collaborative Learning Institute Coaches

In order to shift from the industrial model of education to a model that promotes learning and human development, The Drake Academy of Excellence has formed collaborations to build and implement the methodology seen in Deliberately Developmental Organizations, Immunity to Change, Minds at Work, and Learning that Transfers with the following leaders:



Susanna Katsman – Susanna is passionate about supporting the development of emerging leaders. She skillfully guides her program participants to identify their goals and facilitates the achievement of meaningful and sustainable changes in mindset and behavior. Her work is based on Adult Development and Adaptive Leadership theories and includes tools such as Immunity to Change, Communication Style

Diagnostic, DiSC, and CliftonStrengths. Over the past twenty years, Susanna has held leadership roles in Fundraising Development Operations and Organizational Development within Health Care and Higher Education sectors, including overseeing Training & Development on the Harvard Longwood Campus. As a result, she has over ten years of experience designing and delivering programs across organizational functions. Susanna holds an Ed.M. in Human Development and Psychology from the Harvard Graduate School of Education, an M.A. in Biology from Brandeis University and is trained and qualified in Immunity to Change Facilitation by Minds at Work. In addition to serving her client organizations, she subcontracts as a Senior Facilitator and Consultant.

Susanna will be working with middle leaders within DAE and support their growth and leadership by utilizing Immunity to Change methodology through peer coaching throughout the year. Susanna, with the help of colleagues who are trained in ITC and

DDO practices, will coach and mentor school staff on the same curriculum covered in tracks 1 and 2 of our Teacher and Leadership Development Collaborative. This allows school staff to learn and be prepared to model these competencies for visiting educators and leaders who attend the DAE development program.



Julie Stern -Julie has nearly two decades experience facilitating adult learning, and feels lucky to partner with educators to take their practice to the next level. She is a four-time, best-selling author of Learning That Transfers, Visible Learning for Social Studies, The On-Your-Feet-Guide to Learning Transfer, and Tools for Teaching Conceptual Understanding, Elementary and Secondary. Julie will be training our staff as well as visiting educators and leaders on the principles of Learning that Transfers.



Julie Jungalwala - Julie is a coach and advisor to school leaders, educational institutions, and foundations whose mission is to shape the future of K-12 education. She has over fifteen years' experience building effective learning environments that unlock human potential and enable organizational culture to adapt and grow during times of change. She is the founder and executive director of the Institute for the Future of Learning, a nonprofit organization dedicated to helping transform the factory model of education. The Institute works with a diverse range of clients including public schools, independent schools, public charter schools, and educational philanthropic organizations. Julie graduated from Harvard's Graduate School of Education with a master's degree in technology, innovation, and education.

Julie will be working with executive level leaders and senior school leadership to help them to lead the change we are seeking in education.

P. Records

I. The school maintains an adequate system of student records (e.g., attendance, health, discipline, progress reports).

a. Attendance – We use the student management software Dream Class to track daily student attendance. In compliance with Massachusetts law:

- The Head of School will report the name, age and residence of any child enrolled in the school to the superintendent of schools in the town where the children reside within 30 days of enrollment. If a child withdraws from the school, the officers must notify the superintendent within 10 days. *Mass. Gen. Laws c. 72, §2*. The local superintendent of schools files an annual report with the commissioner of education on or before May 1st on the number of pupils enrolled in nonpublic schools within the district. The information is collected during the months of January and February. *Mass. Gen. Laws c. 72, §2A*.

- Provides information or reports requested by any justice relating to the attendance, conduct, and standing of any pupil enrolled, if the pupil is awaiting court examination or trial or is at that time under the supervision of the court. *Mass. Gen. Laws c. 119, §69*.

- Provides a student with his or her written transcript upon the student's request. The first copy must be provided free. Schools may charge a fee for duplicates not exceeding \$1 for each page, but not exceeding \$5 for an entire transcript. Anyone denied a transcript may petition the courts for relief. *Mass. Gen. Laws c. 71, §§34A and 34B*.

- Transfers all current and former students' transcripts to the Department or to the school to which a current student has transferred. *Mass. Gen. Laws c. 71, §34G*.

b. Health – Student illnesses are tracked in Dream Class. We follow the recommended CDC guidelines for Covid-19 and communicable diseases. Parents are provided with a handbook that lists the school guidelines and procedures to follow when illnesses occur.

c. Discipline – Our passionate and fun culture keeps students engaged and minimizes behavior problems. Our code of conduct and learning culture help us to get ahead of the problems and act before behavior becomes a major issue. We also have a schoolwide discipline policy, meaning that the expectations are the same throughout the entire school and that any staff member can enforce the rules. This helps children know what to expect, giving them a sense of security as they interact with staff members.

d. Progress reports – Because we are building a learning culture and instilling learning mindsets and habits, students and teachers alike continually ask themselves the same questions: What am I learning? What do I need to learn next? These questions drive our content and assessment. Students will perform self-assessments and receive progress reports from teachers each quarter and at the end of each unit. This information will be compiled into the Mastery Transcript Consortium as a record of learning. Students are required to reflect on their own growth and learning on a daily basis.

II. The student records are kept in a secure and organized manner that is consistent with federal and state student record laws to the extent applicable.

Student records are kept in Dream Class. Dream Class uses GDPR data encryption through (27001 compliant through Amazon Web Services (AWS). Privacy with Zotto, Pay with Stripe, multifactor authentication.

III. The school maintains and timely provides transcripts in response to requests of students and former students in accordance with G.L. c. 71, § 34A.

Student learning progress will be tracked through teacher assessments and in Mastery Transcript Consortium. Following G.L. c. 71, § 34A: Any person operating or maintaining an educational institution within the commonwealth shall, upon request of any student or former student thereof, furnish to him a written transcript of his record as a student. There shall be no charge for any transcript originally furnished by any such person hereunder, but for any duplicate or additional transcript furnished hereunder a charge of not exceeding one dollar for each page, but not exceeding five dollars for an entire transcript, may be made by such person.

IV. The school is prepared efficiently to transfer transcripts of all students and former students to the Massachusetts Department of Elementary and Secondary Education and/or other schools should it cease operation, in accordance with G.L. c. 71, § 34G.

Yes, Following Massachusetts Law Section 34G: In the event that any private educational institution providing a course of study through the twelfth grade level ceases operation, the owner or administrators shall transfer transcripts of all students or former students to the department of education; provided, however, that in the case of a student who is transferring to another private or public educational institution, such student's records shall be transferred to the school the student will be attending, rather than to the department. The department may, upon request of a former student of an educational institution which has transferred transcripts pursuant to this provision, provide such student with a copy of his transcript. For the purposes of this section a transcript shall mean the documentary record or records which contain the name, address and phone number of the student, the student's birthdate, name, address and phone number of parent or guardian, course titles, grades, or equivalent thereof when grades are not applicable, course credit, grade level completed and the year completed. Said educational institution shall limit the student record information transmitted to the department to that required to be contained in the transcript. Drake Academy of Excellence is prepared to efficiently transfer transcripts of current and former students to Massachusetts Department of Elementary and Secondary Education and/or other schools should it cease operation.

Q. Student Services

The instruction provided is "thorough and efficient" based on: Teacher qualifications, adequate student/teacher ratio, regular evaluation of staff, the school principal reviews criminal offender record information (CORI) of current and prospective employees and volunteers, as required by law.

The school provides adequate pupil personnel services for all students (e.g., health care procedures, guidance and counseling programs, discipline policy).

I. Teacher Qualifications

According to the U.S. Department of Education, private schools have no requirements for teacher certification or licensing, However, Drake Academy of Excellence is committed to maintaining high standards in order to promote excellence in education. To that end, we hire teachers who have:

- A Bachelor's or Master's Degree in education
- At least 2 years teaching experience OR newly graduated teachers from UMASS Lowell
- Experience teaching elementary/middle school learners
- Teaching credentials appropriate for the level of students being taught
- Recent teaching experience or activities in area of primary instruction
- Knowledge of instructional strategies that increase learning and engagement
- A willingness to try new strategies and develop new ways of teaching and learning

II. Adequate Student/Teacher Ratio

Our student:teacher ratio is 20:2

III. Regular Evaluation of Staff

Built into our school model is the implementation of Deliberately Developmental Organization and Immunity to Change principles. This means that our entire staff is engaged in daily feedback and evaluation, both in their professional skill, and as human beings who seek growth. Staff will be evaluated every quarter with classroom visits to document what is going well and what may need to be improved. Records of these evaluations will be kept in each employee's folder.

IV. Review of Criminal offender record information (CORI)

Yes. The Head of School will review criminal offender record information (CORI) of current and prospective employees and volunteers, as required by law and keep the records in a secure file. As mandated by law, we will run a CORI every 3 years during employment and destroy any previous CORI forms. Per Massachusetts General Law and in compliance with the standards set

forth by MA DESE, M.G.L. c. 71, § 38R requires all schools to conduct criminal background checks on current and prospective employees and volunteers, including those who regularly provide school related transportation to students, who may have direct and unmonitored contact with children. CORI must be obtained from the CHSB at least every three years during an individual's term of employment or service. In addition, M.G.L. c. 6, § 172I, requires schools to obtain CORI of employees of taxicab companies that have contracted with the schools to provide transportation to pupils under M.G.L. c. 71, § 7A. Contracting taxicab companies are required to submit the names of employees who may have direct and unmonitored contact with pupils to the appropriate school committee or school superintendent prior to those drivers transporting any pupil.

The law also allows schools to conduct CORI checks on subcontractors or laborers commissioned to do work on school grounds that may have direct and unmonitored contact with children. This includes school bus or van drivers employed by a transportation company under contract with the district to provide transportation services to students.

V. Health care procedures

In Accordance with MA law:

- Obtain at least every three years all available criminal offender record information from the department of criminal justice information services for any current or prospective employee or volunteer at the school "who may have direct and unmonitored contact with children, including any individual who regularly provides school related transportation to children." The principal or chief administrator of a private school must also obtain a state and national fingerprint-based check for all current and prospective school employees "who may have direct and unmonitored contract with children." Whether to require fingerprint-based check for volunteers is left to the discretion of each school. Mass. Gen. Laws c. 71, §38R.
- If we have reasonable cause to believe a child under 18 is suffering physical or emotional injury resulting from abuse or neglect are under an obligation to immediately report the condition either to the Massachusetts Department of Children and Families or to the school administrator, who is then responsible for notifying the Department of Children and Families. Mass. Gen. Laws c. 119; §§21 and 51A.
- Understand that persons apprehended for manufacturing or distributing controlled substances within 300 feet of a private elementary, vocational, or secondary school will receive a mandatory sentence of not less than two years. Mass. Gen. Laws c. 94C, §32J.
- File, at least annually, a report with the board of education certifying that the school has informed its students of the hazing prohibition and adopted and disseminated a disciplinary policy on the organizers and participants of hazing. Mass. Gen. Laws c. 269, §19.
- Report fires or explosions resulting in a loss of life in writing within 48 hours, excluding Sundays and holidays, to the fire marshal. Reports must be on forms furnished by the Massachusetts Department of Fire Services, and contain a statement of all known facts relating to the cause and origin of the fire or explosion, the extent of the damage, the insurance upon the damaged property, and other information as required. The fire marshal shall keep or cause to be kept a record of all fires or explosions occurring in the state, and

ensure that the results of such investigations and records are open to public inspection. Mass. Gen. Laws c. 148, §2.

- Understand that as a private school, are subject to the Massachusetts Pesticide Control Act. Mass. Gen. Laws c. 132B; §§1 and 2.
- In addition, all staff will be trained and maintain a current CPR and First Aid certification. Record of this will be kept in staff files and renewed as required. Students have access to a designated area for sickness and supervision as needed until parent pickup.

VI. Guidance and counseling programs

DAE does not have a guidance counselor yet. However, our school culture is built on honoring the humanity of each student. This will minimize the amount of behavior problems. We also have access to coaching and mentoring through our Collaborative Institute. With permission, parents will be able to discuss any issues with our coaches, who have a background in Psychology. This is an intentional layer of our school to ensure that staff, parents, and students have access to resources that will support their mental health and development.

VII. Discipline policy

To avoid confusion or frustration due to different behavioral expectations from classroom to classroom or teacher to teacher, we have a clear set of expectations.

Teachers work together to come up with a school wide code of conduct as well as the appropriate disciplinary action for each behavior (i.e. if a child comes to any class without a pencil, the schoolwide discipline for that behavior might be to receive a detention). This will eliminate mixed messages and frustration between staff and students. During class time, children who disrupt the learning of others will be given the following consequence:

First offense: Child puts name on board

2nd offense: Child puts a checkmark next to their name

3rd offense: Child puts a second checkmark next to their name

4th offense: Meet with parent and child the same day to discuss the issue and make a plan to be successful in the future.

Note: If there are several offenses and no improvement, or if it becomes clear that DAE is not the best fit for a student, they will surrender their enrollment and find a school that better meets their needs. No refunds on tuition will be given to any families who find themselves in this situation.

R. Financial Support | Legal Status

a. The school provides evidence of financial solvency and resources to sustain the educational program.

The financial viability of Drake Academy of Excellence comes from a variety of funding sources: Tuition, contributions/donations, revenue generated from Drake Academy of Excellence Teacher and Leadership Collaborative (DAETLC). See chart below for details. Further budget provided upon request.

b. The school presents documentation of its legal status. These may include copies of the articles of incorporation and the certification of tax exempt status.

Please see documents in the appendix.

S. Student Learning Time | School Calendar and Schedule

The school provides adequate student learning time (length of school year and school day) and hours of instruction in each subject.

I. Student Learning Time

Students are in school for a total of 36 weeks or 180 days, as required by the Massachusetts Department of Education.

II. School Calendar

2025 / 2026 Drake School Calendar														
AUGUST 2025					SEPTEMBER 2025					OCTOBER 2025				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
				1	1	2	3	4	5			1	2	3
4	5	6	7	8	8	9	10	11	12	6	7	8	9	10
11	12	13	14	15	15	16	17	18	19	13	14	15	16	17
18	19	20	21	22	22	23	24	25	26	20	21	22	23	24
25	26	27	28	29	29	30				27	28	29	30	31
NOVEMBER 2025					DECEMBER 2025					JANUARY 2026				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
					1	2	3	4	5				1	2
3	4	5	6	7	8	9	10	11	12	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19	12	13	14	15	16
17	18	19	20	21	22	23	24	25	26	19	20	21	22	23
24	25	26	27	28	29	30	31			26	27	28	29	30
FEBRUARY 2026					MARCH 2026					APRIL 2026				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
2	3	4	5	6	2	3	4	5	6			1	2	3
9	10	11	12	13	9	10	11	12	13	6	7	8	9	10
16	17	18	19	20	16	17	18	19	20	13	14	15	16	17
23	24	25	26	27	23	24	25	26	27	20	21	22	23	24
					30	31				27	28	29	30	
MAY 2026					JUNE 2026					STAFF ORIENTATION BOOT CAMP 1st DAY OF SCHOOL 3:50 DISMISSAL 12:30 DISMISSAL HOLIDAY - CLOSED LAST DAY/END 12:30				
M	T	W	TH	F	M	T	W	TH	F					
				1	1	2	3	4	5					
4	5	6	7	8	8	9	10	11	12					
11	12	13	14	15	15	16	17	18	19					
18	19	20	21	22	22	23	24	25	26					
25	26	27	28	29	29	30								
										36 weeks in school				



Daily School Schedule

Dear parents,

Our schedule reflects our commitment to academic excellence, emotional intelligence, and strong mental health. We begin each morning by coming together with a morning meeting and then we dive right into our positive education lesson. This gives teachers and students the opportunity to build positive relationships and to learn from one another.

TIME /DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:45 - 8:00	TEACHER ARRIVAL				
8:00 - 8:10	STUDENT DROP OFF				
8:10 - 9:05	MORNING MEETING & POSITIVE EDUCATION LESSON				
9:05 - 9:50	MATH				
9:50 - 10:45	SNACK & RECESS				
10:45 - 12:00	ENGLISH LANGUAGE ARTS				
12:00 - 12:30	LUNCH				
12:30 - 1:15	SOCIAL STUDIES				
1:15 - 2:00	RECESS				
2:00 - 2:45	SCIENCE				
2:45 - 3:30	SERVICE LEARNING				
3:00 - 3:45	CO-CURRICULARS				
3:45 - 4:00	CHECK IN/REFLECTION				
4:00	DISMISSAL				
4:00 - 5:00	AFTER SCHOOL PROGRAMMING MIXED AGES / GRADES (Extra Fee)				
Every Friday - Dismissal @ 4:00 (no after school programming).					
First Friday of each month - Dismissal @ 12:15 (1/2 day for staff PD).					
5/4/2025					
Drake Academy of Excellence 275 Billerica Road Unit 1B Chelmsford, MA 01824					Main number 978-254-6828

T. Appendix

Table of Contents

- A. DESE Sample Criteria for School Board Approval - 50**
- B. Massachusetts State Regulations for MA Private Schools - 52**
- C. Financial Plan - 56**
- D. Proof of 501c3 - 57**
- E. Certificate of Good Standing - 58**
- F. Founding Principles - 59**
- G. Staff - 60**
- H. Partner Endorsements - 66**
- I. Positive Education and the PERMA Model - 71**
- J. Curricular Standards - 73**

A. Sample Criteria for Approval of a Private School by a School Committee

I. Population to be Served

Admissions criteria; documentation of school's enrollment

II. Physical Plant/Safety

A. The school shows evidence of current:

- i) Certificate of Occupancy
- ii) Fire inspection
- iii) Safety inspection
- iv) Elevator inspection, if applicable
- v) Compliance with lead paint poisoning prevention (for children under 6 years old)
- vi) Compliance with other applicable federal and state health and safety standards (e.g., PCB, asbestos inspections, handicap accessibility)
- vii) Copies of valid safety and health inspection certificates

B. The site, plant, and equipment adequately support the program and are operated to ensure the safety and health of the students.

III. Curriculum

The curriculum offered is "equivalent" to that offered in the local school system generally and, specifically, in terms of the following instructional areas:

- i) mathematics
- ii) science and technology
- iii) history and social science
- iv) English
- v) foreign languages
- vi) the arts
- vii) physical education

IV. Educational Materials

Textbooks and individual instructional materials, including computers and other technology, are adequate.

V. School Staff

The instruction provided is "thorough and efficient" based on:

- i) teacher qualifications
- ii) adequate student/teacher ratio
- iii) regular evaluation of staff
- iv) the school principal reviews criminal offender record information (CORI) of current and prospective employees and volunteers, as required by law

VI. Administration

The school has a clearly defined organization that facilitates its objectives.

VII. Records

A. The school maintains an adequate system of student records (e.g., attendance, health, discipline, progress reports).

B. The student records are kept in a secure and organized manner that is consistent with federal and state student record laws to the extent applicable.

C. The school maintains and timely provides transcripts in response to requests of students and former students in accordance with G.L. c. 71, § 34A.

D. The school is prepared efficiently to transfer transcripts of all students and former students to the Massachusetts Department of Elementary and Secondary Education and/or other schools should it cease operation, in accordance with G.L. c. 71, § 34G.

VIII. Student Services

The school provides adequate pupil personnel services for all students (e.g., health care procedures, guidance and counseling programs, discipline policy).

IX. Financial Support

A. The school provides evidence of financial solvency and resources to sustain the educational program.

B. The school presents documentation of its legal status. These may include copies of the articles of incorporation and the certification of tax exempt status.

X. Student Learning Time

The school provides adequate student learning time (length of school year and school day) and hours of instruction in each subject.

XI. Student Performance Assessment

The school periodically evaluates students' skills, competencies, and knowledge and documents their progress.

B. Massachusetts State Regulations for MA Private Schools

Updated November 16, 2016

I. Registration, Licensing, and Approval

- *Accreditation*: no requirements
- *Registration*: requirements
- *Licensing*: no requirements
- *Approval*: mandatory
 - Attendance at a private school satisfies the compulsory attendance requirement if the school is approved by the school committee. Massachusetts General Laws (*Mass. Gen. Laws*) chapter (c.) 76, §1. (The "school committee" in Massachusetts is the local educational agency.)
 - School committees will approve a private school when satisfied that its instruction equals the public schools in the same town in thoroughness and efficiency and that private students are making the same progress as public school students. A school committee may not withhold approval based on the school's religious teaching. *Mass. Gen. Laws* c. 76, §1.

II. Teacher Certification

- No state policy currently exists.

III. Length of School Year and Days

- Massachusetts' law does not specify a required length of school year for private schools. However, a memorandum put out by the Massachusetts Department of Elementary and Secondary Education (Department) suggests a school committee include in the criteria for approval adequate student learning time. Student learning time includes the number of school days, and hours in a school day. [Advisory on Approval of Massachusetts Private Schools Pursuant to Mass. Gen. Laws c. 76, § 1.](#)

IV. Curriculum

- There is no mandate regarding what courses private schools shall teach. The Department suggests that the "thoroughness and efficiency" criteria can be interpreted to include approval based on the private school's program of studies and curriculum. [Advisory on Approval of Massachusetts Private Schools Pursuant to Mass. Gen. Laws c. 76, § 1.](#)
- Massachusetts Art Week is celebrated the last week of May and private schools are encouraged to observe the tradition by the display of works of art and appropriate exhibitions and ceremonies. *Mass. Gen. Laws* c. 6, §15D.

V. Recordkeeping and Reports

- The supervisory officers of all private schools must report the name, age and residence of any child enrolled in the school to the superintendent of schools in the town where the children reside within 30 days of enrollment. If a child withdraws from the school, the officers must notify the superintendent within 10 days. *Mass. Gen. Laws* c. 72, §2.
- The local superintendent of schools files an annual report with the commissioner of education on or before May 1st on the number of pupils enrolled in nonpublic schools within the district. The information is collected during the months of January and February. *Mass. Gen. Laws* c. 72, §2A.

- Private school administrators and teachers are required to provide information or reports requested by any justice relating to the attendance, conduct, and standing of any pupil enrolled, if the pupil is awaiting court examination or trial or is at that time under the supervision of the court. *Mass. Gen. Laws* c. 119, §69.
- Persons operating an education institution have an obligation to provide a student with his or her written transcript upon the student's request. The first copy must be provided free. Schools may charge a fee for duplicates not exceeding \$1 for each page, but not exceeding \$5 for an entire transcript. Anyone denied a transcript may petition the courts for relief. *Mass. Gen. Laws* c. 71, §§34A and 34B.
- If a private school closes, the owner must transfer all current and former students' transcripts to the Department or to the school to which a current student has transferred. *Mass. Gen. Laws* c. 71, §34C.

VI. Health and Safety Requirements

- The principal or chief administrator of a private school must obtain at least every three years all available criminal offender record information from the department of criminal justice information services for any current or prospective employee or volunteer at the school "who may have direct and unmonitored contact with children, including any individual who regularly provides school related transportation to children." The principal or chief administrator of a private school must also obtain a state and national fingerprint-based check for all current and prospective school employees "who may have direct and unmonitored contract with children." Whether to require fingerprint-based check for volunteers is left to the discretion of each school. *Mass. Gen. Laws* c. 71, §38R.
 - The fingerprint-based background check requirements for public and private schools are spelled out in the regulations of the Department at 603 Code of Massachusetts Regulations (CMR) 51.00.
- Private school teachers who have reasonable cause to believe a child under 18 is suffering physical or emotional injury resulting from abuse or neglect are under an obligation to immediately report the condition either to the Massachusetts Department of Children and Families or to the school administrator, who is then responsible for notifying the Department of Children and Families. *Mass. Gen. Laws* c. 119; §§21 and 51A.
- Persons apprehended for manufacturing or distributing controlled substances within 300 feet of a private elementary, vocational, or secondary school will receive a mandatory sentence of not less than two years. *Mass. Gen. Laws* c. 94C, §32J.
- Each institution of secondary education must file at least annually a report with the board of education certifying that the school has informed its students of the hazing prohibition and adopted and disseminated a disciplinary policy on the organizers and participants of hazing. *Mass. Gen. Laws* c. 269, §19.
- Fires or explosions resulting in a loss of life must be reported in writing within 48 hours, excluding Sundays and holidays, to the fire marshal. Reports must be on forms furnished by the Massachusetts Department of Fire Services, and contain a statement of all known facts relating to the cause and origin of the fire or explosion, the extent of the damage, the insurance upon the damaged property, and other information as required. The fire marshal shall keep or cause to be kept a record of all fires or explosions occurring in the state, and ensure that the results of such investigations and records are open to public inspection. *Mass. Gen. Laws* c. 148, §2.
- Private schools are subject to the *Massachusetts Pesticide Control Act*. *Mass. Gen. Laws* c. 132B; §§1 and 2.

VII. Transportation

- Students who attend approved private schools are entitled to the same rights and privileges to transportation to and from school as are provided by law for public school students, within specified limits. *Mass. Gen. Laws* c. 76, §1.
- Street or elevated railway companies must provide special rates for public and private school students during the days or evenings when school is in session not to exceed one-half of the regular fare. *Mass. Gen. Laws* c. 161, §108.

VIII. Textbooks

- The use of state or local funds to pay for textbook loans to pupils of private schools violates the state constitution. *Bloom v. School Committee of Springfield*, 379 N.E.2d 578 (1978).
- The Department suggests that the "thoroughness and efficiency" criteria can be interpreted to include approval based on the private school's textbooks and materials. [Advisory on Approval of Massachusetts Private Schools Pursuant to Mass. Gen. Laws c. 76, § 1.](#)

IX. Testing

- The Department suggests that the "thoroughness and efficiency" criteria can be interpreted to include approval based on the private school's student performance assessment procedures. [Advisory on Approval of Massachusetts Private Schools Pursuant to Mass. Gen. Laws c. 76, § 1.](#)

X. Special Education

- If appropriate, publicly funded eligible students with disabilities requiring special education may be placed in a public or approved private special education program in accordance with 603 CMR 28.09 (1). *Mass. Gen. Laws* c. 71B, §10.
- School committees may authorize the prepayment of tuition of a publicly place student with disabilities, for a period not exceeding three months, to any approved private school. *Mass. Gen. Laws* c. 71, §71D.
- Eligible students with disabilities who attend private school at private expense are entitled to special education designed to meet their needs. The school district where the student with disabilities is a resident must provide genuine opportunities to participate in the public school special education program consistent with the state constitutional limitations. Eligible students are entitled to an individualized education program (IEP). Services provided or arranged for by the district pursuant to an IEP, if paid for with state or local funds, must be provided in a public facility or other public or neutral site. If services are funded only with federal monies, they may be provided on private school grounds. [Administrative Advisory SPED 2007-2: IDEA-2004 and Private School Students \(Updated July 2008\).](#)

XI. Nursing and Health

- Pupils attending private schools may receive screening for sight, hearing, and other physical defects through the local school committee or board of health at the request of a parent/guardian, providing the private school is approved and does not discriminate in its entrance requirements on the basis of race or color. *Mass. Gen. Laws* c. 71, §57.

XII. Technology

- Private schools are eligible to receive grants from the Massachusetts Science, Technology Engineering, and Mathematics Grant Fund with the purpose of increasing the number of qualified science, technology, engineering and mathematics teachers and improving the course offerings in the areas of science, technology, engineering and mathematics. *Mass. Gen. Laws* c. 29, §2MMM.

XIII. Professional Development

- By statute, one of the 14-member Massachusetts Educational Communications Commission must be a representative of private elementary and secondary education. *Mass. Gen. Laws* c. 6, §158.

XIV. Reimbursement for Performing State and Local Functions

- No state policy currently exists.

XV. Tax Exemption

- Private school property is exempt from property taxation as a "literary, benevolent, charitable and scientific institution." *Mass. Gen. Laws* c. 59, §5. *Board of Assessors v. Garland School of Home Making*, 6 N.E.2d 374 (1937).

XVI. Public Aid for Private Education

- **Constitutional Provisions:** The Massachusetts Constitution provides that no appropriation of public money may be made to aid a primary or secondary school that is not publicly owned and under the exclusive control of public officers authorized by the Commonwealth. *Mass. Const. Ann. Amend.* Art. 18 §2.
- **Programs for financial assistance for attendance at private schools:** No such programs currently exist.

C. Financial Plan

Year Starting Date	7/1/2025	7/1/2026	7/1/2027	7/1/2028	7/1/2029
Anticipated Revenues	\$370,000	\$608,700	\$886,508	\$1,179,254	\$1,487,797
Tuition	\$250,000	\$463,500	\$716,108	\$983,454	\$1,266,197
Tuition Rate	\$12,500	\$12,875	\$13,261	\$13,659	\$14,069
# Students	20	36	54	72	90
Investment Income	\$0	\$200	\$400	\$800	\$1,600
Cash Donations	\$100,000	\$120,000	\$140,000	\$160,000	\$180,000
Fundraisers	\$20,000	\$25,000	\$30,000	\$35,000	\$40,000
Expenditures	\$ 411,030.67	\$ 597,765.51	\$ 829,706.21	\$ 966,593.04	\$ 1,113,191.87
General & Administrative	\$341,781	\$454,863	\$551,924	\$603,431	\$661,338
Salaries	\$140,000	\$165,000	\$206,350	\$237,741	\$274,173
Principal (Esther)	\$50,000	\$60,000	\$80,000	\$100,000	\$120,000
Administrative Support	\$40,000	\$45,000	\$46,350	\$47,741	\$49,173
Director of VOICES Initiative (Brittany)	\$50,000	\$60,000	\$80,000	\$90,000	\$105,000
Accounting/Audit	\$1,545	\$1,591	\$1,639	\$1,688	\$1,739
Legal	\$1,030	\$1,061	\$1,093	\$1,126	\$1,159
Payroll Fees	\$2,500	\$3,000	\$4,000	\$5,000	\$6,000
Health Insurance Premiums	\$0	\$5,500	\$16,500	\$18,000	\$20,000
Insurance	\$3,000	\$6,000	\$9,000	\$12,000	\$15,000
Retirement Plan Contributions	\$0	\$0	\$25,193	\$32,050	\$39,496
Security Deposit	\$0	\$0	\$0	\$0	\$0
Rent	\$153,839	\$223,180	\$230,916	\$237,843	\$244,979
Construction/Reserve Fund	\$0	\$0	\$0	\$0	\$0
New Bathroom	\$0	\$0	\$0	\$0	\$0
Playground construction	\$0	\$0	\$0	\$0	\$0
Other Fringe Benefits	\$0	\$0	\$0	\$0	\$0
Other Professional Services	\$0	\$0	\$0	\$0	\$0
Office Supplies and Materials	\$4,000	\$8,000	\$10,000	\$10,000	\$10,000
Telecom & Internet	\$3,600	\$3,708	\$3,819	\$3,934	\$4,052
Travel Expenses	\$0	\$0	\$0	\$0	\$0
Student Management Software	\$1,236	\$1,273	\$1,311	\$1,351	\$1,391
Bank charges	\$206	\$212	\$219	\$225	\$232
Dues, Licenses, and Subscriptions	\$1,000	\$1,030	\$1,061	\$1,093	\$1,126
IT Hardware Maintenance	\$5,000	\$5,250	\$5,500	\$5,750	\$6,000
IT Support	\$2,000	\$2,060	\$2,122	\$2,185	\$2,251
Marketing & Communications	\$20,000	\$25,000	\$30,000	\$30,000	\$30,000
Fundraising	\$2,500	\$2,575	\$2,652	\$2,732	\$2,814
Professional Development	\$0	\$0	\$0	\$0	\$0
Mailings & Postage	\$325	\$423	\$549	\$714	\$928
Instructional Services	\$36,750	\$112,903	\$246,883	\$331,335	\$419,071
Salaries - Teachers	\$0	\$72,100	\$148,526	\$229,473	\$315,142
Number of Teachers	\$0	1.00	2.00	3.00	4.00
Salary	\$70,000	\$72,100	\$74,263	\$76,491	\$78,786
Music Teacher	\$10,000	\$10,000	\$20,000	\$20,000	\$20,000
Reading Specialist	\$20,000	\$20,000	\$65,000	\$66,950	\$68,959
Curriculum	\$5,000	\$6,000	\$7,000	\$8,000	\$8,000
Instructional Technology	\$1,250	\$1,288	\$1,326	\$1,366	\$1,407
Instructional Supplies & Materials	\$500	\$515	\$530	\$546	\$563
Testing & Assessment	\$0	\$0	\$0	\$0	\$0
Dues, Licenses, and Subscriptions	\$0	\$0	\$0	\$0	\$0
Staff Stipends	\$0	\$0	\$0	\$0	\$0
Field Trips	\$0	\$0	\$0	\$0	\$0
Furniture & Equipment	\$0	\$0	\$0	\$0	\$0
Health Services	\$0	\$0	\$0	\$0	\$0
Student Transportation	\$0	\$0	\$0	\$0	\$0
Food Services	\$0	\$0	\$0	\$0	\$0
Athletics	\$0	\$3,000	\$4,500	\$5,000	\$5,000
Campus Maintenance	\$32,500	\$30,000	\$30,900	\$31,827	\$32,782
Utilities	\$7,500	\$7,725	\$7,957	\$8,195	\$8,441
Security System	\$7,500	\$250	\$258	\$265	\$273
HVAC	\$0	\$2,500	\$2,575	\$2,652	\$2,732
Pest Control	\$0	\$1,500	\$1,545	\$1,591	\$1,639
Equipment Rental/Lease	\$0	\$0	\$0	\$0	\$0
Cleaning & Maintenance Supplies/Tools	\$2,500	\$2,575	\$2,652	\$2,732	\$2,814
General Infrastructure Upkeep	\$2,500	\$2,575	\$2,652	\$2,732	\$2,814
Contracted cleaning services	\$12,500	\$12,875	\$13,261	\$13,659	\$14,069
Miscellaneous	\$0	\$0	\$0	\$0	\$0
Miscellaneous Charges	\$	\$	\$	\$	\$
Surplus/Deficit	\$ (41,030.67)	\$ 10,934.49	\$ 56,801.29	\$ 212,661.25	\$ 374,605.94

D. Proof of 501c3



Department of the Treasury
Internal Revenue Service
Tax Exempt and Government Entities
P.O. Box 2508
Cincinnati, OH 45201

DRAKE ACADEMY OF EXCELLENCE INC
109 DUDLEY ROAD
BILLERICA, MA 01821

Date:
12/07/2021
Employer ID number:
85-0689442
Person to contact:
Name: Sheila M Robinson
ID number: 31220
Telephone: (877)829-5500
Accounting period ending:
December 31
Public charity status:
170(b)(1)(A)(ii)
Form 990 / 990-EZ / 990-N required:
Yes
Effective date of exemption:
April 10, 2020
Contribution deductibility:
Yes
Addendum applies:
No
DLN:
26053547004821

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Letter 947 (Rev. 2-2020)
Catalog Number 35152P

E. Certificate of Good Standing



William Francis Galvin
Secretary of the
Commonwealth

The Commonwealth of Massachusetts
Secretary of the Commonwealth
State House, Boston, Massachusetts 02133

Date: May 09, 2025

To Whom It May Concern:

I hereby certify that according to the records of this office,

DRAKE ACADEMY OF EXCELLENCE, INC.

is a domestic corporation organized on **April 10, 2020**

I further certify that there are no proceedings presently pending under the Massachusetts General Laws Chapter 180 section 26 A, for revocation of the charter of said corporation; that the State Secretary has not received notice of dissolution of the corporation pursuant to Massachusetts General Laws, Chapter 180, Section 11, 11A, or 11B; that said corporation has filed all annual reports, and paid all fees with respect to such reports, and so far as appears of record said corporation has legal existence and is in good standing with this office.



In testimony of which,
I have hereunto affixed the
Great Seal of the Commonwealth
on the date first above written.

A handwritten signature in cursive script, reading "William Francis Galvin".

Secretary of the Commonwealth

Certificate Number: 25050134240

Verify this Certificate at: <http://corp.sec.state.ma.us/CorpWeb/Certificates/Verify.aspx>

Processed by: smc

F. Founding Principles

Founding Principles

The Drake Academy of Excellence will ...

Cultivate a nurturing and fun family climate where students, families, and staff feel welcome, seen, and respected.

Approach learning through the lens of humanity.

Nurture the heart of each student through a values based curriculum that emphasizes teamwork, honesty, humility, compassion, hard work, and respect.

Provide appropriate challenges and supports for adults and children so that all can flourish.

Embrace DAE's motto: No Fear!

Facilitate fun learning experiences that target students' individual talents and interests and foster a true excitement for learning!

Surround ourselves with those who challenge us to grow and be our best.

Produce capable, compassionate, and community-oriented students that are well prepared to take on the challenges of today's world.

Foster an environment that is a safe haven for unlocking true human potential.

Seek out excellent teachers who are passionate about uplifting young children.

Provide dynamic and engaging instruction so every student is challenged and develops a passion for learning, personal growth, and community service.

Embrace diversity and celebrate our differences.

Become a model school that transforms educational and leadership practices and shifts existing systems and mindsets.

Inspire excellence in ourselves and in others.





CONTACT

978-930-1671
econcep3@gmail.com
28 Valleyview Drive
Merrimack, NH 03054

SKILLS

- Design Thinking
- Strategic Thinking and Planning
- Research Implementation
- Problem-Solving
- Transformative/Organizational Leadership
- Project Management
- Strong Communication

AWARDS

2007
Magna Cum Laude - Fitchburg State College

2013
Trained at the Ron Clark Academy

SCHOOL FOUNDER NON-PROFIT EXECUTIVE DIRECTOR

ESTHER J. CONCEPCIÓN

Passionate and dedicated educator eager to teach and inspire students to develop a love of learning. Articulate communicator, motivated to work alongside parents and staff to facilitate high academic interest and achievement for each student.

EDUCATION

2018
SOUTHERN NEW HAMPSHIRE UNIVERSITY
M.ED. CURRICULUM DESIGN & INSTRUCTION/EDUCATIONAL LEADERSHIP

2007
FITCHBURG STATE COLLEGE
B.S. EARLY CHILDHOOD EDUCATION

EXPERIENCE

FOUNDER, DRAKE ACADEMY OF EXCELLENCE INC.

2020 - PRESENT

- ESTABLISH LEGAL NONPROFIT SCHOOL
- OVERSEE ALL ELEMENTS OF SCHOOL STARTUP AND OPERATION
- ENGAGE AND MAINTAIN POSITIVE WORKING RELATIONSHIPS WITH SCHOOL STAKEHOLDERS

2020 - 2022

3RD GRADE TEACHER, VIRTUAL LEARNING ACADEMY CHARTER SCHOOL (VLACS)

- RESPONSIBLE FOR 3RD GRADE ELA, SCIENCE, SOCIAL STUDIES, MATH, AND ENRICHMENT INSTRUCTION

2019

CULTURE/INNOVATION SPECIALIST, WORLD ACADEMY

- WORK WITH SCHOOL LEADERS AND STAFF MEMBERS TO IDENTIFY DESIRED AREAS FOR GROWTH
- SET GOALS AND ESTABLISH TIMELINES FOR IDENTIFIED GROWTH AREAS
- APPLY RESEARCH, SOUND PRACTICE, DEVELOPMENT MODELS

2018

3RD - 5TH GRADE MATH INTERVENTIONIST, FAIRGROUNDS ELEMENTARY SCHOOL

- WORK WITH SMALL GROUPS TO INCREASE MATH FLUENCY



978-254-6830



byoung@drakeexcellence.org



275 Billerica Road Unit 1-B
Chelmsford, MA 01824

HONOR SOCIETIES

National Honor Society of Leadership and Success
Alpha Sigma Lambda
The International Honor Society in Psychology

HONORS/AWARDS

Honor Roll – 3/2023, 5/2023, 7/2023, 9/2023,
1/2024, 3/2024

President's List – 5/2023, 9/2023, 1/2024

Highest Honors – 5/2024

ORGANIZATIONAL MEMBERSHIPS

International Positive Psychology Association
Positive Education School Association
International Positive Education Network

BRITTANY YOUNG

"The difference between what we do and what we are capable of doing would suffice to solve most of the world's problem." – Mahatma Gandhi

PROFESSIONAL SUMMARY

Driven by a passion for enacting positive systemic change, I transitioned from a 14-year career in veterinary medicine to co-founding an innovative elementary school. This significant shift underscores my commitment to empowering children by equipping them with the tools and guidance necessary for academic and personal success. I aim to leverage my degree in positive psychology to cultivate an environment where everyone can flourish and thrive.

EDUCATION

Center for Positive Education 2024-2025
Certified Positive Educator

SOUTHERN NEW HAMPSHIRE UNIVERSITY 2023-2024
BA Psychology w/conc in Child & Adolescent Development
Cumulative GPA 3.958

HOLYOKE COMMUNITY COLLEGE 2008-2010
AS Veterinary Technology
Cumulative GPA 3.147

WORK EXPERIENCE

2022-PRESENT
DRAKE ACADEMY OF EXCELLENCE INC.
Co-Founder, Admin. Coordinator, Director of V.O.I.C.E.S Initiative

2010-2023
GATEWAY VETERINARY CLINIC
Veterinary Technician/Hospital Manager

Jeannie Painter Wagner

PO Box 1176, Merrimack NH 03054
603-566-9455 jajesasa@aol.com

Experience

9/2004-present

Resource Teacher • James Masticola Upper Elementary School • Merrimack School District, Merrimack NH

- Resource teacher for students in 5th grade, provide differentiation support to the general curriculum, provide specialized individual and small group instruction in accordance with IEP, develop IEP with specific, targeted goals and objectives, using research-based tools for progress monitoring
- Resource teacher for students in 5-6 grade, provide individualized/small group instruction using alternative reading programs such as O-G, Wilson, Reading Milestones and alternative math programs such as Transitions Math according to IEP goals. Provided weekly feedback to students and parents as to progress toward grade level mastery, trained in Orton-Gillingham, Wilson Reading steps 1-6

9/1984-6/2004

Resource Teacher • Reeds Ferry Elementary School • Merrimack School District, Merrimack, NH

- Resource teacher for students in grades 4-5, provide differentiation support to the general education curriculum for all identified students, trained in Wilson reading program steps 1-6, develop IEP with specific, targeted goals and objectives, using QRI and other research-based tools for progress monitoring
- Resource teacher for students grade 1-5 with severe learning disabilities, provide inclusion opportunities grades 1-5, provide specialized academic instruction and behavioral supports according to IEP goals, develop targeted goals and objectives for IEP
- Resource teacher for students grade 1-5 with significant special needs, provide inclusion opportunities grades 1-5, medical support and specialized individual academic and life skill instruction and behavioral supports according to IEP goals, develop targeted goals and objectives for IEP

8/1982-8/1984

Early Intervention Teacher • The Moore Center • Manchester, NH

- Provided developmental monitoring and activities for infants and toddlers 1-3 years old in a home setting. Supported transition to public school setting at the age of 3. Participated in ChildFind for Southern NH

Education

2023 C.A.G.S. Language Based Learning Disabilities and Dyslexia, Southern New Hampshire University, Manchester NH

2009 M.Ed. Curriculum and Instruction specializing in Literacy, Lesley University, Cambridge, MA

1979 B.A. English Education, Speech and Drama, University of Michigan, Ann Arbor, MI

KAYLA S. MCGARR

EDUCATION

Master of Music Education

Gordon College, Wenham, MA

Graduation: August 2015

GPA (3.95)

Certification in *First Steps in Music*

Methodologist and Instructor: John Feierabend

Completion: July 2014

Certification in *Conversational Solfege*, levels I and II

Methodologist and Instructor: John Feierabend

Completion: July 2013

Bachelor of Music Education (Voice), Choral Concentration

Gordon College, Wenham, MA

Graduation: May 2009

- ***Music Education Major of the Year Award***, Gordon College (Fall 2008 – Spring 2009)
- GPA (3.59)
- Discipleship Scholarship, Recipient (Fall 2005 – Spring 2009)
- Presidential Honors: GPA above 3.75 and no grade below a C (Spring 2008)
- Dean's List: GPA between 3.50 & 3.74 and no grade below a C (Fall 2005, 2006, 2008, Spring 2007)

MASSACHUSETTS INITIAL LICENSURE

- Pre K-12
- General Music / Choral / Instrumental
- NASDTEC: National Association of State Directors of Teacher Education and Certification
- Teaching Certificate #436763

TEACHING EXPERIENCE

Dutile/Parker Elementary Schools – Billerica Public Schools, MA (August 2009 – present)

Grades K-Five General Music/Choral Specialist

- ***Supervising Practitioner for UMASS Lowell and Gordon College*** music education practicums.
- ***Teach collegiate demonstration lessons*** for Gordon College Lab School.
- ***Honor Thy Teacher Award***, nominated by specific families of students within the district for one's impact and dedication to student learning. (2014, 2015, 2016, 2017, 2018, 2019, 2022, 2023)
- Grant writer and recipient for classroom instruments and materials.
- Co-creator of annual "Evening with the Arts" advocacy night for students, parents, and administrators, create and deliver hands-on lessons and demonstrations.
- Sequence music literacy curriculum, create units, and lesson plans based on John Feierabend's *First Steps in Music* and *Conversational Solfege* and Kenneth Phillips' *Teaching Kids to Sing*.
- Created and piloted district's first ukulele in-school program.

- Organize and conduct in-school and after-school performances at sporting events and community centers, featuring student choral concerts, Orff instrumental ensembles, and musicals.
- Musical director for cross-curricular events and initiatives (ie. assemblies, graduation ceremonies, Poetry Slam, Talent Show, Field Day, other special events).
- RTI interventionist for students with social and/or emotional disabilities.
- Co-creator of after-school volleyball incentive program for students in grades three through five.

Student Teaching Practicum (January – May 2009)

Dutile Elementary School - Billerica, MA

- Grades One - Five General Music/Chorus
 - Coordinated professional piano performance.
 - Conducted at the All-Town Chorus Concert, accompanied and assisted rehearsals on piano.
 - Organized choral performance recording for school PTO meeting.

Billerica Memorial High School - Billerica MA

- Select Vocal Ensemble
 - Created lesson plans, conducted rehearsals, developed beginning sight-reading program, created warm-ups to improve vocal technique, researched and created concert program notes.
- High School Musical (*Beauty and the Beast*)
 - Conducted sectional rehearsals, created and taught characterization techniques, assisted in ensemble rehearsals, assessed rehearsal run-throughs and provided feedback to students, rehearsed lines with individual students, assisted in set design and construction, ticket sales.
- Popular Music (elective class)
 - Created and implemented lesson plans, incorporating Soundtrack Music and Music Aesthetics.

Summer Music Academy (2008, 2009)

- *Beginning Music Theory*: Created and taught score analysis and composition for mixed class, ages 8-15.
- *World Music*: Created and taught “Latin American Music.”
- *Junior Chorus*: Co-directed rehearsals and sectionals, assisted in performance.

Teaching Grant Writer and Winner – Lynn, MA (April 2008)

- Grade Five Percussion Ensemble workshop taught with concluding performance, purchased instruments later donated to school.

LEADERSHIP/EXTRACURRICULAR

Children’s Choir Founder and Artistic Director – Boston Church of Christ (2012 – present)

- Conducts concerts and rehearsals for children ages six through sixteen.
- Concert audience attendees 200-2,200 people per concert

Massachusetts Northeast District Junior Girls Chorus – Manager (2012), Assistant Manager (2011)

- Drafted conductor candidates for board approval, selected audition adjudicators, co-coordinated auditions, selected accompanist and instrumental soloists, prepared rehearsal space, drafted program notes, directed sectionals.

HOPE Worldwide Medical/Educational Brigade – San Pedro Sula, Honduras (June 2010, Jan 2011, Jan 2012)

- Coordinated children’s footwear donation drive at school to bring on brigade, taught music to children ages three to sixteen, conversed in conversational Spanish to children and their families.

MMEA All-State Conference (2008 – present, annually), Collegiate Ambassador (2008)

- Prepared concert venues and clinics, formally introduced clinicians and informal concerts, assisted in Boston Symphony Hall performance, coordinated scheduling, student chaperone.

***Embracing the New Music Educator*, mentor (2009 – present)**

Advises new teachers and collegiate students both in-person and remotely, models demonstration lessons.

H. Partner Endorsements



The Drake Academy of Excellence has partnered with Julie Jungalwala and the Institute for the Future of Learning in order to ensure that our mindsets, beliefs, and practices promote human development, build a positive school culture, and utilize effective leadership strategies.

Because the mission of DAE is to shift systems and “provide an innovative model for education”, we believe that our collaboration with Julie will not only give us the tools and direction we need to shift education in our own school, but in other schools in our area and across the country. Our teacher and leadership development collaborative gives us a direct point of contact and interaction with teachers and leaders who are invested in shifting education in our country. We believe that involvement with the right people and leaders is critical to the success of this project and we are thrilled to be partnering with Julie and Susanna in this incredibly important work.

Who is Julie? Julie Jungalwala is a coach and advisor to school leaders, educational institutions, and foundations whose mission is to shape the future of K-12 education. She has over fifteen years’ experience building effective learning environments that unlock human potential and enable organizational culture to adapt and grow during times of change. She is the founder and executive director of the Institute for the Future of Learning, a nonprofit organization dedicated to helping transform the factory model of education. The Institute works with a diverse range of clients including public schools, independent schools, public charter schools, and educational philanthropic organizations. Julie graduated from Harvard’s Graduate School of Education with a master’s degree in technology, innovation, and education.

Julie’s Thoughts on the Drake Academy of Excellence:

Q: You must have many requests for partnerships and you must have to choose which schools and leaders to help. Why have you agreed to work with DAE? What called you to form this partnership with them?

A: Systems level change requires adult behavioral change (further explanation [here](#)). We will not have a system of education that supports the whole child until and unless we support whole adults within these learning environments too. Pre-Covid, the education system was under huge duress as many leaders and teachers made herculean efforts to transform practice while propping up an obsolete 100+ year system. Two years into the pandemic, the inadequacies of the system have been laid bare and we can no longer ignore them. The system needs an exemplar of what it takes to nurture adult

development as we nurture the development of children in parallel fashion. The mission of DAE is to be that exemplar.

I am under no illusion of just how hard it is to get a new school off the ground. I believe in Esther and the board she has assembled to lead this important work. They are learners, who embrace the uncertainty ahead and the possibility inherent in the realization of the mission. It will be challenging, but this is the work that is sorely needed right now.

Q: Children, teachers, and leaders have unique needs that aren't being met in the current industrial school model. How do you think DAE will serve them and help meet their needs?

A: By meeting each child and adult where they are. By helping them design, build and live a life of their own choosing. By constantly personalizing the learning environment to each learner's proximal zone of development. By grounding the work in what the research tells us with regards to how humans learn, grow and thrive.

Q: What is different about DAE compared to other schools and what are the things about DAE that resonate with you?

A: The biggest difference is the focus on adult development – both from a leadership development perspective and a teacher development perspective. Effective professional development needs to be job embedded¹ and the Drake Academy's mission is to be a lab for this work. In addition, parent partnership is critical in realizing the potential of this model, DAE is building in the scaffolding and supports for this partnership from day 1.

Q: You've known Esther since 2018. How would you describe her? What is it that struck you about her and the plans she has to create systemic change in education?

A: I would describe Esther as visionary, positive, heartfelt – all with a focus on moving things forward. She also understands the critical importance of surrounding herself with the right people – this is essential to standing up the school and realizing DAE's bold vision.

¹ https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf

At Drake, we implement the PERMA framework, developed by Dr. Martin Seligman, the founding father of Positive Psychology. PERMA is a research-backed model for well-being used in schools around the world.



P - Positive Emotion - Cultivating joy, gratitude, and hope - children learn happiness is a skill that they can practice and develop

E- Engagement - Helping students to be deeply involved in activities that challenge and excite them.

R- Relationships - Building strong, supportive connections. Kids thrive when they feel seen, safe, and valued.

M- Meaning - Guiding students to connect with a bigger purpose — understanding their place in the world and how they can contribute.

A- Accomplishment - Celebrating effort, growth, and goals. Students build confidence as they recognize their own strengths and successes.



THE OUTCOME

When we equip students with the tools they need to learn and to experience well-being, they will flourish!

POSITIVE EDUCATION















While many U.S. schools incorporate parts of Positive Psychology, such as social-emotional learning (SEL), very few have committed to fully embedding Positive Psychology systemically across curriculum, culture, and leadership.

At Drake, we live, learn, teach, and model the principles of Positive Psychology across the entire school community — from the classroom to the playground, and from leadership to support staff.



HOW DRAKE TEACHES THE PERMA MODEL

At DAE, we don't just hope our students grow into kind, confident, and capable people — we intentionally teach them the skills they need to get there. These aren't just “extra” lessons — they're built into everything we do, every single day.

PERMA GOAL	SKILL/MINDSET TAUGHT	EXAMPLE IN ACTION
Positive Emotion/Optimism	 “I believe something good can happen.”	 Morning meetings include “What I’m looking forward to today,” and children learn to reframe negative thoughts with guided stories and role play.
Engagement	 “I find meaning and joy in learning.”	 Lessons are hands-on and student led. Whether growing a class garden, exploring science through experiments, or acting out history stories — learning is active and joyful.
Relationships	 “I show kindness, empathy, and respect to others.”	 Students learn to give “appreciations” during class meetings and practice resolving small conflicts using simple tools like “I feel... I need...”
Meaning	 “I can use my strengths to positively impact my classmates, family, and community.”	 Students participate in classroom service projects, like creating “kindness kits” for local shelters.
Achievement	 “I set goals and work toward them.”	 Students set weekly goals (academic or personal) and check in with teachers in 1:1 mini-conferences to reflect on effort and celebrate success.
Growth Mindset	 “I can grow my abilities through effort and learning.”	 Students reflect on a challenge they faced and write “I used to think... now I know...” journals to celebrate progress, not perfection.
Resilience	 “I can bounce back after a setback.”	 After a tough quiz or peer conflict, students use “resilience circles” to talk through emotions, problem-solve, and make a plan for next time.

H. Massachusetts Curricular Standards

CURRICULUM SCOPE AND SEQUENCE FOR GRADES 1 TO 8		
GRADE 1 MATH INTEGRATION	<p>Algebraic Thinking Power Standards (ATPS) ATPS. 1. Represent and solve problems involving addition and subtraction. ATPS. 2. Understand and apply properties of operations and the relationship between addition and subtraction. ATPS. 3. Add and subtract within 20. ATPS. 4. Work with addition and subtraction equations.</p> <p>Number and Operations Power Standards (NOPS) NOPS. 1. Extend the counting sequence. NOPS. 2. Understand place value. NOPS. 3. Use place value understanding and properties of operations to add and subtract.</p>	<p>Measurement and Data Power Standards (MDPS) MDPS. 1. Measure lengths indirectly and by iterating length units. MDPS. 2. Tell and write time. MDPS. 3. Represent and interpret data. MDPS. 4. Work with money.</p> <p>Geometry Power Standards (GPS) GPS. 1. Reason with shapes and their attributes.</p>
GRADE 1 ENGLISH LANGUAGE ARTS INTEGRATION	<p>Reading Power Standards (RPS) RPS. 1. Ask and answer questions about key details in a text. RPS. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RPS. 3. Describe characters, settings, and major events in a story, using key details. RPS. 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language Standards 4–6 on applying knowledge of vocabulary to reading) RPS. 5. Identify characteristics of common types of stories, including folktales and fairy tales. RPS. 6. Identify who is telling the story at various points in a text. RPS. 7. Use illustrations and details in a story to describe its characters, setting, or events. RPS. 8. Compare and contrast the adventures and experiences of characters in stories. RPS. 9. With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.</p> <p>Reading Power Standards for Informational Text (RPSIT) RPSIT. 1. Ask and answer questions about key details in a text. RPSIT. 2. Identify the main topic and retell key details of a text. RPSIT. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. RPSIT. 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RPSIT. 5. Know and use various text features. RPSIT. 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>RPSIT. 10. With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.</p> <p>Reading Power Standards for Foundational Skills (RPSFS) RPSFS. 1. Demonstrate understanding of the organization and basic features of print. RPSFS. 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RPSFS. 3. Know and apply grade-level phonics and word analysis skills in decoding words. RPSFS. 4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing Power Standards (WPS) WPS. 1. Write opinion pieces that introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. WPS. 2. Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure. WPS. 3. Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure. WPS. 4. Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.) WPS. 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. WPS. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. WPS. 7. Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions). WPS. 8. With guidance and support from adults,</p>

	<p>RPSIT. 7. Use the illustrations and details in a text to describe its key ideas.</p> <p>RPSIT. 8. Identify the reasons an author gives to support points in a text.</p> <p>RPSIT. 9. Identify basic similarities in and differences between two texts on the same topic.</p>	<p>recall information from experiences or gather information from provided sources to answer a question.</p> <p>WPS. 9. (Begins in 4th grade)</p> <p>WPS. 10. Write routinely for a range of tasks, purposes, and audiences.</p>
GRADE 1 ENGLISH LANGUAGE ARTS INTEGRATION (CONTINUED)	<p>Speaking and Listening Power Standards (SLPS)</p> <p>SLPS. 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SLPS. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SLPS. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SLPS. 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary. (See grade 1 Language Standards 4–6 for specific expectations regarding vocabulary.)</p> <p>SLPS. 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SLPS. 6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)</p>	<p>Language Power Standards (LPS)</p> <p>LPS. 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</p> <p>LPS. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LPS. 3. (Begins in grade 2).</p> <p>LPS. 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>LPS. 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>LPS. 6. Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships.</p>

<p>GRADE 1 SOCIAL STUDIES INTEGRATION</p>	<p>Topic 1. Civics Power Standards (CPS)</p> <p>CPS. 1. Demonstrate understanding of the benefits of being part of a group and explain what it means to be a member of a group; follow the group's rules, limits, responsibilities and expectations, and explain reasons for rules to others.</p> <p>CPS. 2. Investigate the various roles that members of a group play and explain how those roles contribute to achieving a common goal.</p> <p>CPS. 3. Demonstrate understanding that a leader is also a member of a group, but takes on a different role with more responsibility for inspiring others, organizing and delegating activities, and helping the group make decisions.</p> <p>CPS. 4. Analyze examples of leadership and leaders from history, everyday life, and from literature and informational texts read or read aloud, and describe the qualities of a good leader.</p> <p>CPS. 5. Give examples of why members of a group who hold different views need ways to make decisions, and explain how members of a group can make fair decisions or choose leaders by voting.</p> <p>CPS. 6. Explain that an election is a kind of voting in which people select leaders.</p> <p>CPS. 7. Identify some leaders who are chosen by elections (e.g., the President of the United States, the Governor of Massachusetts, the captain of a soccer team) and explain their roles.</p>	<p>CPS. 8. Demonstrate understanding that members of a town, city, or nation in the United States are called citizens, and that their rights and responsibilities include • electing leaders who serve fixed terms • paying attention to the leader's actions, and • deciding whether or not to re-elect them on the basis of how well they have served citizens.</p> <p>CPS. 9. Explain that all people born in the United States are citizens, while some people become citizens after moving to the United States from another country. Understand that some residents of the United States are not citizens, but are still members of the community with rights and responsibilities.</p> <p>CPS. 10. Evaluate the qualities of a good citizen or member of the community, drawing on examples from history, literature, informational texts, news reports, and personal experiences and features.</p> <p>Geography Power Standards (GPS)</p> <p>GPS. 1. Explain that a map represents spaces and helps one identify locations and features.</p> <p>GPS. 2. Identify and use language for cardinal directions (north, east, south, west) when locating and describing places on a map; use a map to identify the location of major cities and capitals (e.g., Boston, Massachusetts, Washington D.C., Mexico City, Mexico) and investigate factors that explain why these locations became important cities.</p> <p>GPS. 3. Explain that a city that is called a capital is the center of government for a state or nation.</p> <p>GPS. 4. Locate and explain physical features (e.g., continents, oceans, rivers, lakes, mountains) on maps and construct maps and other representations of local places.</p>
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	<p>GPS. 5. Demonstrate understanding that people from different parts of the world can have different ways of living, customs, and languages.</p> <p>History Power Standards (HPS)</p> <p>HPS. 1. Provide evidence to explain some of the ways in which the people of the United States are unified (e.g., share a common national history) and diverse (e.g., have different backgrounds, hold different beliefs, and have different celebrations, cultural traditions, and family structures).</p> <p>HPS. 2. Demonstrate understanding of the ways people show pride in belonging to the United States by recognizing and explaining the meaning of unifying symbols, phrases, and songs: a. national symbols (e.g., the United States flag, the bald eagle, the White House, and the Statue of Liberty) b. words, mottoes, phrases, sentences associated with the United States (e.g., "U.S." or "America" standing for United States of America, the Latin motto, "E pluribus unum," on coins, currency, and the seal of the United States, Pledge of Allegiance") c. the melodies/lyrics of patriotic songs (e.g., "America the Beautiful," "My Country, 'Tis of Thee," "God Bless America," "The Star-Spangled Banner")</p> <p>HPS. 3. Recognize and document sequential patterns in seasonal events or personal experiences, using a calendar and words and phrases relating to chronology and time, (e.g., in the past or future; present, past, and future tenses of verbs).</p>	<p>Economics Power Standards (EPS)</p> <p>EPS. 1. Explain the relationship between natural resources and industries and jobs in a particular location (e.g., fishing, shipbuilding, farming, trading, mining, lumbering, manufacturing).</p> <p>EPS. 2. Distinguish a renewable resource from a non-renewable resource.</p> <p>EPS. 3. Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services.</p> <p>EPS. 4. Explain what it means to be employed and define the terms income, wages, and salary.</p> <p>EPS. 5. Give examples of products (goods) that people buy and use.</p> <p>EPS. 6. Give examples of services people do for each other.</p> <p>EPS. 7. Give examples of choices people have to make about buying goods and services (e.g., food for the family or a video game; bus fare to get to work or a movie ticket for entertainment) and why they have to make choices (e.g., because they have only enough money for one purchase, not two).</p> <p>EPS. 8. Analyze examples of voluntary choices people make about buying goods and services.</p> <p>EPS. 9. Compare and contrast reasons why people save some of their money (e.g., deciding to put some of it aside for later for a future purchase, for a charitable donation or for an emergency).</p>
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<p>GRADE 1 SCIENCE INTEGRATION</p>	<p>Earth & Space Sciences Power Standards (ESSPS) Earth's Place in the Universe ESSPS. 1. Use observations of the Sun, Moon, and stars to describe that each appears to rise in one part of the sky, appears to move across the sky, and appears to set. ESSPS. 2. Analyze provided data to identify relationships among seasonal patterns of change, including relative sunrise and sunset time changes, seasonal temperature and rainfall or snowfall patterns, and seasonal changes to the environment.</p>	<p>Life Science Power Standards (LSPS) From Molecules to Organisms: Structures and Processes LSPS. 1. Use evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air, and (b) plants have roots, stems, leaves, flowers, and fruits that are used to take in water, air, and other nutrients, and produce food for the plant. LSPS. 2. Obtain information to compare ways in which the behavior of different animal parents and their offspring help the offspring to survive. Heredity: Inheritance and Variation of Traits LSPS. 3. Use information from observations (first-hand and from media) to identify similarities and differences among individual plants or animals of the same kind.</p>
<p>CURRICULUM SCOPE AND SEQUENCE GRADE 2</p>		

**GRADE 2
MATH
INTEGRATION**

Algebraic Thinking Power Standards (ATPS)

ATPS. 1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

ATPS. 2. Fluently add and subtract within 20 using mental strategies. 9 By end of grade 2, know from memory all sums of two single-digit numbers and related differences.

ATPS. 3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

ATPS. 4. Use addition to find the total number of objects arranged in rectangular arrays with up to five rows and up to five columns; write an equation to express the total as a sum of equal addends.

Number and Operations Power Standards (NOPS)

NOPS. 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.

NOPS. 2. Count within 1,000; skip-count by 5s, 10s, and 100s. Identify patterns in skip counting starting at any number.

NOPS. 3. Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.

NOPS. 4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

NOPS. 5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

NOPS. 6. Add up to four two-digit numbers using strategies based on place value and properties of operations.

NOPS. 7. Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

NOPS. 8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

NOPS. 9. Explain why addition and

Measurement and Data Power Standards (MDPS)

MDPS. 1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

MDPS. 2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

MDPS. 3. Estimate lengths using units of inches, feet, centimeters, and meters.

MDPS. 4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

MDPS. 5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

MDPS. 6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2... and represent whole-number sums and differences within 100 on a number line diagram.

MDPS. 7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

MDPS. 8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies (up to \$10), using \$ and ¢ symbols appropriately and whole dollar amounts.

MDPS. 9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Organize and record the data on a line plot (dot plot) where the horizontal scale is marked off in whole-number units.

MDPS. 10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Geometry Power Standards (GPS)

GPS. 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.¹² Identify triangles, squares, rectangles, rhombuses, trapezoids, pentagons, hexagons, and cubes.

GPS. 2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

GPS. 3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

	subtraction strategies work, using place value and the properties of operations.	
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**GRADE 2
ENGLISH
LANGUAGE ARTS
INTEGRATION**

Reading Power Standards (RPS)

RPS. 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RPS. 2. Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RPS.

3. Describe how characters in a story respond to major events and challenges.

RPS. 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

RPS. 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RPS. 6. Explain what dialogue is and how it can reveal characters' thoughts and perspectives. RPS. 7.

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RPS. 8. (Not applicable. For expectations regarding central messages, lessons, or morals in stories, see RL.2.)

RPS. 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RPS. 10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

Reading Power Standards for Informational Text (RPSIT)

RPSIT. 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RPSIT. 2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

RPSIT. 3. Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.

RPSIT. 4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

RPSIT. 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RPSIT. 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RPSIT. 8. Describe how reasons support specific points the author makes in a text.

RPSIT. 9. Compare and contrast the most important points presented by two texts on the same topic.

RPSIT. 10. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.

Reading Power Standards for Foundational Skills (RPSFS)

RPSFS. 1. Know and apply grade-level phonics and word analysis skills in decoding words.

RPSFS. 2. Read with sufficient accuracy and fluency to support comprehension.

Writing Power Standards (WPS)

WPS. 1. Write opinion pieces that introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

WPS. 2. Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

WPS. 3. Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure.

WPS. 4. Produce writing in which the development and organization are appropriate to task, purpose, and audience.

WPS. 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

WPS. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

WPS. 7. Participate in shared research and writing projects.

WPS. 8. Recall information from experiences or gather information from provided sources to answer a question.

WPS. 9. (Begins in grade 4.)

WPS. 10. Write routinely for a range of tasks, purposes, and audiences.

	<p>RPSIT. 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	
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**GRADE 2 ENGLISH
LANGUAGE ARTS
INTEGRATION
(CONTINUED)**

**Speaking and Listening Power Standards
(SLPS)**

SLPS. 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SLPS. 2. 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SLPS. 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SLPS. 4. Tell a story, recount an experience, or explain how to solve a mathematical problem with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences and using appropriate vocabulary.

SLPS. 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or descriptions of experiences when appropriate to clarify ideas, thoughts, and feelings.

SLPS. 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Power Standards (LPS)

LPS. 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

LPS. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LPS. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LPS. 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

LPS. 5. Demonstrate understanding of word relationships and nuances in word meanings.

LPS. 6. Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

**GRADE 2 SOCIAL
STUDIES
INTEGRATION**

Reading and Making Maps Power Standards (RMMPS)

RMMPS. 1. Explain the kinds of information provided by components of a map (e.g., compass rose/cardinal directions, scale, key/legend, title) and give examples of how maps can show relationships between humans and the environment (e.g., travel, roads, natural resources, agriculture, mining).
RMMPS. 2. Compare different kinds of map projections (e.g., Mercator, Peters) and explain how they represent the world differently.
RMMPS. 3. Construct a map of a familiar location (e.g., the school, the neighborhood, a park).

Geography and its Effects on People Power Standards (GPPS)

GPPS. 1. On a map of the world and on a globe, locate all the continents and some major physical characteristics on each continent (e.g., lakes, seas, bays, rivers and tributaries, mountains and mountain ranges, and peninsulas, deserts, plains).
GPPS. 2. On a map of the world and on a globe, locate the oceans of the world, and explain the importance of oceans and how they make the world habitable.
GPPS. 3. Explain how the location of landforms and bodies of water helps determine conditions (i.e., climate, weather, vegetation) for habitable living.
GPPS. 4. Explain and describe human interaction with the physical world.

Migrations and Cultures (MCPS)

MCPS. 1. Investigate reasons why people migrate (move) to different places around the world, recognizing that some migration is voluntary, some forced.
EPS. 4. Explain what it means to be employed and define the terms income, wages, and salary.
EPS. 5. Give examples of products (goods) that people buy and use.
EPS. 6. Give examples of services people do for each other.
EPS. 7. Give examples of choices people have to make about buying goods and services (e.g., food for the family or a video game; bus fare to get to work or a movie ticket for entertainment) and why they have to make choices (e.g., because they have only enough money for one purchase, not two).
EPS. 8. Analyze examples of voluntary choices people make about buying goods and services (e.g., to buy from a company that supports its workers or protects the environment).
EPS. 9. Compare and contrast reasons why people save some of their money (e.g., deciding to put some of it aside for later for a

MCPS. 2. Give examples of why the United States is called “a nation of immigrants”.

MCPS. 3. Conduct interviews with family members, neighbors, friends, or school staff to discover where their families came from, how and why they moved to where they now live, and when and why their families came to Massachusetts.

MCPS. 4. Identify what individuals and families bring with them (e.g., memories, cultural traits, goods, ideas, and languages or ways of speaking) when they move to a different place and identify the significant impacts of migration; identify elements that define the culture of a society (e.g., language, literature, arts, religion, traditions, customs); explain how the community is enriched by contributions from all the people who form it today.

Civics Power Standards (CPS)

CPS. 1. Recognize the difference between physical geography and political geography.

CPS. 2. Explain the characteristics of a country.

CPS. 3. Locate and analyze information and present a short research report on the physical features, resources, and people of a country outside the United States.

Economics Power Standards (EPS)

EPS. 1. Explain the relationship between natural resources and industries and jobs in a particular location (e.g., fishing, shipbuilding, farming, trading, mining, lumbering, manufacturing).

EPS. 2. Distinguish a renewable resource from a non-renewable resource.

EPS. 3. Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services.

	future purchase, for a charitable donation or for an emergency).	
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CURRICULUM SCOPE AND SEQUENCE GRADE 3

GRADE 3 MATH INTEGRATION	<p>Algebraic Thinking Power Standards (ATPS)</p> <p>ATPS. 1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in five groups of seven objects each.</p> <p>ATPS. 2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.</p> <p>ATPS. 3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>ATPS. 4. Determine the unknown whole</p>	<p>Number and Operations Fractions Power Standards (NOFPS)</p> <p>NOFPS. 1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole (a single unit) is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p> <p>NOFPS. 2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>NOFPS. 3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>Measurement and Data Power Standards (MDPS)</p> <p>MDPS. 1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes.</p> <p>MDPS. 2. Measure and estimate liquid volumes and</p>
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	<p>number in a multiplication or division equation relating three whole numbers.</p> <p>ATPS. 5. Apply properties of operations to multiply.</p> <p>ATPS. 6. Understand division as an unknown-factor problem.</p> <p>ATPS. 7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of grade 3, know from memory all products of two single-digit numbers and related division facts.</p> <p>ATPS. 8. Solve two-step word problems using the four operations for problems posed with whole numbers and having whole number answers. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.</p> <p>ATPS. 9. Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations.</p> <p>Number and Operations Power Standards (NOPS)</p> <p>NOPS. 1. Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p>NOPS. 2. Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>NOPS. 3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p>	<p>masses of objects using standard metric units of grams (g), kilograms (kg), and liters.</p> <p>MDPS. 3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.</p> <p>MDPS. 4. Generate measurement data by measuring lengths of objects using rulers marked with halves and fourths of an inch. Record and show the data by making a line plot (dot plot), where the horizontal scale is marked off in appropriate units—whole numbers, halves, or fourths.</p> <p>MDPS. 5. Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>MDPS. 6. Measure areas by counting unit squares (square cm, square m, square in., square ft., and non-standard units).</p> <p>MDPS. 7. Relate area to the operations of multiplication and addition.</p> <p>MDPS. 8. Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p> <p>Geometry Power Standards (GPS)</p> <p>GPS. 1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Compare and classify shapes by their sides and angles (right angle/non-right angle). Recognize rhombuses, rectangles, squares, and trapezoids as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>GPS. 2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.</p>
GRADE 3 ENGLISH LANGUAGE ARTS INTEGRATION	<p>Reading Power Standards (RPS)</p> <p>RPS. 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RPS. 2. Retell stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in a text.</p> <p>RPS. 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RPS. 4. Determine the meaning of words and phrases as they are used in a text,</p>	<p>Reading Power Standards for Informational Text (RPSIT)</p> <p>RPSIT. 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RPSIT. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RPSIT. 3. Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RPSIT. 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>

	<p>distinguishing literal from figurative language.</p> <p>RPS. 5. Identify common structural elements of fiction (e.g., problem, solution); describe how each successive part of a text builds on earlier sections.</p> <p>RPS. 6. Distinguish their own point of view from that of a text's narrator or those of its characters.</p> <p>RPS. 7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>RPS. 8. (Not applicable. For expectations regarding central messages, lessons, or morals in stories, see RL.2.)</p> <p>RPS. 9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>RPS. 10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 3.</p> <p>Reading Power Standards for Foundational Skills (RPSFS)</p> <p>RPSFS. 1. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RPSFS. 2. Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing Power Standards (WPS)</p> <p>WPS. 1. Write opinion pieces on topics or texts, supporting an opinion with reasons.</p> <p>WPS. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>WPS. 3. Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.</p> <p>WPS. 4. Produce writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>WPS. 5. Develop and strengthen writing as needed by planning, revising, and editing.</p> <p>WPS. 6. Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>WPS. 7. Conduct short research projects that build knowledge about a topic.</p> <p>WPS. 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>WPS. 9. (Begins in grade 4.)</p> <p>WPS. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of</p>	<p>RPSIT. 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RPSIT. 6. Distinguish their own point of view from that of the author of a text.</p> <p>RPSIT. 7. Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RPSIT. 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>RPSIT. 9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RPSIT. 10. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.</p> <p>Speaking and Listening Power Standards (SLPS)</p> <p>SLPS. 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SLPS. 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SLPS. 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SLPS. 4. Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary.</p> <p>SLPS. 5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>SLPS. 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Language Power Standards (LPS)</p> <p>LPS. 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</p> <p>LPS. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LPS. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>LPS. 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>
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	discipline-specific tasks, purposes, and audiences.	<p>LPS. 5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>LPS. 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p>
GRADE 3 SOCIAL STUDIES INTEGRATION	<p>Massachusetts Cities and Towns Power Standards (MCTPS)</p> <p>MCTPS. 1. On a current map of Massachusetts, use cardinal directions, map scales, legends, and titles to locate and describe the city or town where the school students attend is located, its local geographic features and historic landmarks, and their significance.</p> <p>MCTPS. 2. Research the demographic origins of the town or city (e.g., the Native People who originally lived there or still live there, the people who established it as a colonial town, its founding date, and the free, indentured, and enslaved women and men who contributed to the wellbeing of the town).</p> <p>MCTPS. 3. Explain why classrooms, schools, towns, and cities have governments, what governments do, how local governments are organized in Massachusetts, and how people participate in and contribute to their communities.</p> <p>The Geography and Native Peoples of Massachusetts Power Standards (GNPMPS)</p> <p>GNPSMPS. 1. On a physical map of North America, use cardinal directions, map scales, legends, and titles to locate the Northeast region and identify important physical features.</p> <p>GNPMPS. 2. On a political map of the current United States, locate the New England states.</p> <p>GNPMPS. 3. Explain the diversity of Native</p>	<p>Puritans, the Massachusetts Bay Colony, Native Peoples, and Africans Power Standards (PMNAPS)</p> <p>PMNAPS. 1. Compare and contrast the roles and leadership decisions of early English leaders of the Puritans of the Massachusetts Bay Colony and the Pilgrims of the Plymouth colony.</p> <p>PMNAPS. 2. Explain why Puritan men and women migrated in great numbers to Massachusetts in the 17th century, how they moved west from the Atlantic coast, and the consequences of their migration for the Native Peoples of the region.</p> <p>PMNAPS. 3. Using visual primary sources such as paintings, artifacts, historic buildings, or text sources, analyze details of daily life, housing, education, and work of the Puritan men, women, and children of the Massachusetts Bay Colony, including self-employed farmers and artisans, indentured servants, employees, and enslaved people.</p> <p>PMNAPS. 4. Explain that in the 17th and 18th century slavery was legal in all the French, Dutch, and Spanish, and English colonies, including Massachusetts and that colonial Massachusetts had both free and enslaved Africans in its population.</p> <p>PMNAPS. 5. Explain the importance of maritime commerce and the practice of bartering – exchanging goods or services without payment in money—in the development of the economy of colonial Massachusetts, using materials from historical societies and history museums as reference materials.</p> <p>Massachusetts in the 18th century through the American Revolution Power Standards (MARPS)</p> <p>MARPS. 1. Using a historical map, explain the extent of the Province of Massachusetts in the 17th and 18th</p>

	<p>Peoples, present and past, in Massachusetts and the New England region.</p> <p>European Explorers Native Peoples In the Northeast Power Standards (EENPPS)</p> <p>EENPPS. 1. Locate North America, the Atlantic Ocean, and Europe on a map, explain how Native Peoples first came into contact with Europeans, and explain why Europeans in the 16th–17th centuries sailed westward across the Atlantic.</p> <p>EENPPS. 2. Trace on a map the voyages of European explorers of the Northeast coast of North America</p> <p>EENPPS. 3. Explain how any one of the explorers described the Native Peoples and the new lands, and compare an early 17th century map of New England with a current one.</p> <p>Pilgrims, the Plymouth Colony, and Native Communities Power Standards (PPNCPS)</p> <p>PPNCPS. 1. Explain who the Pilgrim men and women were and why they left Europe to seek a place where they would have the right to practice their religion; describe their journey, the government of their early years in the Plymouth Colony, and analyze their relationships with the Wampanoag and Abenaki/Wabanaki people.</p>	<p>centuries (including territory which is now included in Maine, Nova Scotia, and New Brunswick, as well as Martha’s Vineyard and Nantucket). Explain reasons for the growth of towns and cities in Massachusetts in the 1700s.</p> <p>MARPS. 2. Analyze the connection between events, locations, and individuals in Massachusetts in the early 1770s and the beginning of the American Revolution, using sources such as historical maps, paintings, and texts of the period.</p> <p>MARPS. 3. Analyze how the colonists’ sense of justice denied led to declaring independence, and what the words of the Declaration of Independence say about what its writers believed.</p> <p>MARPS. 4. Explain how, after the Revolution, the leaders of the new United States had to write a plan for how to govern the nation, and that this plan is called the Constitution. Explain that the rights of citizens are spelled out in the Constitution’s first ten Amendments, known as the Bill of Rights; explain that full citizenship rights were restricted to white male property owners over the age of 21 in the new Republic.</p> <p>MARPS. 5. Explain that states as well as nations have plans of government; recognize that the Constitution of Massachusetts (1780) is the oldest functioning constitution in the world, that its primary author was John Adams, and that, in addition to outlining government, it gives basic rights to citizens of the Commonwealth.</p>
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<p>GRADE 3 SCIENCE INTEGRATION</p>	<p>Earth & Space Sciences Power Standards (ESPS) ESPS. 1. Use graphs and tables of local weather data to describe and predict typical weather during a particular season in an area. ESSPS 2. Obtain and summarize information about the climate of different regions of the world to illustrate that typical weather conditions over a year vary by region.</p> <p>Earth & Human Activity Power Standards (EHAPS) EHAPS. 1. Evaluate the merit of a design solution that reduces the damage caused by weather.</p> <p>Life Science Power Standards (LSPS) From Molecules to Organisms: Structures and Processes LSPS. 1. Use simple graphical representations to show that different types of organisms have unique and diverse life cycles. Describe that all organisms have birth, growth, reproduction, and death in common but there are a variety of ways in which these happen. LSPS not included</p> <p>Heredity: Inheritance and Variation of Traits Power Standards (HPS) HPS. 1. Provide evidence, including through the analysis of data that plants and animals have traits inherited from parents and that variations of these traits exist in a group of similar organisms. HPS. 2. Distinguish between inherited characteristics and those characteristics that result from a direct interaction with the environment. Give examples of characteristics of living organisms that are influenced by both inheritance and the environment.</p> <p>Biological Evolution: Unity and Diversity Power Standards (BEPS) BEPS. 1. Use fossils to describe types of organisms and their environments that existed long ago and compare those to living organisms and their environments. Recognize that most kinds of plants and animals that once lived on Earth are no longer found anywhere.</p>	<p>BEPS. 2. Use evidence to construct an explanation for how the variations in characteristics among individuals within the same species may provide advantages to these individuals in their survival and reproduction.</p> <p>BEPS. 3. Construct an argument with evidence that in a particular environment some organisms can survive well, some survive less well, and some cannot survive.</p> <p>BEPS. 4. Analyze and interpret given data about changes in a habitat and describe how the changes may affect the ability of organisms that live in that habitat to survive and reproduce.</p> <p>BEPS. 5. Provide evidence to support a claim that the survival of a population is dependent upon reproduction.</p> <p>Physical Science Power Standards (PSPS) Motion and Stability: Forces and Interactions (MSPS) MSPS. 1. Provide evidence to explain the effect of multiple forces, including friction, on an object. Include balanced forces that do not change the motion of the object and unbalanced forces that do change the motion of the object. MSPS. 2. Conduct an investigation to determine the nature of the forces between two magnets based on their orientations and distance relative to each other.</p> <p>Technology/Engineering Power Standards (TEPS) Engineering Design EDPS. 1. Define a simple design problem that reflects a need or a want. Include criteria for success and constraints on materials, time, or cost that a potential solution must meet. EDPS. 2. Generate several possible solutions to a given design problem. Compare each solution based on how well each is likely to meet the criteria and constraints of the design problem EDPS. 3. Gather information using various informational resources on possible solutions to a design problem. Present different representations of a design solution.</p>
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CURRICULUM SCOPE AND SEQUENCE GRADE 4

GRADE 4 MATH INTEGRATION

Algebraic Thinking Power Standards (ATPS)

ATPS. 1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

ATPS. 2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. 19

ATPS. 3. Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

ATPS. 4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

ATPS. 5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

Number and Operations Power Standards (NOPS)

NOPS. 1. Recognize that in a multi-digit whole number, a digit in any place represents 10 times as much as it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.

NOPS. 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

NOPS. 3. Use place value understanding to round multi-digit whole numbers to any place.

NOPS. 4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.

NOPS. 5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

NOPS. 6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Number and Operations Fractions Power Standards (NOFPS)

NOFPS. 1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the numbers and sizes of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions, including fractions greater than 1.

NOFPS. 2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$.

NOFPS. 3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.

NOFPS. 4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

NOFPS. 5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.

NOFPS. 6. Use decimal notation to represent fractions with denominators 10 or 100.

NOFPS. 7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g. by using a visual model.

Measurement and Data Power Standards (MDPS)

MDPS. 1. Know relative sizes of measurement units within one system of units, including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.

	<p>Measurement and Data Power Standards (MDPS)</p> <p>MDPS 2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MDPS 3. Apply the area and perimeter formulas for rectangles in real-world and mathematical problems.</p> <p>MDPS 4. Make a line plot (dot plot) representation to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots (dot plots).</p> <p>MDPS 5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles. b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.</p> <p>MDPS 6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p> <p>MDPS 7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p>	<p>Geometry Power Standards (GPS)</p> <p>GPS 1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p>GPS 2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p>GPS 3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p>
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<p>GRADE 4</p> <p>ENGLISH</p> <p>LANGUAGE ARTS</p> <p>INTEGRATION</p>	<p>Reading Power Standards (RPS)</p> <p>RPS 1. Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.</p> <p>RPS 2. Determine a theme of a story, drama, or poem from details in the text; summarize a text.</p> <p>RPS 3. Describe in depth a character, setting, or event in a story or drama,</p>	<p>RPSIT 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)</p> <p>RPSIT 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>
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	<p>drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RPS. 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean); explain how figurative language (e.g., simile, metaphor) enriches a text. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)</p> <p>RPS.5. Explain major differences among prose, poetry, and drama and refer to the structural elements of each (e.g., paragraphs and chapters for prose; stanza and verse for poetry; scene, stage directions, cast of characters for drama) when writing or speaking about a text.</p> <p>RPS. 6. Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RPS. 7. Make connections between a written story or drama and its visual or oral presentation, identifying where the presentation reflects specific descriptions and directions in the written text.</p> <p>RPS. 8. (Not applicable. For expectations regarding themes in literary texts, see RL.2.)</p> <p>RPS. 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>RPS. 10. . Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.</p> <p>Reading Power Standards for Informational Text (RPSIT)</p> <p>RPSIT. 1 Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.</p> <p>RPSIT. 2. Determine the main idea of a text and explain how it is supported by key details; summarize a text.</p> <p>RPSIT. 3. Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.</p>	<p>RPSIT. 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RPSIT. 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RPSIT. 8. Explain how an author uses reasons and evidence to support particular points in a text. 9. Integrate information from two texts on the same topic in order to write or speak knowledgeably about the subject.</p> <p>RPSIT. 9. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.</p> <p>Writing Power Standards (WPS)</p> <p>WPS. 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped in paragraphs and sections to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.</p> <p>WPS. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>WPS. 3. Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.)</p>
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GRADE 4 ENGLISH LANGUAGE ARTS INTEGRATION (CONTINUED)	<p>a. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence. b. Use dialogue and description to develop</p>	<p>Speaking and Listening Power Standards (SLPS)</p> <p>SLPS. 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and</p>
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	<p>experiences or events or show responses to situations. c. Use a variety of transitional words and phrases to manage sequence. d. Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely. e. Provide a sense of closure appropriate to the narrated experiences or events. f. For poems, use patterns of sound (e.g., rhyme, rhythm, alliteration, consonance) and visual patterns (e.g., line length, grouped lines as stanzas or verses) to create works that are distinctly different in form from prose narratives.</p> <p>WPS. 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>WPS. 5. Develop and strengthen writing as needed by planning, revising, and editing.</p> <p>a. Demonstrate command of standard English conventions (as described in Language Standards 1- 3 up to and including grade 4). b. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately.</p> <p>WPS. 6. Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>WPS. 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>WPS. 8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>WPS. 9. Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.</p> <p>WPS. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SLPS. 2. Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SLPS. 3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SLPS. 4. Report on a topic, text, procedure, or solution to a mathematical problem, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary.</p> <p>SLPS. 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SLPS. 6. Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p> <p>Language Power Standards (LPS)</p> <p>LPS. 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. a. Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences. b. Correctly use frequently confused words (e.g., their/there). c. Use helping verbs, also known as auxiliaries (e.g., can, may, might, should), to convey various conditions of possibility, likelihood, obligation, or permission, choosing among helping verbs depending on the overall meaning of the sentence. d. Use relative pronouns and relative adverbs to add more information about a noun or verb used in a sentence. e. Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.</p>
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	<p>f. Form and use progressive verb tenses.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Write legibly and fluently by hand, using either printing or cursive handwriting; write their given name signature in cursive. b. Use correct capitalization. c. Use commas and quotation marks to mark direct speech and quotations from a text. d. Use a comma before a coordinating conjunction in a compound sentence. e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>LPS. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p>LPS. 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.). e. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).</p> <p>LPS. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>LPS. 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases,</p>	<p>and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
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	including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered)	
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GRADE 4 SOCIAL STUDIES INTEGRATION	<p>Topic 1. North America: geography and map skills</p> <p>Supporting Question: What are the physical features and nations of North America?</p> <p>NA. 1. On a physical map of North America, use cardinal directions, map scales, key/legend (symbols for mountains, rivers, deserts, lakes, cities), and title to locate and identify important physical features (e.g., Mississippi and Rio Grande Rivers, Great Lakes, Atlantic and Pacific Oceans, Gulf of Mexico, Hudson's Bay, Appalachian Mountains, Rocky Mountains, Sierra Madre, the Great Basin, Mojave, Sonoran, and Chihuahuan Deserts, the Yucatan Peninsula, the Caribbean Sea).</p> <p>NA. 2. On a political map of North America, locate Canada and its provinces, Mexico and its states, the nations of the Caribbean, and the United States of America and its states; explain the meaning of the terms continent, country, nation, county, state, province, and city.</p> <p>NA. 3. Research, analyze, and convey information about Canada or Mexico by consulting maps, atlases, encyclopedias, digital information and satellite images, photographs, or news articles; organizing materials, and making an oral or written presentation about topics such as the peoples, population size, languages, forms of government, major cities, environment, natural resources, industries, and national landmarks.</p> <p>Topic 2. Ancient civilizations of North America</p> <p>Supporting Question: How do archaeologists develop theories about ancient migrations?</p> <p>AC. 1. Evaluate competing theories about the origins of people in North America (e.g., theories that people migrated across a land bridge that connected present-day Siberia to Alaska or theories that they came by a maritime route) and evidence for dating the existence of early populations in North America to about 15,000 years ago.</p> <p>AC. 2. Using maps of historic Native Peoples' culture regions of North America and photographs, identify archaeological evidence of some of the characteristics of major civilizations of this period (e.g., stone tools, ceramics, mound-building, cliff dwellings).</p>	<p>AC. 4. Give examples of some archaeological sites of Native Peoples in North America that are preserved as national or state monuments, parks, or international heritage sites (e.g., Teotihuacan in Mexico, Mesa Verde National Park in Colorado, Cahokia Mounds State Historic Site in Illinois, Chaco Culture National Historic Park in New Mexico) and explain their importance in presenting a comprehensive history of Americans and American life.</p> <p>Topic 3. Early European exploration and conquest</p> <p>Supporting Question: What were the reasons for European voyages across the Atlantic Ocean?</p> <p>EEE. 1. Explain how historians studying the European voyages to the Americas use archaeological evidence, maps, illustrations, and texts produced in Europe at the time, and that all of these materials are called primary sources.</p> <p>EEE. 2. Explain who the Vikings were and describe evidence of their early encounters with Native Peoples along the North American Atlantic coast.</p> <p>EEE. 3. Trace on a map European explorations of North America and the Caribbean Islands in the 15th and 16th centuries (e.g., voyages of Vasco Nuñez de Balboa, Jacques Cartier, Cristobal Colon [Christopher Columbus], Ferdinand Magellan, Juan Ponce De Leon, Amerigo Vespucci, Hernán Cortés), evaluate the reasons for the voyages, noting that they were part of an effort by European nations to expand their empires, find new routes for trade with Asia, new opportunities for colonization, and new natural resources; make a timeline of their landings and conquests.</p> <p>Topic 4. The expansion of the United States over time and its regions today</p> <p>Supporting Question: How has the environment shaped the development of each region?</p> <p>EUS. 1. Describe how the construction of canals, roads, and railways in the 19th century helped the United States to expand westward.</p> <p>EUS. 2. Give examples of some of the ways the United States acquired new states (beyond the 13 original states) and additional territories between 1791 and 1898, including purchasing land called the Louisiana Territory from France, adding territory in the Southwest as a result of war with Mexico, settling a treaty with Britain to gain land called the Oregon Territory in the Northwest, purchasing Alaska from Russia, annexing Hawaii, and adding territories such as Puerto Rico as a result of a war with Spain.</p> <p>EUS. 3. Compare different reasons why men and women States wanted to move West in the 19th century, and describe aspects of pioneer life on the frontier (e.g., wagon train journeys on the Oregon and Santa Fe Trails, and settlements in the western territories).</p>
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	<p>AC. 3. Explain how archaeologists conduct research (e.g., by participating in excavations, studying artifacts and organic remains, climate and astronomical data, and collaborating with other scholars) to develop theories about migration, settlement patterns, and cultures in prehistoric periods.</p>	
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	<p>EUS. 4. Explain that many different groups of people immigrated to the United States from other places voluntarily and some were brought to the United States against their will (as in the case of people of Africa).</p> <p>EUS. 5. Show understanding that in the middle of the 19th century, the people of the United States were deeply divided over the question of slavery and its expansion into newly settled parts of the West, which led to the Civil War from 1861 to 1865.</p> <p>The Northeast</p> <p>NE. 1. On a political map of the United States, locate the states in the Northeast (listed alphabetically: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island and Vermont).</p> <p>NE. 2. Using resources such as print and online atlases, topographical maps, or road maps, construct a map of the Northeast that shows important cities, state capitals, physical features (e.g., waterways and mountains), and that includes a title, scale, compass, and map key.</p> <p>NE. 3. Explain the benefits in the 18th century of becoming a state in the United States (as opposed to a British colony) and, as a class, construct a timeline that shows when each of the states in the region was admitted into the United States (Connecticut-1788, Maine, originally part of Massachusetts-1788, as a separate state-1820, Massachusetts-1788, New Hampshire-1788, New Jersey-1787, New York-1788, Pennsylvania-1787, Rhode Island-1790, Vermont-1791).</p> <p>NE. 4. Develop questions, conduct research, and analyze how people have adapted to the environment of the Northeast, and how physical features and natural resources affected settlement patterns, the growth of major urban/suburban areas, industries or trade.</p> <p>5. Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Wampanoag, Iroquois, Abenaki), Africans, Europeans (e.g., the early</p>	<p>Dominicans, Mexicans, Salvadorans, Colombians, Guatemalans, Brazilians, Haitians, Vietnamese, Cambodians, Chinese, Indians, and Somalis)</p> <p>The Southeast</p> <p>SE. 1. On a political map of the United States, locate the states and the national capital city in the Southeast, and the U.S. territories in the Caribbean; add to the timeline the admission dates for states in the Southeast (listed alphabetically: Alabama-1819, Arkansas-1836, Delaware-1787, Florida-1845, Georgia-1788, Kentucky-1792, Louisiana-1812, Maryland-1788, Mississippi-1817, North Carolina-1789, South Carolina-1788, Tennessee-1796, Virginia-1788, West Virginia-1863); territories Puerto Rico, and the United States Virgin Islands.</p> <p>SE. 2. Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Powhatan Chiefdom, Seminole, Cherokee, Creek), African Americans, Europeans (e.g., the early Spanish settlements in Florida) and immigrant groups from other regions of the world.</p> <p>SE. 3. Explain how natural disasters, such as hurricanes and floods, have affected the region, and how government and citizens have responded to catastrophic natural events.</p> <p>SE. 4. Describe the role of Washington, D.C. as the national capital, and give examples of its national cultural and civic resources (e.g., the White House, U.S. Capitol Building, Supreme Court, Library of Congress, the Smithsonian Institution, cemeteries and monuments).</p> <p>SE. 5. Using resources such as print and online atlases, or state websites, construct a map of a state in the Southeast region that provides information about physical features (e.g., waterways and mountains) and that includes a title, scale, compass, and map key.</p> <p>The Midwest</p> <p>MW. 1. On a political map of the United States, locate the states in the Midwest; add to the timeline the admission dates for states in the Midwest (listed alphabetically: Illinois-1818, Indiana-1816, Iowa-1846, Kansas-1861, Michigan-1838, Minnesota-1858, Missouri-1821, Nebraska-1867, North Dakota-1889, Ohio-1803, South Dakota-1889, Wisconsin-1848).</p> <p>MW. 2. Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Sioux, Mandan, Ojibwe/Chippewa), African Americans, Europeans and immigrant groups from other regions of the world.</p> <p>MW. 3. Explain how natural disasters, such as tornadoes and drought, have affected the region,</p>
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	<p>settlements of the Dutch in New York, French near Canada, Germans in Pennsylvania, the English in Massachusetts, Rhode Island, Connecticut, Vermont and New Hampshire, subsequent 19th and early 20th century immigration by groups such as Irish, Italian, Portuguese, and Eastern Europeans) and various other immigrant groups from other regions of the world in the later 20th and 21st centuries (e.g., Puerto Ricans,</p>	<p>and how government and citizens have responded to catastrophic natural events.</p> <p>MW. 4. Using resources such as print and online atlases, historical sources, or national or state websites, construct a map of a state in the Midwest region that provides information about physical features (e.g., waterways and mountains), natural resources and industries such as agriculture and that includes a title, scale, compass, and map key.</p>
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	<p>The Southwest</p> <p>SW. 1. On a political map of the United States, locate the states in the Southwest; add to the timeline the admission dates for states in the Southwest (listed alphabetically, Arizona-1912, New Mexico-1912, Oklahoma-1907, and Texas-1845).</p> <p>SW. 2. Explain that Texas, Arizona, and New Mexico were territories that formerly belonged to Mexico; that Texas declared independence from Mexico in 1836, and that Arizona and New Mexico were taken by the United States as a result of the Mexican-American War 1846-1848.</p> <p>SW. 3. Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Pueblo, Navajo, Apache, Comanche), African Americans, Europeans (e.g., the Spanish in Texas, Arizona, and New Mexico), Mexicans, and immigrant groups from other regions of the world settling in the region over time.</p> <p>SW. 4. Explain how natural disasters, such as hurricanes and drought, have affected the region, and how government and citizens have responded to catastrophic natural events.</p> <p>SW. 5. Using resources such as print and online atlases, historical sources, or state websites, construct a map of a state in the Southwest region that provides information about physical features (e.g., waterways and mountains), climate, settlements and movements of Native Peoples (including current reservation lands), European exploration and pioneer settlements of the 17th-19th centuries and that includes a title, scale, compass, and map key.</p>	<p>The West</p> <p>W. 1. On a political map of the United States, locate the states in the West and the U.S. territories in the Pacific Ocean; add to the timeline the admission dates for states in the Southwest (states listed alphabetically, Alaska-1959, California-1850, Colorado-1876, Hawaii-1959, Idaho-1890, Montana-1889, Nevada-1864, Oregon-1859, Utah-1896, Washington-1889, Wyoming-1890); territories: American Samoa, Guam, Midway Islands, Northern Mariana Islands, and Wake Island.</p> <p>W. 2. Explain that California, Colorado, and Utah were territories that belonged to Mexico and were taken by the United States as a result of the Mexican-American War 1846-1848.</p> <p>W. 3. Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Paiute, Coast Salish) African Americans, Europeans (e.g. the Spanish in California), the Mexicans, the Chinese, Japanese, and immigrant groups from other regions of the world over time.</p> <p>W. 4. Explain how disasters, such as drought and forest fires, have affected the region, and how government and citizens have responded to catastrophic events.</p> <p>W. 5. Using resources such as print and online atlases, or state websites, construct a map of a state in the West region that provides information about physical features (e.g., waterways and mountains), important landmarks, national parks, and historic sites and that includes a title, scale, compass, and map key.</p>
GRADE 4 SCIENCE INTEGRATION	<p>Earth & Space Sciences Power Standards (ESPS)</p> <p>ESPS. 1. Use evidence from a given landscape that includes simple landforms and rock layers to support a claim about the role of erosion or deposition in the</p>	<p>PSPS. 4. Apply scientific principles of energy and motion to test and refine a device that converts kinetic energy to electrical energy or uses stored energy to cause motion or produce light or sound.</p> <p>PSPS. 5. Develop a model of a simple mechanical wave (including sound) to communicate that waves</p>

	<p>formation of the landscape over long periods of time.</p> <p>ESPS. 2. Make observations and collect data to provide evidence that rocks, soils, and sediments are broken into smaller pieces through mechanical weathering and moved around through erosion.</p> <p>ESPS. 3. Analyze and interpret maps of Earth's mountain ranges, deep ocean trenches, volcanoes, and earthquake epicenters to describe patterns of these features and their locations relative to boundaries between continents and oceans.</p> <p>ESPS. 4. Obtain information to describe that energy and fuels humans use are derived from natural resources and that some energy and fuel sources are renewable and some are not.</p> <p>ESPS. 5. Evaluate different solutions to reduce the impacts of a natural event such as an earthquake, blizzard, or flood on humans.</p> <p>Life Science Power Standards (LSPS)</p> <p>LSPS. 1. Construct an argument that animals and plants have internal and external structures that support their survival, growth, behavior, and reproduction.</p> <p>Physical Science Power Standards (PSPS)</p> <p>PSPS. 1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p> <p>PSPS. 2. Make observations to show that energy can be transferred from place to place by sound, light, heat, and electric currents.</p> <p>PSPS. 3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.</p>	<p>(a) are regular patterns of motion along which energy travels and (b) can cause objects to move.</p> <p>PSPS. 6. Develop a model to describe that light must reflect off an object and enter the eye for the object to be seen.</p> <p>PSPS. 7. Develop and compare multiple ways to transfer information through encoding, sending, receiving, and decoding a pattern.</p> <p>Technology and Engineering Power Standards (TEPS)</p> <p>TEPS. 1. Plan and carry out tests of one or more design features of a given model or prototype in which variables are controlled and failure points are considered to identify which features need to be improved. Apply the results of tests to redesign a model or prototype.</p> <p>TEPS. 2. Evaluate relevant design features that must be considered in building a model or prototype of a solution to a given design problem.</p>
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CURRICULUM SCOPE AND SEQUENCE GRADE 5		
GRADE 5 MATH INTEGRATION	<p>Algebraic Thinking Power Standards (ATPS)</p> <p>ATPS. 1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols, e.g., $(6 \times 30) + (6 \times 1/2)$. 2. Write simple expressions that record calculations with</p>	<p>NOPS. 7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction and between multiplication and division; relate the strategy to a written method and explain the reasoning used.</p>

	<p>numbers, and interpret numerical expressions without evaluating them.</p> <p>ATPS. 2. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.</p> <p>Number and Operations Power Standards (NOPS)</p> <p>NOPS. 1. Recognize that in a multi-digit number, including decimals, a digit in any place represents 10 times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.</p> <p>NOPS. 2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p>NOPS. 3. Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (\frac{1}{10}) + 9 \times (\frac{1}{100}) + 2 \times (\frac{1}{1000})$. b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>NOPS. 4. Use place value understanding to round decimals to any place.</p> <p>NOPS. 5. Fluently multiply multi-digit whole numbers. (Include two-digit \times four-digit numbers and, three-digit \times three-digit numbers) using the standard algorithm.</p> <p>NOPS. 6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>	<p>Number and Operations Fractions Power Standards (NOFPS)</p> <p>NOFPS. 1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.</p> <p>NOFPS. 2. Solve word problems involving addition and subtraction of fractions referring to the same whole (the whole can be a set of objects), including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p> <p>NOFPS. 3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>NOFPS. 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p> <p>NOFPS. 5. Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.</p>
	<p>NOFPS. 6. Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>NOFPS. 7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.²¹ a. Interpret division of a unit fraction by a non-zero</p>	<p>rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems. c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.</p> <p>Geometry Power Standards (GPS)</p>

	<p>whole number, and compute such quotients. Interpret division of a whole number by a unit fraction, and compute such quotients.</p> <p>NOFPS. 8. Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.</p> <p>Measurement and Data Power Standards (MDPS)</p> <p>MDPS. 1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems.</p> <p>MDPS. 2. Make a line plot (dot plot) to display a data set of measurements in fractions of a unit. Use operations on fractions for this grade to solve problems involving information presented in line plot (dot plot).</p> <p>MDPS. 3. 3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units. 4. Measure volumes by counting unit cubes, using cubic cm, cubic in., cubic ft., and non-standard units.</p> <p>MDPS. 5. Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with whole-number edge lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. b. Apply the formula $V = l \times w \times h$ and $V = B \times h$ (where B stands for the area of the base) for</p>	<p>GPS. 1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the zero on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p> <p>GPS. 2. Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p> <p>GPS. 3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.</p> <p>GPS. 4. Classify two-dimensional figures in a hierarchy based on properties.</p> <p>Reading Power Standards for Foundational Skills (RPSFS)</p> <p>RPSFS. 1. Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RPSFS. 2. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p>GRADE 5 ENGLISH LANGUAGE ARTS INTEGRAION</p>	<p>Reading Power Standards (RPS)</p> <p>RPS. 1. Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)</p> <p>RPS. 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or</p>	<p>RPSIT. 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text.</p> <p>RPSIT. 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RPSIT. 5. Describe how an author uses one or more structures (e.g., chronology, comparison,</p>

	<p>drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize a text.</p> <p>RPS. 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RPS. 4. Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)</p> <p>RPS. 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RPS. 6. Describe how a narrator's or speaker's point of view influences how events are described in a story, myth, poem, or drama.</p> <p>RPS. 7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).</p> <p>RPS. 8. (Not applicable. For expectations regarding themes in literary texts, see RL.2.)</p> <p>RPS. 9. Compare and contrast stories in the same genre (e.g., mysteries or adventure stories) on their approaches to similar themes and topics.</p> <p>RPS. 10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5.</p> <p>Reading Power Standards for Informational Text (RPSIT)</p> <p>RPSIT. 1. Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)</p> <p>RPSIT. 2. Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.</p>	<p>cause/effect, problem/solution) of events, to present information in a text.</p> <p>RPSIT. 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points of view they represent.</p> <p>RPSIT. 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RPSIT. 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RPSIT. 9. Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.</p> <p>RPSIT. 10. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.</p> <p>Writing Power Standards (WPS)</p> <p>WPS. 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented. 3. Construct viable arguments and respond to the reasoning of others.</p> <p>WPS. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p>
	<p>WPS. 3. Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences. a. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence. b. Use narrative techniques such as dialogue, description, and pacing to develop</p>	<p>RPS. 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>RPS. 9. Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.</p>

	<p>experiences or events or show responses to situations. c. Use a variety of transitional words, phrases, and clauses to manage sequence. d. Use concrete words and phrases and sensory details to convey experiences or events precisely. e. Provide a sense of closure appropriate to the narrated experiences or events. f. For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.) g. For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.</p> <p>WPS. 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)</p> <p>WPS. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5). b. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).</p> <p>WPS. 6. Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>WPS. 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>RPS. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening Power Standards (SLPS)</p> <p>SLPS. 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SLPS. 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SLPS. 3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>SLPS. 4. Report on a topic, text, procedure, or solution to a mathematical problem, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary.</p> <p>SLPS. 5. Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SLPS. 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>
	<p>Language Power Standards (LPS)</p> <p>LP. 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. a. Use verb tense to convey various times, sequences, states, and conditions, choosing among verb tenses depending on the overall meaning of the sentence. b. Recognize and correct inappropriate shifts in verb tense.11 c. Use active and passive verbs, choosing between them depending on the overall meaning of the sentence. Word Usage d. Form and use perfect verb tenses.</p>	<p>LPS. 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.). e. Recognize and use appropriately symbols</p>

	<p>LPS. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Write legibly and fluently by hand, using either print or cursive handwriting; write their given and family name signature in cursive. b. Use punctuation to separate items in a series.12 c. Use a comma to separate an introductory element from the rest of the sentence. d. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). e. Use underlining, quotation marks, or italics to indicate titles of works. f. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>LPS. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.12 b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).</p> <p>LPS. 6. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p>
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GRADE 5 SOCIAL STUDIES INTEGRATION	<p>Early Colonization Power Standards (ECPS)</p> <p>Supporting Question: To what extent was North America a land of opportunity, and for whom?</p> <p>ECPS. 1. Explain the early relationships of English settlers to Native Peoples in the 1600s and 1700s, including the impact of diseases introduced by Europeans in severely reducing Native populations, the differing views on land ownership or use, property rights, and the conflicts between the two groups (e.g., the Pequot and King Philip's Wars in New England).</p> <p>ECPS. 2. Compare the different reasons colonies were established and research one of the founders of a colony (e.g., Lord Baltimore in Maryland, William Penn in Pennsylvania, John Smith in Virginia, Roger Williams in Rhode Island, John Winthrop in Massachusetts).</p> <p>ECPS. 3. Analyze the reasons why English colonists had the strongest influence on the language, political institutions, and political principles of the country that became the United States of America, even though other major European nations also explored North America (e.g., the relatively small number of colonists from other nations, England's history of self-government, high rates of literacy,</p>	<p>a. Enslaved African Americans were property that could be bought, sold, and separated from their families by their owners; they were generally not taught to read or write, and generally owned no property; they suffered many kinds of abuse and could be punished if they were caught after running away from their masters. A number of slave rebellions resulted from these harsh conditions. b. Many enslaved Africans became skilled artisans, such as cabinetmakers, coopers, and ironworkers and could be hired out to work. c. Some Africans came to America as indentured servants or sailors and were freed when their service was completed; some former slaves were granted freedom and some in the North took legal action to obtain their freedom (e.g., in Massachusetts, Elizabeth Freeman, Quock Walker, and Prince Hall). d. States in the North adopted gradual emancipation (for example, Massachusetts outlawed slavery in 1783 and no enslaved people appear in the 1790 Massachusetts census); free African Americans could have families, own property, hold jobs, and earn a living.</p> <p>Revolutionary War Power Standards (RWPS)</p> <p>RWPS. 1. Reasons for revolution, the Revolutionary War, and the formation of government</p> <p>Explain the reasons for the French and Indian War and how its costs led to an overhaul of British imperial policy; explain key British policies and the colonial response to them. a. policies: the Proclamation of 1763, the Sugar Act (1764), the Stamp Act (1765), the Townsend Duties (1767), the Tea Act</p>
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	<p>and strong economic, and military position in the world).</p> <p>ECPS. 4. On a map of the United States, locate the first 13 colonies and describe the impact of regional differences in climate on the types of crops that could be grown or harvested profitably in the Northern, mid-Atlantic, and Southern colonies; describe varied sources of labor (e.g., self-employed colonists, apprentices, employees, indentured servants, free and enslaved Africans).</p> <p>ECPS. 5. Describe the origins of slavery, its legal status in all the colonies through the 18th century, and the prevalence of slave ownership, including by many of the country's early leaders (e.g., George Washington, Thomas Jefferson, James Madison, George Mason.)</p> <p>ECPS. 6. Describe the Triangular Trade and the harsh conditions of trans-Atlantic voyages (called the Middle Passage) for enslaved Africans.</p> <p>ECPS. 7. Compare and contrast the living and working conditions of enslaved and free Africans in the colonies in the 18th century, and explain how some enslaved people sought their freedom.</p>	<p>(1773), the Intolerable Acts (1774) b. the slogan, "no taxation without representation" c. the roles of the Stamp Act Congress, the Sons of Liberty, and the Boston Tea (1773), the Suffolk Resolves (1774), in which Massachusetts declared a boycott of British goods, the early battles between Massachusetts colonists and the British soldiers in Lexington, Concord, and Bunker Hill (1775) and the evacuation of the British from Boston (1776) d. the role of women in the boycott of British textiles and tea, in writing to support liberty, in managing family farms and businesses, raising funds for the war, and supporting the Continental Army (1760s–1780s)</p> <p>RWPS. 2. On a historic map of the Boston area in the 1770s, locate important sites in the preRevolutionary and Revolutionary period and analyze the role and the significance of Massachusetts people such Samuel Adams, Crispus Attucks, John Hancock, James Otis, Paul Revere, John and Abigail Adams, Mercy Otis Warren, Phillis Wheatley, Peter Salem.</p> <p>RWPS. 3. Explain the development of colonial governments and describe how these developments (e.g., legislative bodies, town meetings, and charters on individual freedoms and rights) contributed to the Revolution</p> <p>RWPS. 4. Read the Declaration of Independence (1776), explain its main argument, the reasons given for seeking independence, the meaning of the key ideas on equality and natural and legal rights, and the rule of law.</p>
	<p>RWPS. 5. Describe the impact of events as the Revolutionary War continued; locate the sites of events on a map, and explain the factors leading to American victory and British defeat. a. The Battles of Trenton in New Jersey (1776) and Saratoga in New York (1777) b. The winter encampment of the Continental Army at Valley Forge in Pennsylvania (1777–1778) c. The battle of Yorktown in Virginia (1781) 6. Explain that many Americans remained loyal to the British Crown or remained neutral in the conflict and that Native Peoples and free and enslaved Africans fought on both sides in the Revolution.³⁵ 7. Compare and contrast the impact of the actions of important leaders (e.g., John Adams, Benjamin Franklin, King George III, Edmund Burke, Thomas Jefferson, Alexander Hamilton, James Madison, George Washington, the Marquis de Lafayette) during the Revolution and the early years of the United States Republic. 8. Explain the reasons for the adoption of the Articles of Confederation in 1781, the weaknesses of the Articles as a plan for government, and the reasons for their failure. 9. Analyze the causes of Shays' Rebellion of 1786–1787 and explain why it was one of the crucial events leading to the Constitutional Convention.</p>	<p>college, slavery and the question of how slaves were to be counted in the Census); explain why the framers agreed to the 3/5 Compromise in order to keep the states united and how the decision reinforced the institution of slavery and the power of states in which slavery was particularly prevalent. 5. Explain that voting rights and property rights did not extend to women in the new Constitution. 6. Read the Bill of Rights and explain the freedoms it guarantees; research the historical background of one of the first ten Amendments and make an argument using evidence for its inclusion in the Bill of Rights in 1791. Clarification Statement: These standards are designed to be introductory. Students will study United States government in a Grade 8 Civics course and will revisit principles of government as part of high school courses U. S. History I and II.</p> <p>Republic Growth Power Standards (RGPS)</p> <p>RGPS. 1. Identify the first three Presidents of the United States (George Washington, 1787–1797, John Adams, 1797–1801, and Thomas Jefferson, 1801–1809); summarize key developments during their time (e.g., the founding of political parties in the 1790s; the first Bank of the U.S., the Alien and Sedition Acts in 1798; the Louisiana Purchase of 1803, the Haitian Revolution in 1804), and evaluate their leadership of the new nation.</p> <p>RGPS. 2. Evaluate the importance to the nation of the Louisiana Purchase and trace the expedition of Meriwether Lewis and William Clark, with</p>

	<p>Principles of Government Power Standards (PGPS) PGPS. 1. Read the Preamble to and sections of the Constitution and explain how these writings reflect the following political principles: individual rights and responsibilities, equality, the rule of law, general welfare, limited government, representative democracy. Clarification statement: Teachers may choose the sections of the Constitution that they believe to be most accessible and relevant to their students. 2. Explain how the framers of the Constitution divided and shared powers among the three branches of the United States government; describe the function of each branch and the system of checks and balances. 3. Describe the responsibilities of government at the federal, state, and local levels (e.g., protection of individual rights and the provision of services such as law enforcement and the building and funding of schools. 4. Analyze the significance of the major issues debated by members of the Constitutional Convention (e.g., the distribution of political power, the rights of individuals, rights of states, tensions between states with large and smaller populations, the make-up of the Senate and electoral</p>	<p>Sacagawea and the Corps of Discovery, from 1803 to 1806. RGPS. 3. Describe the causes of the War of 1812 and how events during the war contributed to a sense of American nationalism. a. British restrictions on trade and impressment b. Major battles and events of the war, including the role of the USS Constitution, the burning of the Capitol and the White House, and the Battle of New Orleans RGPS. 4. On a map of New England, locate cities and towns that played important roles in the development of the textile and machinery industries, whaling, shipping, and the China trade in the 18th and 19th centuries and give examples of the short- and long-term benefits and costs of these industries. RGPS. 5. Explain 19th century conflicts between Native Peoples and national, state, and local governments in the United States over land ownership and rights to self-government. a. Shawnee leader Tecumseh's call for Native Peoples to unify in resistance to the taking of their land (1810) b. President Andrew Jackson and the Indian Removal Act (1830), which forced native communities to move from their ancestral lands in the Southeast to territory west of the Mississippi River c. the Mashpee Revolt (1833), a dispute over self-government in the Mashpee Indian district in Massachusetts d. the significance of the Trail of Tears (1838) for the Cherokee and other native communities in the Southeast</p>
	<p>Slavery Civil War Power Standards (SCWPS) SCWPS. 1. Trace the state-by-state abolition of slavery in the Northern states in the 18th and 19th centuries and the expansion of slavery into western states; explain the effects of the 1808 law that banned the importation of slaves into the United States and explain how a robust slave trade nonetheless continued within the United States until the mid-19th century. SCWPS. 2. 2. Identify the major reasons for the Civil War (e.g., slavery, political and economic competition in Western territories, the emergence of the Republican Party) and the war's most important outcomes (e.g., end of slavery, Reconstruction, expanded role of the federal government, industrial growth in the North). Clarification Statement: In Grade 4, students were introduced to the Civil War as they learned about states of the Confederacy and the Union; they will study the Civil War in greater depth in high school. SCWPS. 3. Explain the ideas and roles of some of the people of the pre-Civil War era who led the struggle against slavery (abolitionism) and for voting and property rights for African Americans (e.g., Harriet Tubman, Nat Turner, Sojourner Truth,</p>	<p>civic organizations, and newspapers played in supporting and unifying African American communities. SCWPS. 8. Research and analyze one of the people, organizations, events, or legislative acts from the 20th century that contributed to expanding civil rights of African Americans, women, and others in the United States. Clarification Statement: In addressing this standard, students and teachers may choose to focus on any of the following: • People such as Martin Luther King, Jr., Rosa Parks, Ruby Bridges, Thurgood Marshall, Edward Brooke, Jackie Robinson, Marian Anderson, Bayard Rustin, Eleanor Roosevelt, Frances Perkins, Lorraine Hansberry, Gloria Steinem, Betty Friedan, Geraldine Ferraro, César Chávez, Dolores Huerta, Sandra Day O'Connor, Ruth Bader Ginsburg • Organizations such as the National Organization for the Advancement of Colored People (NAACP) the National Organization for Women (NOW) events such as the 1963 March on Washington, efforts of the 1960s and 1970s to desegregate city public school systems in Massachusetts • legislation such as the Equal Pay Act (1963), the campaign for, and eventual defeat of the Equal Rights Amendment (1970s), the enactment of Title IX (prohibition of discrimination on the account of gender, 1972) 9. Explain how the 20th century African American Civil Rights movement served as a model for other movements for civil rights (e.g., the second phase of the women's</p>

	<p>Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe).</p> <p>SCWPS. 4. Identify the major military leaders and battles of the Civil War (e.g., Ulysses S. Grant, Robert E. Lee, William Tecumseh Sherman, Stonewall Jackson; Battles of Bull Run, Shiloh, Fredericksburg, Vicksburg, Gettysburg, Appomattox).</p> <p>SCWPS. 5. Describe the role of Abraham Lincoln in the development of the Republican Party and his actions as President during the Civil War, including the Emancipation Proclamation and the 13th, 14th, and 15th Amendments to the Constitution.</p> <p>SCWPS. 6. Explain the consequences of the Emancipation Proclamation and the 13th, 14th, and 15th Amendments for the rights of African Americans. a. advocacy for women's rights surrounding the passage of the 14th and 15th Amendments and its relationship to the later movement for women's rights b. women's attainment of the right to vote with the passage of the 19th Amendment of 1920</p> <p>CSWPS. 7. Describe living conditions for African Americans following the Civil War, during the Jim Crow era, including limited educational and economic opportunities, separate public facilities (e.g., segregated schools and colleges, neighborhoods, sections in buses, trains, restaurants, and movie theaters), the organized perpetuation of white supremacist beliefs and the threat of violence from extra-legal groups such as the Ku Klux Klan. Describe the role African American churches,</p>	<p>movement in the 1960s and 1970s, the disability rights movement, the LGBTQ movement).</p>
<p>GRADE 5 SCIENCE INTEGRATION</p>	<p>Earth & Space Sciences Power Standards (ESPS)</p> <p>ESPS. 1. Use observations, first-hand and from various media, to argue that the Sun is a star that appears larger and brighter than other stars because it is closer to Earth.</p> <p>ESPS. 2. Use a model to communicate Earth's relationship to the Sun, Moon, and other stars that explain (a) why people on Earth experience day and night, (b) patterns in daily changes in length and direction of shadows over a day, and (c) changes in the apparent position of the Sun, Moon, and stars at different times during a day, over a month, and over a year.</p> <p>Earth's Systems Power Standards (ESPS)</p> <p>ESPS. 1. Use a model to describe the cycling of water through a watershed through evaporation, precipitation, absorption, surface runoff, and condensation.</p> <p>ESPS. 2. Describe and graph the relative amounts of salt water in the ocean; fresh water in lakes, rivers, and groundwater; and fresh water frozen in glaciers and polar ice caps to provide evidence about the</p>	<p>PSPS. 2. Measure and graph the weights (masses) of substances before and after a reaction or phase change to provide evidence that regardless of the type of change that occurs when heating, cooling, or combining substances, the total weight (mass) of matter is conserved.</p> <p>PSPS. 3. Make observations and measurements of substances to describe characteristic properties of each, including color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility.</p> <p>PSPS. 4. Conduct an experiment to determine whether the mixing of two or more substances results in new substances with new properties (a chemical reaction) or not (a mixture).</p> <p>Motion and Stability Power Standards (MSPS)</p> <p>MSPS. 1. Support an argument with evidence that the gravitational force exerted by Earth on objects is directed toward Earth's center.</p> <p>Energy Power Standards (EPS)</p> <p>EPS. 1. Use a model to describe that the food animals digest (a) contains energy that was once energy from the Sun, and (b) provides energy and nutrients for life processes, including body repair, growth, motion, body warmth, and reproduction.</p>

	<p>availability of fresh water in Earth's biosphere.</p> <p>Earth and Human Activity Power Standards (EHAPS)</p> <p>EHAPS. 1. Obtain and combine information about ways communities reduce human impact on the Earth's resources and environment by changing an agricultural, industrial, or community practice or process.</p> <p>EHAPS. 2. Test a simple system designed to filter particulates out of water and propose one change to the design to improve it.</p> <p>Life Science Power Standards (LSPS)</p> <p>LSPS.1. Ask testable questions about the process by which plants use air, water, and energy from sunlight to produce sugars and plant materials needed for growth and reproduction.</p> <p>Ecosystems Power Standards (EPS)</p> <p>EPS. 1. Develop a model to describe the movement of matter among producers, consumers, decomposers, and the air, water, and soil in the environment to (a) show that plants produce sugars and plant materials, (b) show that animals can eat plants and/or other animals for food, and (c) show that some organisms, including fungi and bacteria, break down dead organisms and recycle some materials back to the air and soil.</p> <p>EPS. 2. Compare at least two designs for a compost to determine which is most likely to encourage decomposition of materials.</p> <p>Physical Science Power Standards (PSPS)</p> <p>PSPS. 1. Use a particle model of matter to explain common phenomena involving gases, and phase changes between gas and liquid and between liquid and solid.</p>	<p>Technology/Engineering Power Standards (TEPS)</p> <p>TEPS. 1. Use informational text to provide examples of improvements to existing technologies (innovations) and the development of new technologies (inventions). Recognize that technology is any modification of the natural or designed world done to fulfill human needs or wants.</p> <p>TEPS. 2. Use sketches or drawings to show how each part of a product or device relates to other parts in the product or device</p>
CURRICULUM SCOPE AND SEQUENCE GRADE 6		
GRADE 6 MATH INTEGRATION	<p>Ratios and Proportional Relationships Power Standards (RPRPS)</p> <p>RPRPS. 1. Understand the concept of a ratio including the distinctions between part:part and part:whole and the value of a ratio; part/part and part/whole. Use ratio language to describe a ratio relationship between two quantities.</p> <p>RPRPS. 2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship, including the use of units.</p> <p>RPRPS. 3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements. Find missing values in the tables, and plot the pairs of values on the</p>	<p>NSPS. 6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that zero is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p> <p>NSPS. 7. Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative positions</p>

	<p>coordinate plane. Use tables to compare ratios. b. Solve unit rate problems, including those involving unit pricing, and constant speed.</p> <p>Number System Power Standards (NSPS)</p> <p>NSPS. 1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.</p> <p>NSPS. 2. Fluently divide multi-digit numbers using the standard algorithm.</p> <p>NSPS. 3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p> <p>NSPS. 4. Use prime factorization to find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two relatively prime numbers.</p> <p>NSPS. 5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, and positive/negative electric charge). Use positive and negative numbers (whole numbers, fractions, and decimals) to represent quantities in real-world contexts, explaining the meaning of zero in each situation.</p>	<p>of two numbers on a number line diagram. b. Write, interpret, and explain statements of order for rational numbers in real-world contexts.</p> <p>c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.</p> <p>d. Distinguish comparisons of absolute value from statements about order.</p> <p>NSPS. 8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p> <p>Expressions and Equations Power Standards (EEPS)</p> <p>EEPS. 1. Write and evaluate numerical expressions involving whole-number exponents.</p> <p>EEPS. 2. Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, and coefficient); view one or more parts of an expression as a single entity. c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).</p> <p>EEPS. 3. Apply the properties of operations to generate equivalent expressions.</p> <p>EEPS. 4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).</p>
	<p>EEPS. 5. Understand solving an equation or inequality as a process of answering a question: Which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p> <p>EEPS. 6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p> <p>EEPS. 7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q, and x are all nonnegative rational numbers.</p> <p>EEPS. 8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many</p>	<p>4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface areas of these figures. Apply these techniques in the context of solving real-world and mathematical problems.</p> <p>Statistics and Probability Power Standards (SPPS)</p> <p>SPPS. 1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.</p> <p>SPPS. 2. Understand that a set of data collected to answer a statistical question has a distribution, which can be described by its center (median, mean, and/or mode), spread (range, interquartile range), and overall shape.</p> <p>SPPS. 3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</p> <p>SPPS. 4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots. a. Read and interpret circle graphs.</p> <p>SPPS. 5. Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the</p>

	<p>solutions; represent solutions of such inequalities on number line diagrams.</p> <p>EEPS. 9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.</p> <p>Geometry Power Standards (GPS)</p> <p>GPS. 1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.</p> <p>GPS. 2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = Bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p> <p>GPS. 3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.</p>	<p>attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median, and/or mean) and variability (range and/or interquartile range), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</p>
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<p>GRADE 6</p> <p>ENGLISH</p> <p>LANGUAGE</p> <p>ARTS</p> <p>INTEGRATION</p>	<p>Reading Power Standards (RPS)</p> <p>RPS. 1. Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)</p> <p>RPS. 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.</p> <p>RPS. 3. Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RPS. 4. Determine the meaning of words and phrases as they are used in a text,</p>	<p>RPSIT. 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)</p> <p>RPSIT. 5. Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RPSIT. 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RPSIT. 7. Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue.</p>
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	<p>including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood .</p> <p>RPS. 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RPS. 6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RPS. 7. Compare and contrast the experience of reading a story, drama, or poem to that of listening to or viewing the same text.</p> <p>RPS. 8. (Not applicable. For expectations regarding themes in literary texts, see RL.2.)</p> <p>RPS. 9. Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>RPS. 10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.</p> <p>Reading Power Standards for Informational Text (RPSIT)</p> <p>RPSIT. 1. Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.</p> <p>RPSIT. 2. Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.</p> <p>RPSIT. 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>RPSIT. 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>RPSIT. 9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>RPSIT. 10. Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.</p> <p>Writing Power Standards (WPS)</p> <p>WPS. 1. Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly in paragraphs and sections. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). e. Provide a concluding statement or section that follows from the argument presented.</p> <p>WPS. 2. Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). f. Provide a concluding statement or section that follows from the information or explanation presented.</p>
	<p>WPS. 3. Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey</p>	<p>(a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening Power Standards (SLPS)</p> <p>SLPS. 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature</p>

	<p>sequence and signal shifts from one time frame or setting to another d. Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>WPS. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)</p> <p>WPS. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. a. Demonstrate command of standard English conventions (as described in Language Standards 1– 3 up to and including grade 6). b. Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).</p> <p>WPS. 6. Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>WPS. 7. Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>WPS. 8. When conducting research, gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>WPS. 9. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.</p> <p>WPS. 10. . Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames</p>	<p>Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SLPS. 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SLPS. 3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>SLPS. 4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.)</p> <p>SLPS. 5. Include multimedia components and visual displays in presentations to clarify information.</p> <p>SLPS. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language Standards 1 and 3 for specific expectations.)</p> <p>Language Power Standards (LPS)</p> <p>LPS. 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning a. Use simple, compound, complex, and compound-complex sentences to communicate ideas clearly and to add variety to writing. b. Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence. c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>
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	<p>LPS. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).</p>	<p>LPS. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar</p>
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	<p>LPS. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. b. Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.</p> <p>LPS. 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).</p> <p>LPS. 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p>
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GRADE 6 SOCIAL STUDIES INTEGRATION	<p>Complex Societies Power Standards (CSPS) Supporting question: What do the social sciences contribute to our understanding of the world?</p> <p>CSPS. 1. Explain how different academic fields in the social sciences concentrate on different means of studying societies in the past and present.</p>	<p>6. Explain that scholars have attempted to define the characteristics of a complex society (sometimes called "civilization") since the early 20th century, and although debates are ongoing, many cite these characteristics: a. an economy that produces food surpluses b. dense populations in distinct areas or cities c. stratified social classes d. specialized occupations e. developed systems of government, religion, and learning f. achievements in technology,</p>
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<p>CSPS. 2. Give examples of ways in which a current historical interpretation might build on, extend, or reject an interpretation of the past.</p> <p>CSPS. 3. Give examples of how archaeologists, historians, geographers, economists, and political scientists work as teams to analyze evidence, develop hypotheses, and construct interpretations of ancient and classical civilizations.</p> <p>Human origins, the Neolithic and Paleolithic Eras (NPPS)</p> <p>Supporting Question: How did life on Earth begin and why did humans form complex societies?</p> <p>NPPS. 1. Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life.</p> <p>NPPS. 2. Identify sites where archaeologists have found evidence of the origins of modern human beings and explain current theories of how human groups moved from Africa over time into the continents now known as Asia, Europe, the Americas, and Oceania. Give examples of how ongoing archaeological research adds new data that changes interpretations of how migrations and habitation sites are dated.</p> <p>NPPS. 3. Explain that the term Paleolithic Era refers to the period of earliest human history, beginning c. 2.6 million years ago to c. 11,700 years ago, characterized by the first use of stone tools, fire, hunting and gathering weapons, and, about 50,000 years ago, by cave painting, sculpture, tools, and artifacts using diverse materials such as bone, shell, stone, mineral pigments, and wood).</p> <p>NPPS. 4. Explain that the term Neolithic Era refers to the period beginning about 10,000 years ago to c. 4500 or c. 2000 BCE in different parts of the world, in which the technologies of agriculture.</p> <p>NPPS. 5. (growing crops and the domestication of animals) and metallurgy (mining and working of metals) were invented and refined, and in which complex societies begin to appear. 5. Explain how complex societies that practice agriculture may differ, some developing into permanently settled communities, some being nomadic and moving livestock from place to place, some cultivating land temporarily and moving to another location when a plot of land is no longer productive.</p>	<p>art, and monumental architecture g. systems of record keeping, either written or oral.</p> <p>NPPS. 7. Explain the ways in which complex societies interact and spread from one region to another (e.g., by trade, cultural or linguistic exchanges, migration, religious conversion, conquest, or colonization).</p> <p>NPPS. 8. Construct and interpret a timeline that shows some of the key periods in the development of human societies in the Paleolithic and Neolithic Eras. Use correctly the words or abbreviations for identifying time periods or dates in historical narratives (decade, age, era, century, millennium, CE/AD, BCE/BC, c. and circa). Identify in BCE dates the higher number as indicating the older year (that is, 3000 BCE is earlier than 2000 BCE).</p> <p>Western Asia, the Middle East and North Africa Power Standards (WAMENAPS)</p> <p>WAMENAPS. 1. On a physical map, use cardinal directions, map scales, key/legend, and title to locate important physical features of the region (e.g. the Indian Ocean, the Black Sea, Aegean Sea, Mediterranean Sea, Red Sea, Arabian Peninsula, the Persian Gulf, the Nile, Tigris, and Euphrates Rivers, the Strait of Gibraltar, the Bosphorus, and the Suez Canal). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region. 2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region. 3. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.</p> <p>WAMENAPS. 2. Explain how the presence of the Tigris and Euphrates Rivers contributed to the development of agriculture and ancient complex societies; explain why historians have called the region that surrounds these rivers “the Fertile Crescent.”</p> <p>WAMENAPS. 2. On a map of archaeological sites in the region, and identify the locations and time periods of the Sumerians, Babylonians, and Assyrians as successive states and empires.</p> <p>WAMENAPS. 3. Describe how irrigation, mining and metalsmithing, agriculture, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to settlement and the growth of Mesopotamian civilizations.</p>
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<p>WAMENAPS. 4. Analyze the important characteristics and achievements of early Mesopotamia. a. a complex society with rulers, priests, soldiers, craftspeople, farmers, and slaves b. a religion based on polytheism (the belief in many gods) c. monumental architecture (the ziggurat) and developed art (including large relief sculptures, mosaics, carved cylinder seals) d. cuneiform writing, used for record keeping tax collection, laws and literature e. the first epic (the Epic of Gilgamesh) and the first set of written laws (the Code of Hammurabi, for example, “If a man put out the eye of another man, his eye shall be put out.” [An eye for an eye]).</p> <p>Ancient Egypt Power Standards (AEPS) Supporting Question: How did Ancient Egypt’s rigid class structure affect its social and cultural development?</p> <p>AEPS. 1. Identify the locations of ancient Upper and Lower Egypt and ancient Nubia; and explain what the terms “Upper” and “Lower” mean in this context.</p> <p>AEPS. 2. Describe the significance of the Nile River to ancient Egyptians.</p> <p>AEPS. 3. Analyze the kinds of evidence that have been used by archaeologists and historians to draw conclusions about the social and economic characteristics of ancient Nubia (the Kingdom of Kush) and their relationship to the characteristics of ancient Egypt.</p> <p>AEPS. 4. Analyze the role of the pharaoh as god/king, and describe how pharaohs were represented in painting and sculpture, the concept of dynasties, and significant acts of at least one pharaoh or queen (e.g., Khufu, Akhnaten, Ramses II, Nefertiti, Cleopatra).</p> <p>AEPS. 5. Describe the relationships among social classes (e.g., the relationship of the pharaoh to priests, nobles, government officials, soldiers, scribes, artisans, farmers, and peasants, laborers, and slaves).</p> <p>AEPS. 6. Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, proper behavior, the afterlife, mummification, and the roles of deities.</p> <p>AEPS. 7. Summarize important achievements of the Old, Middle, and New Kingdoms (e.g., the agricultural system; knowledge of mathematics, astronomy, the invention of a calendar; the invention of papyrus and hieroglyphic writing; the organization of monumental building projects such as the Pyramids and Sphinx at Giza; the centralization of government and military power).</p>	<p>Ancient Phoenicia Power Standards (APPS) Supporting Question: Why were traders and merchants important in ancient societies?</p> <p>APPS. 1. On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean and the Red Sea.</p> <p>APPS. 2. Explain how the location of Phoenicia contributed to its domination of maritime trade in the Mediterranean from c. 1000–300 BCE.</p> <p>APPS. 3. Describe how the alphabetic Phoenician writing system differed from Mesopotamian cuneiform or Egyptian hieroglyphic writing; explain how Phoenician maritime traders contributed to the spread of the use of the alphabetic system, which eventually evolved into the Greek alphabet and then into letter symbols used in other languages.</p> <p>Ancient Israel, Palestine Power Standards (AIPPS) Supporting question: What were the consequences of the unification of tribes for ancient Israel?</p> <p>AIPPS. 1. On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel and Palestine and ancient Egypt.</p> <p>AIPPS. 2. Trace the migrations of the ancient Israelite tribes from Mesopotamia to the land called Canaan and explain the role of Abraham and Moses in Hebrew history.</p> <p>AIPPS. 3. Describe the history of ancient Israel and early Christianity: monotheistic religion (e.g., the belief in one God, the Ten Commandments, the emphasis on individual worth and personal responsibility, the belief that rulers and the ruled must adhere to the same moral obligations) b. the Hebrew Bible’s accounts of the history of early Israel: the unification of the tribes of Israel under Saul, David, and Solomon; the founding of Jerusalem as capital city by David (c. 1000 BCE), the building of the first temple by Solomon (c. 900–800 BCE), the destruction of the first temple (c. 400 BCE), the annexation of Judea by the Roman Empire and the Roman destruction of the second temple (c. 70 CE). c. the emergence of Christianity as a distinct religion, with roots in Judaism, but increasingly diverse followers throughout the Roman Empire and the relationship of early Christians to the officials of the Roman Empire. d. the central features of Christianity (e.g., the belief in a messiah who could redeem humans from sin, the concept of salvation, the belief in an Old and a new Testament in the Bible, the life and teachings of Jesus.).</p> <p>Ancient Arabian Peninsula Power Standards (AAPPPS) Supporting question: Why is the belief in one God significant to Islam, Judaism, and Christianity?</p> <p>AAPPPS. 1. On a map of the Arabian Peninsula, identify the Red Sea and the cities of Mecca and Medina as the sites of the beginning of the Muslim religion.</p>
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	<p>AAPPPS. 2. Explain Islam's historical relationship to Judaism and Christianity as monotheistic religions.</p> <p>AAPPPS. 3. Describe the life and teachings of Muhammad (570-c. 632 CE) and the significance of the Qur'an as the primary source of Islamic belief.</p> <p>Interactions Among Societies in Western Asia, North Africa, and the Middle East (ISWNAME)</p> <p>Supporting Question: How did ideas spread across ancient societies in this region?</p> <p>ISWNAME. 1. Describe the impact of encounters through trade, cultural exchange, and conquest among the societies and empires in the region, in particular, exchanges on land routes of the Silk Roads linking Europe, the steppes of West Asia, East Asia, and Africa, and the goods, languages, and cultural motifs exchanged (e.g., gold, ivory from Africa, grain from Western Asia, produce, horses, livestock, wood, furs from the steppes, ceramics, silk, and other luxury goods from China).</p> <p>ISWNAME. 2. Use information from primary and secondary sources to research contributions of one of the ancient Mesopotamian, Egyptian, Phoenician, Israelite, Islamic, and Eurasian societies to the modern world.</p> <p>Sub-Saharan Africa Power Standards (SSAPS)</p> <p>SSAPS. 1. On a map of the world, locate the continent of Africa, the Atlantic Ocean, the Indian Ocean, and the Mediterranean Sea. On a map of Africa, locate the northern, eastern, western, central, and southern regions of Africa, the Sahara Desert, Mount Kilimanjaro, the Cape of Good Hope, the Great Rift Valley, Lake Victoria). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.</p> <p>SSAPS. 2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.</p> <p>SSAPS. 3. Explain how absolute and relative locations, major physical characteristics, climate (including drought and desertification), and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.</p>	<p>SSAPS. 5. Explain the pivotal role Swahili coastal societies along the Indian Ocean played in linking trade networks between interior Africa and maritime routes along the coasts of Central and South Asia, and connecting to China; identify key goods in this trade (e.g., gold, ivory, iron, people from Africa, and cloth, glass beads, and porcelain from Asia).</p> <p>SSAPS. 6. Identify the locations, sources of wealth and importance of West African cities and empires, including the city of Timbuktu (beginning c.5th century CE), and the empire of ancient Ghana (beginning c. 700 CE).</p> <p>SSAPS. 7. Explain the pivotal role these societies played in the trans-Saharan trade, the spread of Islam, and trade with North Africa, Europe, West Asia in gold, ivory, and slaves and the contributions of these societies to the modern world.</p> <p>Central America, the Caribbean Islands, and South America Power Standards (CACISAPS)</p> <p>CACISAPS. 1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate Central America, the Caribbean Sea. On a map of the region, identify important physical features of the region (e.g. Gulf of Mexico, Yucatan Peninsula, the Panama Canal).</p> <p>CACISAPS. 2. Demonstrate knowledge of political geography by locating the current countries and major cities of Central America and the Caribbean Islands on a political map; use knowledge of maps to complement information gained from text about a country or region.</p> <p>CACISAPS. 3. Explain how absolute and relative locations, climate, major physical characteristics and natural resources influenced settlement, population size, and the economies of regions and countries in Central America and the Caribbean Islands.</p> <p>CACISAPS. 4. Describe the culture and way of life of the indigenous populations of the region (e.g., Carib [Antilles and South America], Taino [Cuba, Trinidad, Jamaica, Hispaniola, Puerto Rico], Lenca [Honduras], Miskito [Nicaragua], Huatares and Chorotegas [Costa Rica], Lokono, also known as Arawak [Trinidad and Tobago]).</p> <p>Physical and Political Geography of South America Power Standards (PPGSA)</p> <p>PPGSA. 1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate South America and the Atlantic and Pacific Oceans. On a map of South America, locate important physical features of the region (e.g. Isthmus of Panama, Andes Mountains, Cape Horn, Amazon River, and the southern, northern, eastern, and western regions of South America). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.</p>
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	<p>SSAPS. 4. Identify the location, sources of wealth, and importance of the Kingdom of Axum (c. 100-940 CE); explain the role it played in the adoption of Christianity in Ethiopia and the role east African societies played in the spread of Islam to South Asia,</p>	<p>PPGSA. 2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.</p>
	<p>PPGSA. 3. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.</p> <p>Major ancient societies in Central America and South America Power Standards (ASCASAPS)</p> <p>Supporting question: What are the most important contributions of ancient societies in the Americas to the modern world?</p> <p>ASCASAPS. 1. Research and report on one of the major ancient societies that existed in Central America (Maya, Teotihuacán, and other civilizations such as the Olmec, Toltec, and Zapotec), or one of the major pre-Columbian Andean civilizations (Chavín, Moche, Nazca), their locations, and their cultural characteristics.</p>	

<p>GRADE 6 SCIENCE INTEGRATION</p>	<p>Earth and Space Science Power Standards (ESPS)</p> <p>ESPS. 1. Develop and use a model of the Earth-Sun-Moon system to explain the causes of lunar phases and eclipses of the Sun and Moon.</p> <p>ESPS. 2. Analyze and interpret rock layers and index fossils to determine the relative ages of rock formations that result from processes occurring over long periods of time.</p>	<p>Waves and Technologies (WIPS)</p> <p>WPS. 1. Use diagrams of a simple wave to explain that (a) a wave has a repeating pattern with a specific amplitude, frequency, and wavelength, and (b) the amplitude of a wave is related to the energy of the wave.</p> <p>WPS. 2. Use diagrams and other models to show that both light rays and mechanical waves are reflected, absorbed, or transmitted through various materials.</p>
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	<p>ESPS. 3. Use graphical displays to illustrate that Earth and its solar system are one of many in the Milky Way galaxy, which is one of billions of galaxies in the universe.</p> <p>Earth's Systems Power Standards (EPS)</p> <p>EPS. 1. Analyze and interpret maps showing the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence that Earth's plates have moved great distances, collided, and spread apart.</p> <p>Life Science Power Standards (LSPS)</p> <p>LSPS. 1. Provide evidence that all organisms (unicellular and multicellular) are made of cells.</p> <p>LSPS. 2. Develop and use a model to describe how parts of cells contribute to the cellular functions of obtaining food, water, and other nutrients from its environment, disposing of wastes, and providing energy for cellular processes.</p> <p>LSPS. 3. Construct an argument supported by evidence that the body systems interact to carry out essential functions of life.</p> <p>Biological Evolution (BEPS)</p> <p>BEPS. 1. Analyze and interpret evidence from the fossil record to describe organisms and their environment, extinctions, and changes to life forms throughout the history of Earth.</p> <p>BEPS. 2. Construct an argument using anatomical structures to support evolutionary relationships among and between fossil organisms and modern organisms.</p> <p>Physical Science Power Standards (PSPS)</p> <p>PSPS. 1. Plan and conduct an experiment involving exothermic and endothermic chemical reactions to measure and describe the release or absorption of thermal energy.</p> <p>PSPS. 2. Use a particulate model of matter to explain that density is the amount of matter (mass) in a given volume. Apply proportional reasoning to describe, calculate, and compare relative densities of different materials.</p> <p>PSPS. 3. Conduct an experiment to show that many materials are mixtures of pure substances that can be separated by physical means into their component pure substances.</p> <p>Motion and Stability Power Standards (MSPS)</p> <p>MSPS.1. Use evidence to support the claim that gravitational forces between objects are attractive and are only noticeable when one</p>	<p>WPS. 3. Present qualitative scientific and technical information to support the claim that digitized signals (sent as wave pulses representing 0s and 1s) can be used to encode and transmit information.</p> <p>Technology and Engineering Power Standards (TEPS)</p> <p>TEPS. 1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution. Include potential impacts on people and the natural environment that may limit possible solutions.</p> <p>TEPS. 2. Create visual representations of solutions to a design problem. Accurately interpret and apply scale and proportion to visual representations.</p> <p>TEPS. 3. Communicate a design solution to an intended user, including design features and limitations of the solution.</p> <p>Materials, Tools, and Manufacturing Power Standards (MTMPS)</p> <p>MTMPS. 1. Analyze and compare properties of metals, plastics, wood, and ceramics, including flexibility, ductility, hardness, thermal conductivity, electrical conductivity, and melting point.</p> <p>MTMPS. 2. Given a design task, select appropriate materials based on specific properties needed in the construction of a solution.</p> <p>MTMPS. 3. Choose and safely use appropriate measuring tools, hand tools, fasteners, and common hand-held power tools used to construct a prototype or both of the objects have a very large mass.</p>
CURRICULUM SCOPE AND SEQUENCE GRADE 7		
GRADE 7 MATH INTEGRATION	<p>Ratios and Proportions Power Standards (RPPS)</p> <p>RPPS. 1. Analyze proportional relationships and use them to solve real-world and mathematical problems. 1. Compute unit rates associated with ratios of fractions, including</p>	<p>b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts. c.</p>

	<p>ratios of lengths, areas, and other quantities measured in like or different units.</p> <p>RPPS. 2. Recognize and represent proportional relationships between quantities.</p> <p>a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table, or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. c. Represent proportional relationships by equations. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate. 3. Use proportional relationships to solve multi-step ratio, rate, and percent problems.</p> <p>Number System Power Standards (NSPS)</p> <p>NSPS. 1. Apply and extend previous understandings of addition and subtraction to add and subtract integers and other rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. a. Describe situations in which opposite quantities combine to make zero. b. Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. d. Apply properties of operations as strategies to add and subtract rational numbers.</p> <p>NSPS. 2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide integers and other rational numbers. a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p>	<p>Apply properties of operations as strategies to multiply and divide rational numbers. d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</p> <p>NSPS. 3. Solve real-world and mathematical problems involving the four operations with integers and other rational numbers.</p> <p>Expressions and Equations Power Standards (EEPS)</p> <p>EEPS. 1. Solve real-world and mathematical problems involving the four operations with integers and other rational numbers.</p> <p>EEPS. 2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.</p> <p>EEPS. 3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.</p> <p>EEPS. 4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. Extend analysis of patterns to include analyzing, extending, and determining an expression for simple arithmetic and geometric sequences (e.g., compounding, increasing area), using tables, graphs, words, and expressions.</p>
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	Geometry Power Standards (GPS)	SPPS. 4. Use measures of center and measures of variability for numerical data from random
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<p>GPS. 1. Solve problems involving scale drawings of geometric figures, such as computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p> <p>GPS. 2. Draw (freehand, with ruler and protractor, and with technology) two-dimensional geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.</p> <p>GPS. 3. Describe the shape of the two-dimensional face of the figure that results from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.</p> <p>GPS. 4. Circles and measurement: a. Know that a circle is a two-dimensional shape created by connecting all of the points equidistant from a fixed point called the center of the circle. b. Understand and describe the relationships among the radius, diameter, and circumference of a circle. c. Understand and describe the relationship among the radius, diameter, and area of a circle. d. Know the formulas for the area and circumference of a circle and use them to solve problems. e. Give an informal derivation of the relationship between the circumference and area of a circle.</p> <p>GPS. 5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write simple equations and use them to solve for an unknown angle in a figure.</p> <p>GPS. 6. Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</p> <p>Statistics and Probability Power Standards (SPPS)</p> <p>SPPS. 1. Understand that statistics can be used to gain information about a population by examining a sample of the population; Generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.</p> <p>SPPS. 2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.</p> <p>SPPS. 3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the</p>	<p>samples to draw informal comparative inferences about two populations.</p> <p>SPPS. 5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p> <p>SPPS. 6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.</p> <p>SPPS. 7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.</p> <p>SPPS. 8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. b. Represent sample spaces for compound events using methods such as organized lists, tables, and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event. c. Design and use a simulation to generate frequencies for compound events.</p>
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	difference between the centers by expressing it as a multiple of a measure of variability.	
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GRADE 7 ENGLISH LANGUAGE ARTS INTEGRATION	<p>Writing Power Standards (WPS)</p> <p>WPS. 1. Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>WPS. 2. Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>WPS. 3. Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one</p>	<p>WPS. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WPS. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. a. Demonstrate command of standard English conventions b. Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).</p> <p>WPS. 6. Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.</p> <p>WPS. 7. Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>WPS. 8. When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>WPS. 9. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.</p> <p>WPS 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening Power Standards (SLPS)</p> <p>SLPS. 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas</p>
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	time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
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	<p>SLPS. 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SLPS. 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>SLPS. 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 7 Language Standards 4–6 for specific expectations regarding vocabulary.)</p> <p>SLPS. 5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SLSP. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language Power Standards (LPS)</p> <p>LPS. 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity. b. Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).¹⁷ c. Recognize and correct inappropriate shifts in pronoun number and person in sentences with multiple clauses and phrases. d. Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.</p> <p>LPS. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., a fascinating, enjoyable movie). b. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).</p> <p>LSP. 3. Use knowledge of language and its conventions when writing, speaking, reading,</p>	<p>LPS. 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>LPS. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>LPS. 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.</p>
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	or listening. a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. b. Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.	
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GRADE 7 SOCIAL STUDIES INTEGRATION	<p>Central and South Asia Power Standards CSAPS. 1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate Central and South Asia. On a topographic map of Central and South Asia locate important physical features of the region (e.g. the Indian Ocean, the Arabian Sea, the Bay of Bengal, the Ganges River, the Indo-Gangetic Plain, the Northern Mountains, the Khyber Pass, the Deccan Plateau, the Himalayan Mountains, and the Steppes). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.</p> <p>CSAPA. 2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.</p> <p>CSAPS. 3. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.</p> <p>CSAPS. 4. Explain the ways in which early Indian and Central Asian societies interacted with East African, Western Asian, and European societies.</p> <p>CSAPS. 5. Describe important economic, political, and religious developments in Indian and Central Asian history and evaluate the ways in which they conform to or differ from developments in societies in other regions of the world. a. the origins of Indian society in the Indus Valley, c. 3000–1300 BCE b. the evolution and central principles of Hinduism c. the teachings of Gautama Buddha in India in the 6th to 4th centuries BCE d. the Mauryan Empire in the 4th to 2nd centuries BCE and the role of the Emperor Ashoka adopting Buddhism’s moral teachings and the philosophy of non-violence and supporting</p>	<p>East Asia Power Standards (EAPS)</p> <p>EAPS. 1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate East Asia. Locate important physical features (e.g. the Huang He [Yellow] River and Chang Jiang [Yangtze] Rivers, and the Himalayan Mountains) and other characteristics of the region. Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.</p> <p>EAPS. 2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.</p> <p>EAPS. 3. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.</p> <p>Ancient China Power Standards (ACPS)</p> <p>ACPS.1. Describe the topography and climate of eastern Asia, including the importance of mountain ranges and deserts, and explain how geography influenced the development of Chinese complex societies.</p> <p>ACPS. 2. Describe important economic, political, and religious developments in early Chinese history and evaluate the ways in which they are similar to or different from the characteristics of societies in other regions of the world. a. the continuity of rule and encouragement of learning in the Shang and Zhou dynasties (c. 1600–256 BCE) b. the teachings of Confucius (551–479 BCE), including writings on ethics and good government, codes of proper conduct, and relationships between parent and child, friend and friend, husband and wife, and subject and ruler and the philosophy/religion of Taoism, emphasizing harmony of humanity and nature c. the First Emperor’s unification of China in the short Qin Dynasty (221–206 BCE) by subduing warring factions, seizing land, centralizing</p>
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	<p>Buddhist missionaries in North Africa, Central and Southeast Asia, and Mediterranean Europe; the Gupta Empire in the 3rd to 6th centuries CE, sometimes referred to as the “Golden Age of India,” and its Sanskrit classic literature and art e. the development of the caste system in India f. achievements in art, architecture, technology, astronomy, and mathematics g. the role topography and geography played in making trade along the several routes of the Silk Road viable and lucrative; connections through trade routes to Africa, Europe, and China.</p>	<p>government, imposing strict rules, and creating, with the use of slave labor, large state building projects for irrigation, transportation, and defense (e.g., the Great Wall) and his own tomb with life-size terracotta warriors d. the Chinese ideographic writing system (characters, which are symbols for concepts/ideas) and how it differs from an alphabetic writing system e. important technologies of China such as bronze casting, silk and gunpowder manufacture. f. China’s role in trade across Asia and to and from Africa and Europe along the Silk Roads and the introduction of Buddhism in China starting c. 1st century CE.</p>
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	<p>Ancient Japan and Korea Power Standards (AJKPS) AJKPS. 1. Trace the spread of Buddhism from India in the 4th century BCE to China, Korea, and Japan, and its development in Japan from the 6th through the 13th century CE; explain significant cultural contributions of ancient Japan (e.g., Buddhist philosophy, art, calligraphy, and temple and landscape architecture). AJKPS. 2. Describe the impact of encounters, such as through trade, religion, and conquest, among the ancient civilizations of China, Japan, and Korea.</p> <p>Southeast Asia and Oceania Power Standards (SAOPS) SAOPS. 1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate the Indian Ocean, Australia, New Zealand, Antarctica, the major Pacific Islands, the Pacific Ocean, and the Coral Sea. Locate important physical features (e.g. the Bay of Bengal, the South China Sea, the Great Victoria Desert, and the Great Barrier Reef) and characteristics of the region. Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region. SAOPS. 2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region. SAOPS. 3. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries. SAOPS. 4. Identify and describe the major social features of the indigenous peoples in Australia (the Aborigines) and New Zealand (the Maoris).</p>	<p>SAOPS. 2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region. SAOPS. 3. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries. SAOPS. 4. Identify what time zones are, when and how the precise measurement of longitude was scientifically and historically determined, the function and location of the International Date Line, and the function of the Royal Observatory in Greenwich, England, and give examples of differences in time in countries in different parts of the world.</p> <p>Ancient and Classical Greece (ACGPS) ACGPS. 1. On a historical map of the Mediterranean area, locate Greece and trace the extent of its influence from c. 1200 to 300 BCE. ACCGPS. 2. Explain how the geographical location of ancient Athens and other city-states such as Corinth and Sparta contributed to their role in maritime trade, colonies in the Mediterranean, and the expansion of their cultural influence. ACCGPS. 3. Explain the democratic political concepts developed in ancient Greece. a. the “polis” or city-state b. civic participation and voting rights c. legislative bodies d. constitution writing e. rule of law ACCGPS. 4. Compare and contrast life in Athens and Sparta, including the status and role of women and enslaved people in the two city-states. ACCGPS. 5. Analyze the causes, and consequences of the Persian Wars between Greek city-states and the Persian Empire (490–480 BCE), the Peloponnesian Wars between Athens and Sparta (431–404 BCE), and the</p>
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	<p>Describe archaeological evidence, such as rock paintings, from the region and explain what it indicates about early Aboriginal and Maori cultures.</p> <p>Europe Power Standards (EPS)</p> <p>EPS. 1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate Europe. Locate important physical features (e.g. the Atlantic Ocean, Arctic Ocean, Norwegian Sea, and Barents Sea; Lake Baikal, the Volga, Danube, Ural, Rhine, Elbe, Seine, Po, and Thames Rivers; the Alps, Pyrenees, and Balkan Mountains). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.</p>	<p>conquests of Alexander the Great in Asia (c.336–331BCE).</p> <p>ACCGPS. 6. Give examples of Greek gods and goddesses, heroes, and events; explain the persistence of terms from Greek and Roman mythology in modern English and other European languages (e.g., Pandora’s box, a Herculean task, the wrath of Achilles, Amazon, Olympics, marathon, narcissism).</p>
	<p>ACCGPA. 7. Identify the major accomplishments of the ancient Greeks by researching and reporting on one of the following: a. a scientist or mathematician (e.g., Thales, Pythagoras, Euclid, or Hippocrates) b. a philosopher (e.g., Socrates, Plato, or Aristotle), historian (e.g., Herodotus or Thucydides), poet or dramatist (e.g., Homer, Aeschylus, Sophocles, Aristophanes, or Euripides) c. architecture (e.g., the Parthenon, the Acropolis, and the Temple of Apollo) d. writing (e.g., development of the first complete alphabet with symbols for consonants and vowels) e. art (e.g., the development of ideals of beauty and proportions in the human body in sculpture or the depiction of myths and heroes in vase painting).</p> <p>Ancient and Classic Rome Power Standards (ACRPS)</p> <p>ACRPS. 1. Locate Rome on a map, trace the expansion of the Roman Empire to 500 CE and explain how Rome’s location contributed to its political power in the Mediterranean and beyond.</p> <p>ACRPS. 2. Describe the rise of the Roman Republic, its government, including separation of powers, rule of law, representative government, and the notion of civic duty.</p> <p>ACRPS. 3. Describe the influence of Julius Caesar and Augustus in Rome’s transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire. a. Military organization, tactics, and conquests; and decentralized administration b. the purpose and functions of taxes c. the promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes and the benefits of a Pax Romana</p>	

	<p>ACRPS. 4. Describe the characteristics of the system of classes and slavery under the Romans.</p> <p>ACRPS. 5. Explain how inner forces (e.g., the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (shrinking trade, invasions from northern tribes) led to the disintegration of the Roman Empire.</p> <p>ACRPS. 6. Describe the contribution of the Romans to architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation).</p> <p>ACRPS. 7. Explain the spread and influence of the Roman alphabet and the Latin language, and the role of Latin and Greek in scientific and academic vocabulary today.</p> <p>ACRPS. 8. Describe how scientific, philosophical, and aesthetic ideas diffused throughout Europe, Asia, and Africa as a result of trade, migration, conquest, and colonization.</p>	
GRADE 7 SCIENCE INTEGRATION	<p>Earth and Space Science Power Standards (ESSPS)</p> <p>ESSPS. 1. Construct an explanation based on evidence for how Earth's surface has changed over scales that range from local to global in size.</p> <p>ESSPS. 2. Develop a model to explain how the energy of the Sun and Earth's gravity drive the cycling of water, including changes of state, as it moves through multiple pathways in Earth's hydrosphere.</p> <p>Earth and Human Activity Power Standards (EHAPS)</p> <p>EHAPS. 1. Obtain and communicate information on how data from past geologic events are analyzed for patterns and used to forecast the location and likelihood of future catastrophic events.</p> <p>EHAPS. 2. Construct an argument supported by evidence that human activities and technologies can mitigate the impact of increases in human population and per capita consumption of natural resources on the environment.</p> <p>Life Science Power Standards (LSPS)</p> <p>LSPS. 1. Construct an explanation based on evidence for how characteristic animal behaviors and specialized plant structures increase the probability of successful reproduction of animals and plants.</p> <p>LSPS. 2. Analyze and interpret data to provide evidence for the effects of periods of abundant and scarce resources on the growth of organisms and the size of populations in an ecosystem.</p> <p>LSPS. 2. Describe how relationships among and between organisms in an ecosystem can be competitive, predatory, parasitic, and mutually beneficial and that these</p>	<p>Physical Science Power Standards (PSPS)</p> <p>PSPS. 1. Analyze data to describe the effect of distance and magnitude of electric charge on the strength of electric forces.</p> <p>PSPS. 2. Use scientific evidence to argue that fields exist between objects with mass, between magnetic objects, and between electrically charged objects that exert force on each other even though the objects are not in contact.</p> <p>Energy Power Standards (EPS)</p> <p>EPS. 1. Construct and interpret data and graphs to describe the relationships among kinetic energy, mass, and speed of an object.</p> <p>EPS. 2. Develop a model to describe the relationship between the relative positions of objects interacting at a distance and their relative potential energy in the system.</p> <p>EPS. 3. Apply scientific principles of energy and heat transfer to design, construct, and test a device to minimize or maximize thermal energy transfer.</p> <p>EPS. 4. Conduct an investigation to determine the relationships among the energy transferred, how well the type of matter retains or radiates heat, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.</p> <p>EPS. 5. Present evidence to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.</p> <p>EPS. 6. Use a model to explain how thermal energy is transferred out of hotter regions or objects and into colder ones by convection, conduction, and radiation.</p> <p>EPS. 7. Use informational text to describe the relationship between kinetic and potential energy and illustrate conversions from one form to another.</p>

	<p>interactions are found across multiple ecosystems.</p> <p>LSPS. 3. Develop a model to describe that matter and energy are transferred among living and nonliving parts of an ecosystem and that both matter and energy are conserved through these processes.</p> <p>LSPS. 4. Analyze data to provide evidence that disruptions (natural or human-made) to any physical or biological component of an ecosystem can lead to shifts in all its populations.</p> <p>LSPS. 5. Evaluate competing design solutions for protecting an ecosystem. Discuss benefits and limitations of each design.</p> <p>LSPS. 6. Explain how changes to the biodiversity of an ecosystem—the variety of species found in the ecosystem—may limit the availability of resources humans use.</p>	<p>Technology and Engineering Power Standards (TEPS)</p> <p>TEPS. 1. Evaluate competing solutions to a given design problem using a decision matrix to determine how well each meets the criteria and constraints of the problem. Use a model of each solution to evaluate how variations in one or more design features, including size, shape, weight, or cost, may affect the function or effectiveness of the solution.</p> <p>TEPS. 2. Generate and analyze data from iterative testing and modification of a proposed object, tool, or process to optimize the object, tool, or process for its intended purpose.</p> <p>TEPS. 3. Construct a prototype of a solution to a given design problem.</p> <p>Technological Systems Power Standards (TSPS)</p> <p>TSPS. 1. Explain the function of a communication system and the role of its components, including a source, encoder, transmitter, receiver, decoder, and storage.</p> <p>TSPS. 2. Compare the benefits and drawbacks of different communication systems.</p>
	<p>TSPS. 3. Research and communicate information about how transportation systems are designed to move people and goods using a variety of vehicles and devices. Identify and describe subsystems of a transportation vehicle, including structural, propulsion, guidance, suspension, and control subsystems.</p> <p>TSPS. 4. Show how the components of a structural system work together to serve a structural function. Provide examples of physical structures and relate their design to their intended use.</p> <p>TSPS. 5. Use the concept of systems engineering to model inputs, processes, outputs, and feedback among components of a transportation, structural, or communication system.</p>	

CURRICULUM SCOPE AND SEQUENCE GRADE 8		
GRADE 8 MATH INTEGRATION	<p>The Number System Power Standards (NSPS)</p> <p>NSPS. 1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion. For rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.</p>	<p>EEPS. 8. Analyze and solve pairs of simultaneous linear equations. a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. b. Solve systems of two linear equations in two variables algebraically (using substitution and elimination strategies), and</p>

	<p>NSPS. 2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2).</p> <p>Expressions and Equations Power Standards (EEPS)</p> <p>EEPS. 1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $32 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.</p> <p>EEPS. 2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that π is irrational.</p> <p>EEPS. 3. Use numbers expressed in the form of a single digit multiplied by an integer power of 10 to estimate very large or very small quantities, and express how many times as much one is than the other.</p> <p>EEPS. 4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.</p> <p>EEPS. 5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.</p> <p>EEPS. 6. Use similar triangles to explain why the slope m is the same between any two distinct points on a nonvertical line in the coordinate plane. Derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.</p>	<p>estimate solutions by graphing the equations. Solve simple cases by inspection. Solve real-world and mathematical problems leading to two linear equations in two variables.</p> <p>Functions Power Standards (FPS)</p> <p>FPS.1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.</p> <p>FPS. 2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).</p> <p>FPS. 3. Interpret the equation $y = mx + b$ as defining a linear function whose graph is a straight line; give examples of functions that are not linear.</p> <p>FPS. 4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.</p> <p>FPS. 5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.</p> <p>Geometry Power Standards (GPS)</p> <p>GPS. 1. Verify experimentally the properties of rotations, reflections, and translations: a. Lines are transformed to lines, and line segments to line segments of the same length. b. Angles are transformed to angles of the same measure. c. Parallel lines are transformed to parallel lines.</p> <p>GPS. 2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations. Given two congruent figures, describe a sequence that exhibits the congruence between them.</p> <p>GPS. 3. Describe the effects of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates</p>
	<p>GPS. 4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and</p>	<p>Statistics and Probability Power Standards (SPPS)</p> <p>SPPS. 1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities.</p>

	<p>dilations. Given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.</p> <p>GPS. 5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.</p> <p>GPS. 6. a. Understand the relationship among the sides of a right triangle. b. Analyze and justify the Pythagorean Theorem and its converse using pictures, diagrams, narratives, or models.</p> <p>GPS. 7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</p> <p>GPS. 8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.</p> <p>GPS. 9. Know the formulas for the volumes of cones, cylinders, and spheres, and use them to solve real-world and mathematical problems.</p>	<p>Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.</p> <p>SPPS. 2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line and informally assess the model fit by judging the closeness of the data points to the line.</p> <p>SPPS. 3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.</p> <p>SPPS. 4. . Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.</p>
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<p>GRADE 8 ENGLISH LANGUAGE ARTS INTEGRATION</p>	<p>Reading Power Standards (RPS)</p> <p>RPS. 1. Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.</p> <p>RPS. 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text.</p> <p>RPS. 3. Analyze how particular lines of dialogue or incidents in a story, poem, or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RPS. 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of allusion and irony.</p> <p>RPS. 5. Compare and contrast the structures of two or more texts, analyzing how structure contributes to meaning and style in each text.</p> <p>RPS. 6. Analyze how differences in point of view between characters and audience (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<p>RSTIPS. 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RSTIPS. 5. Analyze in detail the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining a key concept.</p> <p>RSTIPS. 6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>RSTIPS. 7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>RSTIPS. 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>RSTIPS. 9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>RSTIPS. 10. Independently and proficiently read and comprehend literary nonfiction representing a</p>
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	<p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>WPS. 3. Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from</p>	<p>WPS. 8. When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>WPS. 9. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.</p> <p>WPS. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening Power Standards (SLPS)</p> <p>SLPS. 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic,</p>

	<p>one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>WPS. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>WPS. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. a. Demonstrate command of standard English conventions (as described in Language Standards 1– 3 up to and including grade 8). b. Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).</p> <p>WPS. 6. Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>WPS. 7. Conduct short as well as more sustained research projects to answer a question (including a self generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) b. Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>SLPS. 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SLPS. 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>SLPS. 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 8 Language Standards 4–6 for specific expectations regarding vocabulary.)</p> <p>SLPS. 5. Integrate multimedia components and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>
	<p>SLPS. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language Standards 1 and 3 for specific expectations.)</p> <p>Language Power Standards (LPS)</p> <p>LPS. 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 8 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning a. Coordinate phrases and clauses in simple, compound, complex, and compound-complex sentences, with emphasis on agreement of pronouns and their antecedents. b. Form and use verbs in the active and passive voices and the indicative, imperative, interrogative, conditional, and subjunctive moods to communicate a particular meaning.18</p>	<p>LPS. 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish</p>

	<p>LPS. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).</p> <p>LPS. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. b. Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.</p>	<p>among the connotations (associations) of words with similar denotations. (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>LPS. 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p>
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GRADE 8 SOCIAL STUDIES INTEGRATION	<p>Philosophical Foundations Power Standards (PFPS)</p> <p>Supporting Question: What were the roots of the ideas that influenced the development of the United States political system?</p> <p>PFPS. 1. Explain why the Founders of the United States considered the government of ancient Athens to be the beginning of democracy and explain how the democratic political concepts developed in ancient Greece influenced modern democracy (e.g., civic participation, voting rights, trial by jury, legislative bodies, constitution writing, rule of law).</p> <p>PFPS. 2. Describe the government of the Roman Republic and the aspects of republican principles that are evident in modern democratic governments (e.g., separation of powers, rule of law, representative government, and the notion of civic duty/common good).</p> <p>PFPS. 3. Explain the influence of Enlightenment thinkers on the American Revolution and framework of the American government (e.g., John Locke, Charles de Montesquieu).</p> <p>PFPS. 4. Explain how British ideas about and practices of government (e.g., the Magna Carta, the concept of habeas corpus, the Mayflower Compact, self-government, town meetings, the importance of education and literacy, the House of Burgesses, colonial legislatures, the Albany Plan of Union) influenced American colonists and the political institutions that developed in colonial America.</p> <p>PFPS. 5. Analyze the evidence for arguments that the principles of government of the United States were influenced by the</p>	<p>DUSPS. 4. Compare and contrast key ideas debated between the Federalists and Anti-Federalists over ratification of the Constitution (e.g., federalism, factions, checks and balances, independent judiciary, republicanism, limited government).⁴⁴ Note: Important topics of individual Federalist Papers: Federalist 10-factions; Federalist 9-strong union; Federalist 39-republican government; Federalist 51-three branches of government independent of each other to ensure liberty; Federalist 78-importance of an independent judicial branch and judicial review.</p> <p>DUSPS. 5. Summarize the Preamble and each article in the Constitution, and the rights enumerated in the Bill of Rights; explain the reasons for the addition of the Bill of Rights to the Constitution in 1791.</p> <p>Institutions of United States Government Power Standards (IUSGPS)</p> <p>Supporting Question: How do the institutions of the U.S. political system work?</p> <p>IUSGPS. 1. Distinguish the three branches of government (separation of powers): Congress as the legislative branch the Presidency and the executive agencies as the executive branch and the Supreme Court and other federal inferior courts as the judicial branch</p> <p>IUSGPS. 2. Examine the interrelationship of the three branches (the checks and balance system). Congress: enumerated powers, general powers, limits on power, checks on other two branches; roles of political parties in the organization of Congress; roles within the legislative branch, such as the Speaker of the House, the President of the Senate, minority party leaders; the system for accomplishing legislation, including committees, hearings and legislative procedures.</p> <p>the Presidency: roles, powers and limits, checks on other two branches, role of the Cabinet, such</p>
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	<p>governments of Native Peoples (e.g. the Iroquois Confederacy).</p> <p>Development of the United States Power Standards (DUSPS)</p> <p>Supporting Question: How did the framers of the Constitution attempt to address issues of power and freedom in the design of the new political system?</p> <p>DUSPS. 1. Apply knowledge of the history of the American Revolutionary period to determine the experiences and events that led the colonists to declare independence; explain the key ideas about equality, representative government, limited government, rule of law, natural rights, common good, and the purpose of government in the Declaration of Independence.</p>	<p>as the Vice President, Attorney General and Secretaries of State, Defense, Health and Human Services, Homeland Security; executive departments and agencies (such as the Department of Education, the Federal Bureau of Investigation, or the Food and Drug Administration), and branches of the military the Supreme Court: role and powers, checks on other two branches, lower courts</p> <p>IUSGPS. 3. Describe the respective roles of each of the branches of government.</p> <p>IUSGPS. 4. Explain the process of elections in the legislative and executive branches and the process of nomination/confirmation of individuals in the judicial and executive branches. Elections: running for legislative office (U.S. Representative – unlimited two-year terms, U.S. Senator – unlimited six-year terms), or executive office (President – two four-year terms and Vice President – unlimited four-year terms) and the function of the Electoral College in Presidential elections • Nomination by the President and confirmation by Congress: Supreme Court Justices and Secretaries/agency heads in the executive branch)</p> <p>5. Describe the role of political parties in elections at the state and national levels.</p>
	<p>Rights and Responsibilities of Citizens Power Standards (RRCPS)</p> <p>Supporting Question: What is the role of the individual in maintaining a healthy democracy?</p> <p>RRCPS. 1. Explain the different ways one becomes a citizen of the United States.</p> <p>RRCPS. 2. Describe the rights and responsibilities of citizens (e.g., voting, serving as a juror, paying taxes, serving in the military, running for and holding elected office) as compared to non-citizens.</p> <p>RRCPS. 3. Distinguish among civic, political, and private life.</p> <p>RRCPS. 4. Define and provide examples of fundamental principles and values of American political and civic life (e.g., liberty, the common good, justice, equality, tolerance, law and order, due process, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, and representative democracy).</p> <p>RRCPS. 5. Describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups.</p> <p>RRCPS. 6. Evaluate information related to elections (e.g., policy positions and debates among candidates, campaign financing, campaign advertising, influence of news media and social media, and data relating to voter turnout in elections).</p> <p>RRCPS. 7. Apply knowledge of the meaning of leadership and the qualities of good leaders to evaluate political leaders at the community, the state and national levels.</p>	<p>CASCPS. 2. Explain the historical context and significance of changes in the Constitution, including key amendments.</p> <p>Examples of amendments include the: a. 14th Amendment (1868): citizenship rights, equal protection of laws b. 19th Amendment (1920): women's right to vote in federal and state elections c. 26th Amendment (1971): lowering the voting age from 21 to 18 in federal elections</p> <p>CASCPS. 3. Analyze the Constitutional issues that caused the Civil War and led to the eventual expansion of the power of the Federal government and individual civil rights.</p> <p>CASCPS. 4. Explain the historical context and significance of laws enacted by Congress that have expanded the civil rights and equal protection for race, gender, disability (e.g., the 1964 Civil Rights Act, 1965 Voting Rights Act, 1990 Americans with Disabilities Act, 1990 Individuals with Disabilities Education Act), and explain how the evolving understanding of human rights has affected the movement for civil rights for all.</p> <p>CASCPS. 5. Explain the principle of judicial review established in Marbury v. Madison (1803) and explain how cases come before the Supreme Court, how cases are argued, and how the Court issues decisions and dissents.</p> <p>CASCPS. 6. Research, analyze, and report orally or in writing on one area (a, b, or c, below) in which Supreme Court decisions have made significant changes over time in citizens' lives. a. Interpretations of freedoms of religion, assembly, press, petition, and speech under the First Amendment; for example, Tinker v. Des Moines Independent Community School District (1969) The</p>

	<p>RRCPS. 8. Explain the importance of individuals working cooperatively with their elected leaders.</p> <p>RRCPS. 9. Explain the importance of public service, and identify career and other opportunities in public service at the local, state, and national levels.</p> <p>RRCPS. 10. Analyze issues involving liberty in conflict with equality or authority, individual rights in conflict with the common good, or majority rule in conflict with minority rights.</p> <p>RRCPS. 11. Examine the varied understandings of the role of elected representatives and discuss those who have demonstrated political courage or those whose actions have failed to live up to the ideals of the Constitution.</p> <p>RRCPS. 12. Examine the role of political protest in a democracy.</p> <p>RRCPS. 13. Examine the influence of public and private interest groups in a democracy, including policy research organizations (e.g. Pew Research Center, Brookings Institute, Heritage Foundation) in shaping debate about public policy.</p> <p>The Constitution, Amendments, and Supreme Court Decisions Power Standards (CASCPS)</p> <p>Supporting Question: How has the content and interpretation of the Constitution evolved over time?</p> <p>CASCPS. 1. Explain why the “necessary and proper” clause⁴⁶ and why it is often referred to as the “elastic clause.”</p>	<p>Court held, 7-2, that students’ right to protest is protected in schools. <i>Bethel School District v. Fraser</i> (1986) The Court held, 7-2, that students’ right to use vulgar language is not protected in schools. <i>Hazelwood School District v. Kuhlmeier</i> (1988) The Court ruled, 5-3, that students’ right to school-sponsored student speech in a school newspaper may be restricted with educational justification. <i>Citizens United vs. Federal Election Commission</i> (2010) The Court ruled, 5-4, that contributions by corporations and organizations such as unions to political campaigns are protected as free speech. b. Interpretations of the due process clause and the equal protection clause of the 14th Amendment, for example, <i>Dred Scott v. Sandford</i> (1857) The Court dismissed the case brought by Dred Scott, an African American, to obtain his freedom from slavery, 7-2, on the grounds that African Americans were not citizens, that the Congress could not ban slavery in federal territories, and that the due process clause prohibited the government from freeing slaves brought into territories. <i>Plessy v. Ferguson</i> (1896) The Court upheld, 7-1, the ruling that racial segregation was constitutional under the “separate but equal” doctrine. <i>Brown v. Board of Education of Topeka</i> (1954). The Court unanimously overturned the “separate but equal” doctrine, ruling that state laws establishing separate schools for white and black students were unconstitutional. <i>Mapp v. Ohio</i> (1961).</p>
	<p>The Court, redefined, 6-3, the implementation of the exclusionary rule (evidence collected in violation of an individual’s Fourth Amendment rights is inadmissible for a criminal prosecution in a court of law) to apply to states. <i>Loving v. Virginia</i> (1967) The Court unanimously recognized the right to interracial marriage and declared race-based restrictions on marriage unconstitutional. <i>Romer v. Evans</i> (1996). The Court determined, 6-3, that the Equal Protection Clause prevents states from denying civil rights protections to sexual minorities, including lesbian, gay, and bisexual people. <i>Obergefell v. Hodges</i> (2015) The Court held, 5-4, that same sex marriage is protected under the 14th Amendment. c. Interpretations in cases where individual rights and perceived community or national interests were in conflict, for example, <i>The United States Flag and the Pledge of Allegiance Minersville School District v. Gobitis</i> (1940) The Court held, 8-1, that the state’s interest in national unity allowed school boards to require students to salute the flag. <i>West Virginia State Board of Education v. Barnette</i> (1943) Court held, 6-3, that students are protected from having to salute the flag or recite the Pledge of Allegiance through the free exercise clause of the First Amendment. <i>Texas v. Johnson</i> (1989)</p>	<p>Massachusetts State and Local Government Structure Power Standards (MSLGSPS)</p> <p>Supporting Question: What is the role of state and local government in the U.S. political system?</p> <p>MSLGSPS. 1. Compare and contrast the functions of state government and national government.</p> <p>MSLGSPS 2. Describe provisions of the United States Constitution and the Massachusetts Constitution that define and distribute powers and authority of the federal or state government.</p> <p>MSLGSPS. 3. Distinguish among the enumerated and implied powers in the United States Constitution and the Massachusetts Constitution.</p> <p>MSLGSPS. 4. Compare core documents associated with the protection of individual rights, including the Bill of Rights, the 14th Amendment to the United States Constitution, and Article I of the Massachusetts Constitution.</p> <p>MSLGSPS. 5. Explain why the Tenth Amendment to the United States Constitution is important to state government and identify the powers granted to states by the Tenth Amendment and the limits to state government outlined in it.</p> <p>MSLGSPS. 6. Identify additional protections provided by the Massachusetts Constitution that are not provided by the U.S. Constitution.</p> <p>MSLGSPS 7. Contrast the responsibilities of government at the federal, state, and local levels (e.g., protection of individual rights and the</p>

	<p>The Court held, 5-4, that an individual has a right to burn the flag under the First Amendment free expression clause. <i>School Prayer Engel v. Vitale</i> (1962) The Court held, 6-2, that requiring school prayer in public schools was a violation of the First Amendment establishment clause. <i>National Security Korematsu v. United States</i> (1944) The Court held, 6-3, that a government order during World War II sending Japanese-Americans to internment camps, rather than allowing them to remain in their homes, was constitutional. <i>Clapper v. Amnesty International</i> (2012) The Court, 5-4, dismissed a challenge to the government's power to conduct surveillance on international phone calls and emails under the Foreign Intelligence Surveillance Courts. <i>Gun Control District of Columbia v. Heller</i> (2008) The Court, 5-4, upheld the right of individuals to own guns under the Second Amendment and found the District of Columbia's ban on owning handguns to be unconstitutional.</p>	<p>provision of services such as law enforcement, welfare payments, and the building and funding of schools).</p> <p>MSLGSPS 8. Explain the leadership structure of the government of the Commonwealth of Massachusetts and the function of each branch a. the executive branch (governor and agencies) b. the legislative branch (state representatives and state senators) c. courts of law (Supreme Judicial Court, lower court system)</p> <p>MSLGSPS 9. Give examples of tax-supported facilities and services provided by the Massachusetts state government and by local governments.</p> <p>MSLGSPS 10. Explain the major components of local government in Massachusetts, including the roles and functions of mayors, city councils, and school committees in cities; town managers, select boards, representative and open town meetings and school committees, in towns, and courts and sheriff's departments in counties</p>
	<p>Freedom of the Press and News/Media Literacy Power Standards (FPNMPS) Supporting Question: How does a free press support a democratic government?</p> <p>FPNMPS. 1. Explain why freedom of the press was included as a right in the First Amendment to the United States Constitution and in Article 16 of the Massachusetts Constitution; explain that freedom of the press means the right to express and publish views on politics and other topics without government sponsorship, oversight, control, or censorship.</p> <p>FPNMPS 2. Give examples of how a free press can provide competing information and views about government and politics.</p> <p>FPNMPS 3. Explain the different functions of news articles, editorials, editorial cartoons, and "op-ed" commentaries.</p> <p>FPNMPS 4. Evaluate the benefits and challenges of digital news and social media to a democratic society.</p> <p>FPNMPS 5. Explain methods for evaluating information and opinion in print and online media (e.g., determining the credibility of news articles; analyzing the messages of editorials and op-ed commentaries; assessing the validity of claims and sufficiency of evidence).</p> <p>FPNMPS 6. Analyze the point of view and evaluate the claims of an editorial, editorial cartoon, or op-ed commentary on a public policy issue at the local, state, or national level (e.g., a mayoral or school committee decision, an action by a state legislature or Governor, a vote in Congress or an action by the President).</p>	

<p>GRADE 8 SCIENCE INTEGRATION</p>	<p>Earth and Space Sciences Power Standards (ESSPS) Earth's Place in the Universe ESSPS. 1. Develop and use a model of the Earth-Sun system to explain the cyclical pattern of seasons, which includes Earth's tilt and differential intensity of sunlight on different areas of Earth across the year. Clarification Statement: Examples of models can be physical or graphical. ESSPS. 2. Explain the role of gravity in ocean tides, the orbital motions of planets, their moons, and asteroids in the solar system. State Assessment Boundary: Kepler's laws of orbital motion or the apparent retrograde motion of the planets as viewed from Earth are not expected in state assessment. Earth's Systems Power Standards (ESPS) ESPS. 1. Use a model to illustrate that energy from Earth's interior drives convection that cycles Earth's crust, leading to melting, crystallization, weathering, and deformation of large rock formations, including generation of ocean sea floor at ridges, submergence of ocean sea floor at trenches, mountain building, and active volcanic chains. ESPS. 2. Interpret basic weather data to identify patterns in air mass interactions and the relationship of those patterns to local weather. Data includes temperature, pressure, humidity, precipitation, and wind. Examples of patterns can include air masses flow from regions of high pressure to low pressure, and how sudden changes in weather can result when different air masses collide. Data can be provided to students (such as in weather maps, data tables, diagrams, or visualizations) or obtained through field observations or laboratory experiments. State Assessment Boundary: Specific names of cloud types or weather symbols used on weather maps are not expected in state assessment. ESPS. 3. Describe how interactions involving the ocean affect weather and climate on a regional scale, including the influence of the ocean temperature as mediated by energy input from the Sun and energy loss due to evaporation or redistribution via ocean currents. A regional scale includes a state or multi-state perspective. Earth and Human Activity Power Standards (EHAPS) EHAPS. 1. Analyze and interpret data to explain that the Earth's mineral and fossil fuel resources are unevenly distributed as a result of geologic processes. Clarification Statement: Examples of uneven distributions of resources can include where petroleum is generally found (locations of the burial of organic marine sediments and subsequent geologic traps), and where metal ores are generally found (locations of past volcanic and hydrothermal activity).</p>	<p>EHAPS. 2. Examine and interpret data to describe the role that human activities have played in causing the rise in global temperatures over the past century. Clarification Statements: Examples of human activities include fossil fuel combustion, deforestation, and agricultural activity. Examples of evidence can include tables, graphs, and maps of global and regional temperatures; atmospheric levels of gases such as carbon dioxide and methane; and the rates of human activities.</p> <p>Life Science Power Standards (LSPS) From Molecules to Organisms: Structures and Processes LSPS. 1. Construct an argument based on evidence for how environmental and genetic factors influence the growth of organisms. Clarification Statements: Examples of environmental conditions could include availability of food, light, space, and water. Examples of genetic factors could include the genes responsible for size differences in different breeds of dogs, such as Great Danes and Chihuahuas. Examples of environmental factors could include drought decreasing plant growth, fertilizer increasing plant growth, and fish growing larger in large ponds than they do in small ponds. Examples of both genetic and environmental factors could include different varieties of plants growing at different rates in different conditions. LSPS. 2. Use informational text to describe that food molecules, including carbohydrates, proteins, and fats, are broken down and rearranged through chemical reactions forming new molecules that support cell growth and/or release of energy. Heredity: Inheritance and Variation of Traits Power Standards (HPS) HPS. 1. Develop and use a model to describe that structural changes to genes (mutations) may or may not result in changes to proteins, and if there are changes to proteins there may be harmful, beneficial, or neutral changes to traits. Clarification Statements: An example of a beneficial change to the organism may be a strain of bacteria becoming resistant to an antibiotic. A harmful change could be the development of cancer; a neutral change may change the hair color of an organism with no direct consequence. HPS. 2. Construct an argument based on evidence for how asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. Compare and contrast advantages and disadvantages of asexual and sexual reproduction. Clarification Statements: Examples of an advantage of sexual reproduction can include genetic variation when the environment changes or a disease is introduced,</p>
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		while examples of an advantage of asexual reproduction can include not using energy to find
	<p>a mate and fast reproduction rates. Examples of a disadvantage of sexual reproduction can include using resources to find a mate, while a disadvantage in asexual reproduction can be the lack of genetic variation when the environment changes or a disease is introduced.</p> <p>HPS. 3. Communicate through writing and in diagrams that chromosomes contain many distinct genes and that each gene holds the instructions for the production of specific proteins, which in turn affects the traits of an individual.</p> <p>HPS. 4. Develop and use a model to show that sexually reproducing organisms have two of each chromosome in their cell nuclei, and hence two variants (alleles) of each gene that can be the same or different from each other, with one random assortment of each chromosome passed down to offspring from both parents. Clarification Statement: Examples of models can include Punnett squares, diagrams (e.g., simple pedigrees), and simulations.</p> <p>Biological Evolution: Unity and Diversity Power Standards (BEPS)</p> <p>BEPS. 1. Use a model to describe the process of natural selection, in which genetic variations of some traits in a population increase some individuals' likelihood of surviving and reproducing in a changing environment. Provide evidence that natural selection occurs over many generations. Clarification Statements: The model should include simple probability statements and proportional reasoning. Examples of evidence can include Darwin's finches, necks of giraffes, and peppered moths.</p> <p>BEPS. 2. Synthesize and communicate information about artificial selection, or the ways in which humans have changed the inheritance of desired traits in organisms. Clarification Statement: Emphasis is on the influence of humans on genetic outcomes in artificial selection (such as genetic modification, animal husbandry, and gene therapy).</p> <p>Physical Science Power Standards (PSPS)</p> <p>Matter and Its Interactions</p> <p>PSPS. 1. Develop a model to describe that (a) atoms combine in a multitude of ways to produce pure substances which make up all of the living and nonliving things that we encounter, (b) atoms form molecules and compounds that range in size from two to thousands of atoms, and (c) mixtures are composed of different proportions of pure substances. Clarification Statement: Examples of molecular-level models could include drawings, three-dimensional ball and stick</p>	<p>PSPS. 2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. Clarification Statements: Examples of reactions could include burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with hydrochloric acid. Properties of substances include density, melting point, boiling point, solubility, flammability, and odor.</p> <p>PSPS. 3. Develop a model that describes and predicts changes in particle motion, relative spatial arrangement, temperature, and state of a pure substance when thermal energy is added or removed. Clarification Statements: Emphasis is on qualitative molecular-level models of solids, liquids, and gases to show that adding or removing thermal energy increases or decreases kinetic energy of the particles until a change of state occurs. Examples of models could include drawings and diagrams. Examples of pure substances could include water, carbon dioxide, and helium.</p> <p>PSPS. 4. Use a model to explain that atoms are rearranged during a chemical reaction to form new substances with new properties. Explain that the atoms present in the reactants are all present in the products and thus the total number of atoms is conserved. Clarification Statement: Examples of models can include physical models or drawings, including digital forms, that represent atoms.</p> <p>Motion and Stability: Forces and Interactions Power Standards (MSPS)</p> <p>MSPS. 1. Develop a model that demonstrates Newton's third law involving the motion of two colliding objects.</p> <p>MSPS. 2. Provide evidence that the change in an object's speed depends on the sum of the forces on the object (the net force) and the mass of the object. Clarification Statement: Emphasis is on balanced (Newton's first law) and unbalanced forces in a system, qualitative comparisons of forces, mass, and changes in speed (Newton's second law) in one dimension.</p> <p>Technology/Engineering Power Standards (TEPS)</p> <p>Materials, Tools, and Manufacturing</p> <p>TEPS. 1. Use informational text to illustrate that materials maintain their composition under various kinds of physical processing; however, some material properties may change if a process changes the particulate structure of a material. Clarification Statements: Examples of physical processing can include cutting, forming, extruding, and sanding. Examples of changes in material properties can include a non-magnetic iron material becoming magnetic after hammering and a plastic material becoming rigid (less elastic) after heat treatment.</p>

	structures, and computer representations showing different molecules with different types of atoms.	
	TEPS. 2. Present information that illustrates how a product can be created using basic processes in manufacturing systems, including forming, separating, conditioning, assembling, finishing, quality control, and safety. Compare the advantages and disadvantages of human vs. computer control of these processes.	

CHELMSFORD PUBLIC SCHOOLS

Office of Human Resources

230 North Road, Chelmsford, MA 01824

Telephone: (978) 251-5100 Fax: (978) 251-5110

To: Dr. Jay Lang, Superintendent of Schools

From: Robyn Corbett, Executive Assistant to the Superintendent

Date: July 9, 2025

Re: Personnel Report – June 2025

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

Personnel Report – June 2025

New Hires

Arnold, Annalyse

School Psychologist

Parker Middle School

Effective date: 8/25/25

Branco, Hanna

Art Teacher

Center Elementary School

Effective date: 8/25/25

Bozek, Darcy

Special Education Teacher

Harrington Elementary School

Effective date: 8/25/25

Da Silva, Gabriella

Career and College Readiness Facilitator

Chelmsford High School

Effective date: 8/25/25

Hamilton, Mary Kate

Interim Grade 6 English/Social Studies Teacher

Parker Middle School

Effective date: 8/25/25

Hardock, Brooke

Special Education Teacher

Parker Middle School

Effective date: 8/25/25

Hutchinson, Jennifer

Assistant Principal

Center Elementary School

Effective date: 8/11/25

Kill, Ryan

ABA Paraprofessional

South Row Elementary School

Effective date: 8/25/25

LaFosse, Gillian

Music Teacher

Parker Middle School

Effective date: 8/25/25

Mahoney, Nicole

Mather Teacher

Chelmsford High School

Effective date: 8/25/25

Martin, Heather

School Nurse

South Row Elementary School

Effective date: 8/25/25

McKenna, Katherine

Kindergarten Teacher

Harrington Elementary School

Effective date: 8/25/25

Rayball, Christina

ASD Special Education Teacher

Harrington Elementary School

Effective date: 8/25/25

Ryan, Courtney

Kindergarten Teacher

Center Elementary School

Effective date 8/25/25

Quinn, Carolyn

School Secretary

Byam Elementary School

Effective date: 8/12/25

Quirbach, Sarah

Grade 1 Teacher

Center Elementary School

Effective date: 8/25/25

Resignations:

Baro, Edith

Lunch/Recess Aide

Parker Middle School

Effective date: 6/17/25

Hardy, Mary Elizabeth

Lunch Aide

Chelmsford High School

Effective date: 6/17/25

Kalwankar, Kirti

ABA Paraprofessional

Harrington Elementary School

Effective date: 6/13/25

LaFerriere, Gabrielle

Paraprofessional

Center Elementary School

Effective date: 6/17/25

Lam, Elizabeth

Art Teacher

Center Elementary School

Effective date: 6/18/25

Travers, Kristen

High School Substitute Coordinator

Chelmsford High School

Effective date: 6/18/25

Van Blarcom, Ian

Teacher

Chelmsford High School

Effective date: 6/18/25

Retirements:

Castonguay, Mary

Paraprofessional

Byam Elementary School

Effective date: 6/30/25

Cole, Benjamin
Social Studies Teacher
Chelmsford High School
Effective date: 6/30/25

Dossin, Anne
Secretary
Byam Elementary School
Effective date: 6/30/25

Keohane, Therese
Grade 8 Math Teacher
McCarthy Middle School
Effective date: 6/30/25

King, John
Technology/English Teacher
Chelmsford High School
Effective date: 6/30/25

Lomicka, Barbara
Paraprofessional
Center Elementary School
Effective date: 6/30/25

Reilly, Carol
School Nurse (RN)
Chelmsford High School
Effective date: 6/30/25

Sorrentino, Linda
Reading Specialist
McCarthy Middle School
Effective date: 6/30/25

Wing, Paul
Grade 7 Math Teacher
McCarthy Middle School
Effective date: 8/25/25

Assignment Changes:

Berglund, Catharina (formerly Paraprofessional @ Center Elementary School)

Library Assistant

Center Elementary School

Effective date: 8/25/25

Dupre Wilson, Laura (formerly English Teacher @ McCarthy Middle School)

English Teacher

Chelmsford High School

Effective date: 8/25/25

Vitale, Jaclyn (formerly Math Teacher @ Chelmsford High School)

Hawthorne House Dean

Chelmsford High School

Effective date: 7/1/2025