



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

Filed with Town Clerk:

DATE: Tuesday July 28, 2026 TIME: 6:00 p.m. ROOM: Conf. Room 1

PLACE: CPS Central Administration Office ADDRESS: 230 North Road

The Chelmsford School Committee (CSC) intends to conduct an in-person meeting on the date and time specified. The meeting will be live-streamed by Chelmsford Telemedia for interested community members to access and watch. Interested community members may e-mail Superintendent of Schools, Dr. Jay Lang, at langj@chelmsford.k12.ma.us prior to 12:00 p.m. on Tuesday July 28, 2026 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 16, 2026

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. Parker Middle School Building Project Status Update
2. 2025/26 Superintendent's Performance Evaluation
3. 2025/26 End-of-Year Academic Update
4. Approval of 2026/27 CPS Student Handbook & CHS Addendum Updates

5. Approval of 2026/27 Employee Handbook Updates
6. Personnel Report: June 2026

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 16, 2026
Meeting Minutes**

Members Present:

Ms. Maria Santos (Chair), Ms. Susan Mackinnon (Vice-Chair), Ms. Diana Lebeaux (Secretary), and Mr. Dennis King. Mr. John Moses arrived at 6:11 p.m.

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

Call to Order

Ms. Santos 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 2, 2026**

Ms. Mackinnon moved to accept the minutes of the School Committee meeting of June 2, 2026. Ms. Lebeaux seconded. Motion carries 4-0.

GOOD NEWS

Ms. Santos shared that she “was really, really happy at graduation and I’ve been happy ever since”! She has received positive comments from community members concerning this year’s graduation! Dr. Lang added that for the second year staff from elementary and middle schools have been included which has been well-received. Dr. Hirsch stated that today was the last day for teachers, so the school year is over! Ms. Santos added that soon The Committee will be able to walk in the July 4th Parade.

PUBLIC COMMENTS:

None

NEW BUSINESS

2. Ratification of MOA: Chelmsford Federation of Teachers – Building Custodians

Dr. Lang has invited Interim Town Manager John Sousa to join tonight's meeting for this item. Dr. Lang shared that a tentative agreement with the custodians has been reached and is in tonight's agenda packet including salary schedules. Dr. Lang added that the Union ratified this contract last week. Like the other contracts in the district this one calls for a 3% COLA increase in years one, two and three. Dr. Lang presented updated highlights of the contract.

Ms. Mackinnon moved to approve and ratify the Memorandum of Agreement between the Chelmsford School Committee and the Chelmsford Federation of Teachers Building Custodians Unit from the period July 1, 2026 through June 30, 2029. Ms. Lebeaux seconded. A roll call vote was taken. Motion carries 5-0 (including a vote by Mr. Sousa).

3. Parker Middle School Building Project Status Update

Mr. King shared that the Public Forum took place last Thursday following a meeting of the Building Committee. The Committee voted to select a "construction manager at risk" model which provides added flexibility during construction. The Committee is looking to form an advocacy group for this project and welcomes community members to join. On June 24th we will attend the official meeting of the MSBA for final approval for the project! Dr. Lang thanked Chelmsford Telemedia for their continued coverage of this important project!

4. Spotlight on the Departments: World Languages & Cultural Exchange Programs

Ms. Danja Mahoney, Department Coordinator for World Language & Cultural Exchange Program, came to the table to provide updates for the Committee. World language instruction in Chelmsford begins in 7th grade with a choice of Spanish or French. In 6th grade information is sent home to families to assist with student choices. At CHS American Sign Language is also offered. Chelmsford adheres to DESE's World Language Frameworks from 2019, as well as the Massachusetts World Language Framework dated 2021. Assessment takes place in: reading; writing; listening; speaking and signing. This is the second year of using the Wayside Learning Program including aLingo (an online learning component). All classrooms have reading libraries which support this year's new initiative of Free Voluntary Reading (FVR) during Spanish and French class times. This has proven successful and will continue.

The Massachusetts State Seal of Biliteracy highlights the work being done here in Chelmsford which originated from the "Language Opportunity for Our Kids (LOOK) Act" in 2017. Our district was an early joiner in that initiative. Seal of Biliteracy awards appear on students' transcripts. Many Massachusetts colleges offer up to 12 college credits for matriculating students. UMASS Amherst offers 16 credits for students who receive the Massachusetts Seal of Biliteracy with Distinction. This year at CHS students in grades 11 and 12 were tested in ten languages and more students qualified through AP testing. On Senior Awards Night a total of 69 students received Massachusetts Language awards. Ms. Mahoney has proudly listed the awards and students who received them in her slide show tonight!

The World Language Honor Societies at CHS inducted students of French, Spanish and ASL. They collaborate on fund raisers and projects which provide services to the Chelmsford Community. Cultural exchanges take place virtually and with field trips to other countries. CHS hosted a French Public Speaking Competition this year which included students from Tewksbury and Andover as well as Chelmsford. Five CHS language students will travel abroad this summer. Several ASL students went to Northeastern University for a full day of “signing” with students from other districts. In May, the McCarthy eighth graders toured Quebec City. CHS will host a trip to South Africa in February 2027. In the future the World Language Department: will continue to promote The Sea of Biliteracy; “home language tutoring” will be implemented; continued participation in the DESE World Language Advisory Team; more local travel will take place; proficiency approaches will continue to be implemented and Free Voluntary Reading will continue. This presentation and accompanying slides were well received tonight and may be fully viewed on Chelmsford Telemedia YouTube.

5. Presentation: CPS Strategic Plan Implementation Update – DMGroup

Maggie from the DM Group came to the table to provide updates in her end-of-the -year report on the CPS Strategic Plan. We are concluding the fourth year of a five-year plan. This update follows the progress since October 2025 of the five initiatives. The Steering Committee continues to meet every six weeks, while the different subcommittees’ meet on their own schedule. Regarding the Academic Achievement Priority all initiatives were met. Over 120 teachers were trained toward the reading goals. Many resources have gone into 8th grade math and improvement has been significant with 11% growth in the past four years. Concerning the Equity Priority all initiatives were completed with mixed results in the metrics where improvements were shown but not all target goals were met. A big win here was regarding “paraprofessional/paraeducator onboarding”. More work will be done on inclusion of special education students in the “least restrictive environment” in the coming year. Also, more work will be done on closing the gaps between students with disabilities and those who are economically disadvantaged. For Social-Emotional Learning Priority to provide students with a “sense of belonging” for 6th to 12th graders great growth was demonstrated. Again, all initiatives were met. Midyear using Panorama surveys student growth was measured to assure more concentration on SEL standards by putting tiered supports in place. The coming school year there will be a focus on providing a sense of belonging for students transitioning from elementary school into the two middle schools. The Human Capital Priority surveys just concluded today so metrics are not available tonight, but all initiatives were met. Progress here will be addressed at a future meeting. Concerning the Operations and Facilities Priority all targets were met, and all initiatives completed! It is time to decide which initiatives should be continued and where new initiatives will be created for next school year. Dr. Lang added that the partnership and relationship with the DM Group has been great from the beginning and the six weeks meeting schedules provided the ability to make ongoing adjustments. Next year we will see where we are at and draft a whole new set of initiatives to guide the next three to five years. The next plan will be finalized in early winter to inform the budgeting process for the next school year. At a “retreat” this Thursday discussions will take place regarding plans for next year.

6. K – 12 Technology Update

Bill Silver, Director of Information, Communication, and Technology Services came to the table to provide his update for the year. He began, as he always does, by expressing appreciation for his team who are “the best staff that you could possibly hope to have!”. At Harrington

Elementary School this year a new updated system for clocks and Public Address tying in to the Emergency Notification System (ENS) was installed which was successful and will be done at the other elementary schools this summer. All schools now have “secure vestibules” which allows a safe welcoming of guests. It is possible to “pre-screen” guests prior to their arrival now. During the summer new “intrusion systems” will be installed in each building which will change the keypads and install motion detectors on the first floor of the buildings. All “Voice Over IP phones” will be upgraded across the district. The fine arts labs and TV production lab will be completely refreshed. Also, this summer, the South Row Library will be updated and enlarged. Additionally, the CHS School Store will be updated. “Parent Square” will replace “Connect Ed” as the new platform for communication with families. Regarding, Gen AI: surveys have been done; workshops began in March and staff guidelines were issued. More staff PD will take place during the upcoming school year for AI. Students will not yet have AI access on Chelmsford Public Schools’ devices. Mr. Silver also included a slide showing how much time students in each grade spend on technology during a week in school and was pleased with the outcomes. The “Team” closed out almost 8,000 work tickets this past school year!!! This presentation was well-received by all in attendance. You may view it in its entirety on Chelmsford Telemedia You/Tube. The AI survey results are especially interesting.

7. 2025/26 School Committee End-of-Year Goals Review

Dr. Lang shared that at the end of each school year a review is done of goals set by the School Committee for the school year. He thanked Mr. King for assisting him with putting the superintendent’s progress toward goals together. The Committee was pleased with all the accomplishments during the year. The Chair and Mr. King will be meeting this summer to review the Committee’s policies. The interactive panels in all classrooms were refreshed completely during April vacation week. The PAC has received an updated sound system which is great improvement over the previous system.

8. 2025/26 Superintendent End-of-Year Goals Review

Dr. Lang thanked Dr. Hirsch for helping to format and keep track of this year’s initiatives. He is pleased with how the initiatives lined up with the Strategic Plan. He looks forward to planning for the fifth year of the current Strategic Plan.

9. 2025/26 CPS Year-in-Review

Dr. Lang included a memorandum in tonight’s packet providing highlights of the 2025/26 school year in review which he does annually. The Fiscal Audit for 2025 was completed for another great audit year. Thanks to Ms. Johnson-Collins and her staff for their hard work. The FY2026 budget went “very well” also with our reserve funds looking great for next year. Preparing the FY2027 budget was more challenging than usual as it will be a “lean year” but we were able to have a level service budget with a \$2.5 million increase. This spring’s Town Meeting was a success with good support for our budget. Much of this year’s effort was devoted to the “Parker School Building Project” and we are flying through the “Feasibility Study” and will meet with the MSBA full board next week to move forward with a final product to be revealed in October! A special Town Meeting will be held in January with a Town vote on the initiative in February.

Generative AI was introduced, and implications regarded for policy and school practice. Lastly, Strategic Planning with The DM Group continues as we move forward with year five and begin to plan for the future three to five years with DM Group.

10. FY2025 MA DESE End-of-Year Audit Report

Ms. Johnson-Collins included a memorandum and the full audit report in tonight's agenda packet. There were no financial reporting recommendations thanks to her team and the district leadership's good work.

Ms. Mackinnon moved to accept the fiscal year 2025 Massachusetts DESE End-of-Year Audit Report. Ms. Lebeaux seconded. A roll call vote was taken. Motion carries 5-0.

11. FY2026 Recommended Budget Transfers

Ms. Mackinnon moved to approve the fiscal year 2026 local operating budget transfer of \$5,500 from the account noted to the custodial salaries account as presented, Ms. Lebeaux seconded. A roll call vote was taken. Motion carries 5-0.

Ms. Mackinnon moved to approve this fiscal year 2026 local operating budget transfer of \$17,000 from the account noted to the special education legal services account as presented. Ms. Lebeaux seconded. A roll call vote was taken. Motion carries 5-0.

12. Vote to Approve FY2027 Non-Affiliated Staff Salary/Rate Increases

Ms. Mackinnon moved to approve the 3% increase to the annual salary or hourly rate of pay to the non-affiliated staff as specified at this School Committee meeting effective July 1, 2026. Ms. Lebeaux seconded. A roll call vote was taken. Motion carries 5-0.

Ms. Mackinnon moved to approve an increase to the hourly rate of pay or stipend for the non-affiliated employees in Community Education as specified effective July 1, 2026. Ms. Lebeaux seconded. A roll call vote was taken. Motion carries 5-0.

13. Personnel Report: May 2026

Ms. Mackinnon moved to accept the personnel report from May 2026 as presented. Ms. Lebeaux seconded. Motion carries 5-0.

REPORTS

1. Liaison Reports

Ms. Lebeaux attended the last Parker/McCarthy PTO meeting where they spoke of many successful end-of-year activities for students and positive staff appreciation events. The spring recycle day for McCarthy and Center School was a huge success where \$16,000 was collected! The combined PTO still needs families to step up and join the board, so they will complete their elections in the fall.

Ms. Mackinnon went to the Chelmsford Friends of Music meeting. This group is supported by both families and students and sponsors many events. The "Bottle and Can Drive" is a big fund raiser which takes place at McCarthy on the second Saturday of each month. They were able to award several scholarships this year with some of the profits and provided financial assistance for students attending music camps. They also supported student participation in many music festivals.

Ms. Santos attended the CHS PTO meeting where they shared that 172 students participated in the "After Prom"!

ACTION/NEW ITEMS

The Chair stated that a reconciliation was reached today by The Commonwealth on a bill supporting "early literacy legislation". More information should be available soon. The governor is expected to sign the bill. Ms. Santos would like a discussion of this on the agenda in one of our upcoming meetings to speak of how Chelmsford will comply. Dr. Hirsch has spoken of this at past meetings. Dr. Lang is hopeful that other bills will pass the State Legislature and may also be discussed at meetings in the near future.

PUBLIC COMMENTS

None

ADJOURNMENT at 8:09 p.m.

Ms. Mackinnon moved to adjourn. Ms. Lebeaux seconded. Motion carries 5-0.

Respectfully submitted,

Sharon Giglio, Recording Secretary

**End-of-Cycle Summative Evaluation Report: Superintendent
2025 - 2026 School Year**

**Jay Lang, Ed.D.
Superintendent of Schools**

Indicators									
Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of <i>Needs Improvement</i> , or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.	Unsatisfactory	Needs Improvement	Proficient	Exemplary	M. Santos	S. Mackinnon	D. Lebeaux	D. King	J. Moses
Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.									
Proficient = Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.									
Exemplary = A rating of <i>Exemplary</i> indicates that practice significantly exceeds <i>Proficient</i> and could serve as a model of practice regionally or statewide.									
Standard I: Instructional Leadership			X		P	E	P	P	P
Standard II: Management and Operations				X	E	E	E	E	E
Standard III: Family and Community Engagement				X	P/E	P	P	E	E
Standard IV: Professional Culture			X		P/E	P	P	P	E
Rate Overall Summative Performance			X		P	P	P	E	E

OVERALL ASSESSMENT

The School Committee's evaluation reflects a strongly positive assessment of the Superintendent's performance during the 2025 – 2026 evaluation cycle. Across all four performance standards, committee members consistently recognized effective leadership, sound fiscal stewardship, strategic planning, and a continued commitment to improving educational opportunities for students. The ratings demonstrate broad consensus that performance meets or exceeds the expectations of the role, with Management and Operations receiving unanimous Exemplary ratings from all five evaluators. Overall summative ratings included three Proficient and two Exemplary evaluations.

Committee members highlighted the Superintendent's leadership of the Parker Middle School project, exemplary financial management, expansion of student opportunities through initiatives such as Early College and Dual Enrollment at Chelmsford High School, thoughtful implementation of Artificial Intelligence planning, and strong relationships with town officials and the broader community. Evaluators also acknowledged continuous improvement in communication and stakeholder engagement.

End-of-Cycle Summative Evaluation Report: Superintendent 2025 - 2026 School Year

**Jay Lang, Ed.D.
Superintendent of Schools**

Areas identified for continued growth centered primarily on improving outcomes for historically underserved student groups, strengthening culturally responsive practices, increasing transparency around student support processes, expanding multilingual communication, and continuing efforts to diversify and support the district workforce.

STANDARD I – INSTRUCTIONAL LEADERSHIP

Superintendent Lang continues to do a good job providing instructional leadership across the district. Standardized testing results indicate that Chelmsford students' show growth from year to year in their knowledge and understanding in all subject areas and across grade levels. Dr. Lang's fourth year implementation of the 2022 – 2027 strategic plan kept academic achievement front and center. The expansion of the Dual Enrollment and Innovation Pathways programs at Chelmsford High School also provided students with engaging and meaningful options for individual student achievement and success. Dr. Lang led several initiatives aimed at increasing academic success and improving instructional practices including a focus on middle school mathematics, incorporating a new writing pedagogy and developing and implementing intervention programs to assist struggling learners. Overall, Chelmsford continues to deliver an excellent education to its students and Dr. Lang's leadership is the key to this achievement. Dr. Lang's leadership of the visioning work tied to the Parker Middle School building project, connected the building design directly to interdisciplinary learning and flexible instruction, showing that he is committed to move learning and teaching forwarding for Chelmsford students. The Early College Designation by the Commonwealth of Massachusetts for Chelmsford High School means that our students can earn free college credits while still in high school and this is a great achievement under Dr. Lang's leadership.

Overall, our district continues to provide high-quality instruction and learning. Areas that require attention include reducing the achievement gaps that persist between our general education student population and students in Special Education, ELL and those from lower economic backgrounds. Some members would like to see a special education program review with a goal to improve inclusive instruction to ensure that practices in all settings reflect high expectations and are personalized to accommodate diverse learning styles and needs. Further, a continued focus is encouraged to ensure curricula, instructional tools and resources sufficiently allow students to consistently meet our own internal targets for growth.

STANDARD II – MANAGEMENT AND OPERATIONS

Superintendent Lang excels and stands out from the rest in management and operations. Members' comments include, "Dr. Lang's management of district operations this year was exceptional and stands as a model for other districts." Another member stated, "we could not ask for better performance from a school leader than Dr. Lang has given us in his management of school finances, facilities and policy development and implementation." Members went on to state that "Dr. Lang's work in this area continues to be a real strength." It is up to the Committee to review and vote for the budget, yet we have confidence in Dr. Lang's recommendations and choices and see them as "prudent, strategic, and ethically grounded." There is no question that this was yet another financially tough year, and it is through Dr. Lang's leadership in this area that we have maintained a level-service budget and momentum

End-of-Cycle Summative Evaluation Report: Superintendent 2025 - 2026 School Year

**Jay Lang, Ed.D.
Superintendent of Schools**

on district priority areas. Dr. Lang's management of the new Parker Middle School project and the progress that has been made to steer the project through the MSBA pipeline is a great example of his excellence in this area and was mentioned by every committee member. In addition, Dr. Lang's efforts in collective bargaining negotiations have been impressive and all contracts are now finalized, placing the district on steady ground. Some urge proactive efforts in terms of management to ensure a diverse and culturally responsive staff. Dr. Lang provided detailed data reports on demographic and enrollment changes over the past ten years reflecting an increasingly diversifying student population. We urge continued tie back to the budget and operations management.

STANDARD III – FAMILY AND COMMUNITY ENGAGEMENT

Dr. Lang is present within the community. He makes strong efforts to communicate with families, meets issues head on and works to resolve issues for families in our district. In essence, Dr. Lang's desire to make sure all stakeholders in the district are not only kept informed but also given the opportunity to contribute to the conversation has continued to grow. Members pointed to the weekly newsletters that the Superintendent provides with district updates, public forums and digital access for those who could not make it in-person on all matters related to the new Parker Middle School building project. In addition, parents, students and staff were included in the educational component of the MSBA building project. The budget process included public input sessions and a level of financial transparency, including the salary book cross-walked to the budget documents that residents in the Town appreciate and expect. When individual members raise concerns, Dr. Lang is open to meeting and reviewing issues. Some members suggest greater access to linguistically accessible communications and continuing to engage all families and remain aware of and sensitive to different perspectives. Some members would like to see the superintendent work with building administrators to ensure consistent and thorough responses when teachers seek assistance with student behavior issues in classrooms and that policies are clearly communicated and there is consistency in implementation of the policies district wide.

STANDARD IV – PROFESSIONAL CULTURE

Dr. Lang represents the Chelmsford School district well as its executive leader. He is professional, friendly and understanding of others' needs. He is always prepared and ready for school committee meetings, public forums and parent council meetings. He continues to lead well in negotiations with the unions. He works to provide professional development opportunities to staff to address local and national issues. Dr. Lang's leadership on generative AI has set Chelmsford apart from other districts in Massachusetts that other districts may want to model. He built a policy-first approach and held administrator initiatives followed by a School Committee workshop and a district-wide day of AI for the staff. The strategic plan development and implementation is another example of great work in this area. Dr. Lang models "learning" for our community and students through his own learning by engaging in professional development and advocacy through participation in the Merrimack Valley Superintendent's Association and the Massachusetts Association of School Superintendents where he participates in workshops and conventions nationwide. Some members would like to see a focus of providing consistent communication with staff, either directly or through school administrators, with greater transparency in navigating conflicts when

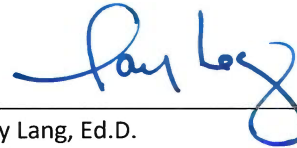
**End-of-Cycle Summative Evaluation Report: Superintendent
2025 - 2026 School Year**

**Jay Lang, Ed.D.
Superintendent of Schools**

possible.



Maria L. Santos
Chair, Chelmsford School Committee



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 J. Hirsch*
Date: July 28, 2026
RE: iReady End-of-Year Data Review

Attached you will find a presentation on academic data used to assess K-8 students in ELA and mathematics. Specially, I will review proficiency and growth data for the 2025/26 school year.

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



End of Year Data and Implementation Review



Goals and Priorities

for the 2025–2026
School Year

Measure success by:

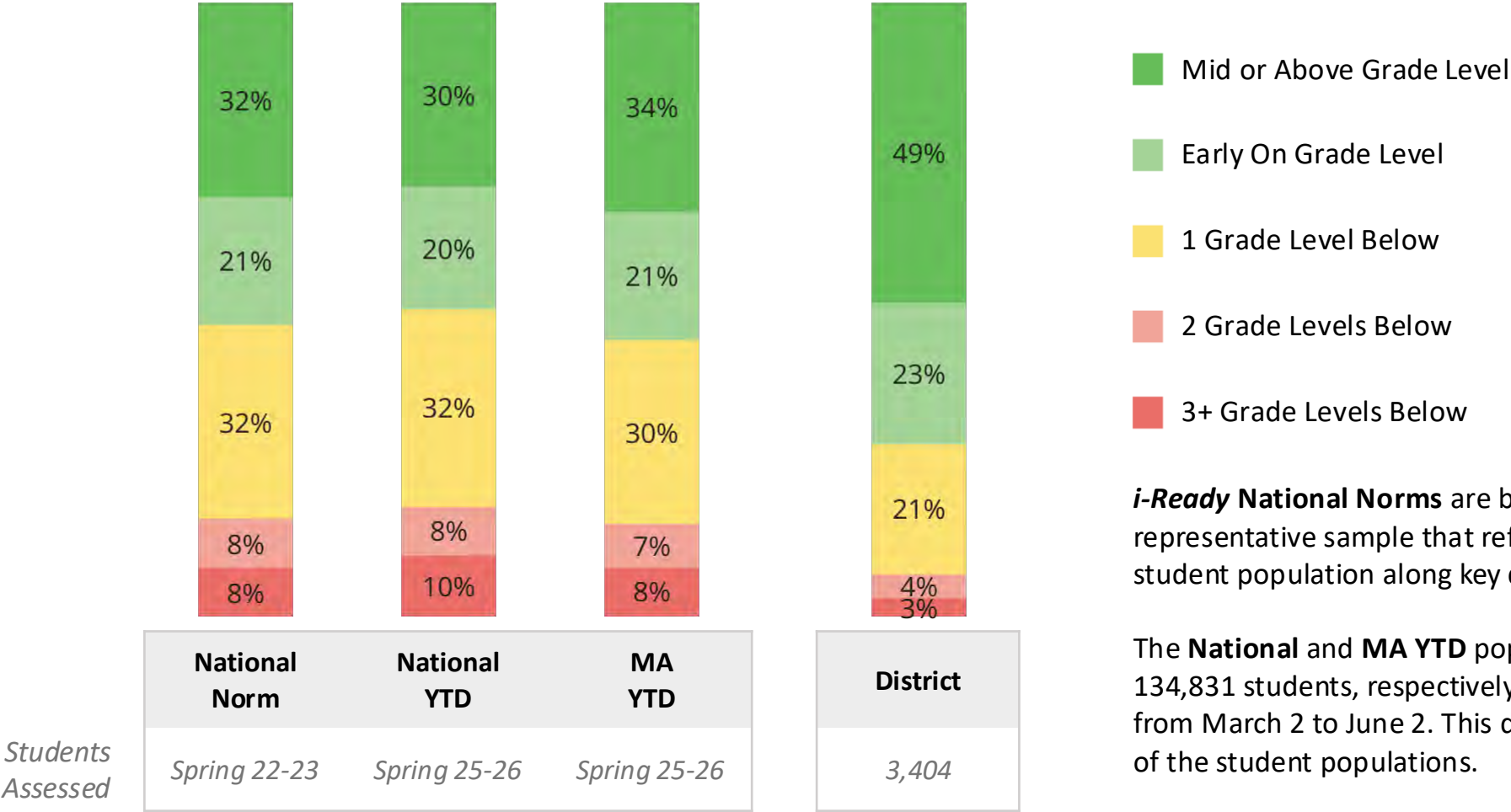
- 86% of 3rd graders meeting standards in reading based on iReady
 - EOY Actual – 85%
- 74% of 3rd graders meeting standards in math on iReady
 - EOY Actual – 73%
- 61% of 8th graders meeting standards in math based on iReady
 - EOY Actual – 60%



Mathematics Performance Review

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

Spring Placement Distribution for District and Benchmarks

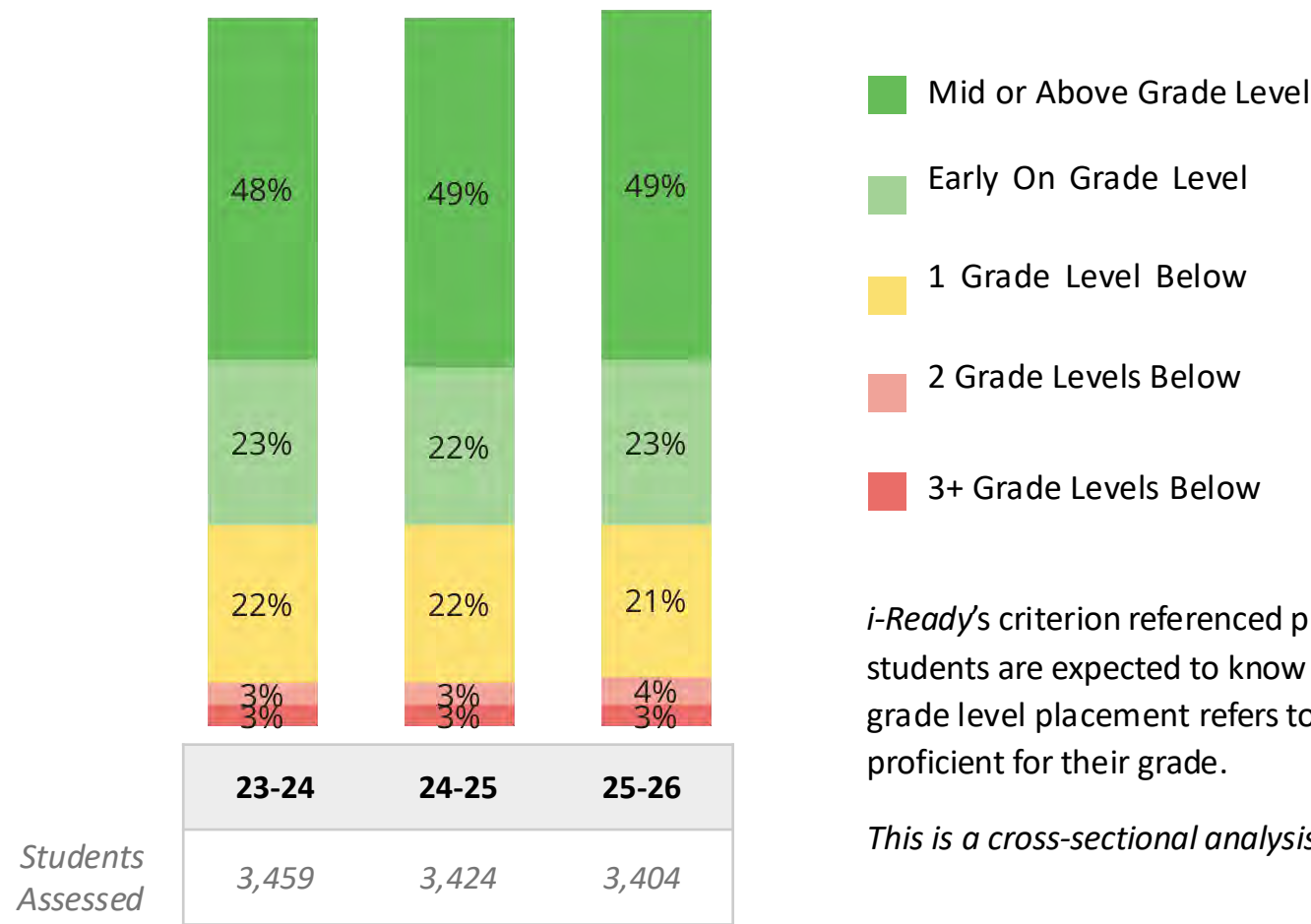


i-Ready National Norms are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

The **National** and **MA YTD** populations include 9,744,380 and 134,831 students, respectively, who completed a Diagnostic from March 2 to June 2. This data may not be representative of the student populations.

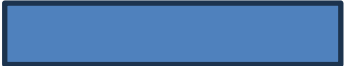
How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 23-24 to Spring 25-26



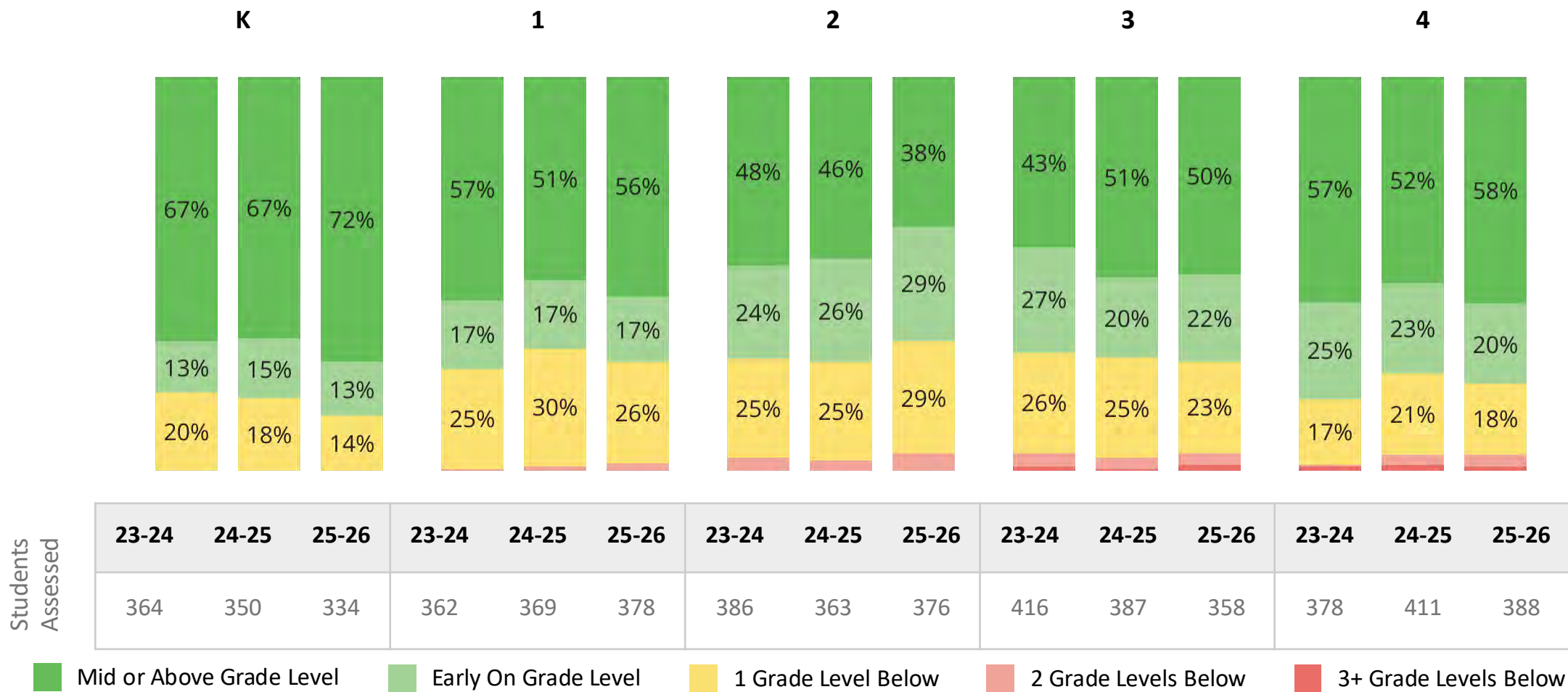
i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

This is a cross-sectional analysis.



How Have Relative Placements Changed From Spring to Spring?

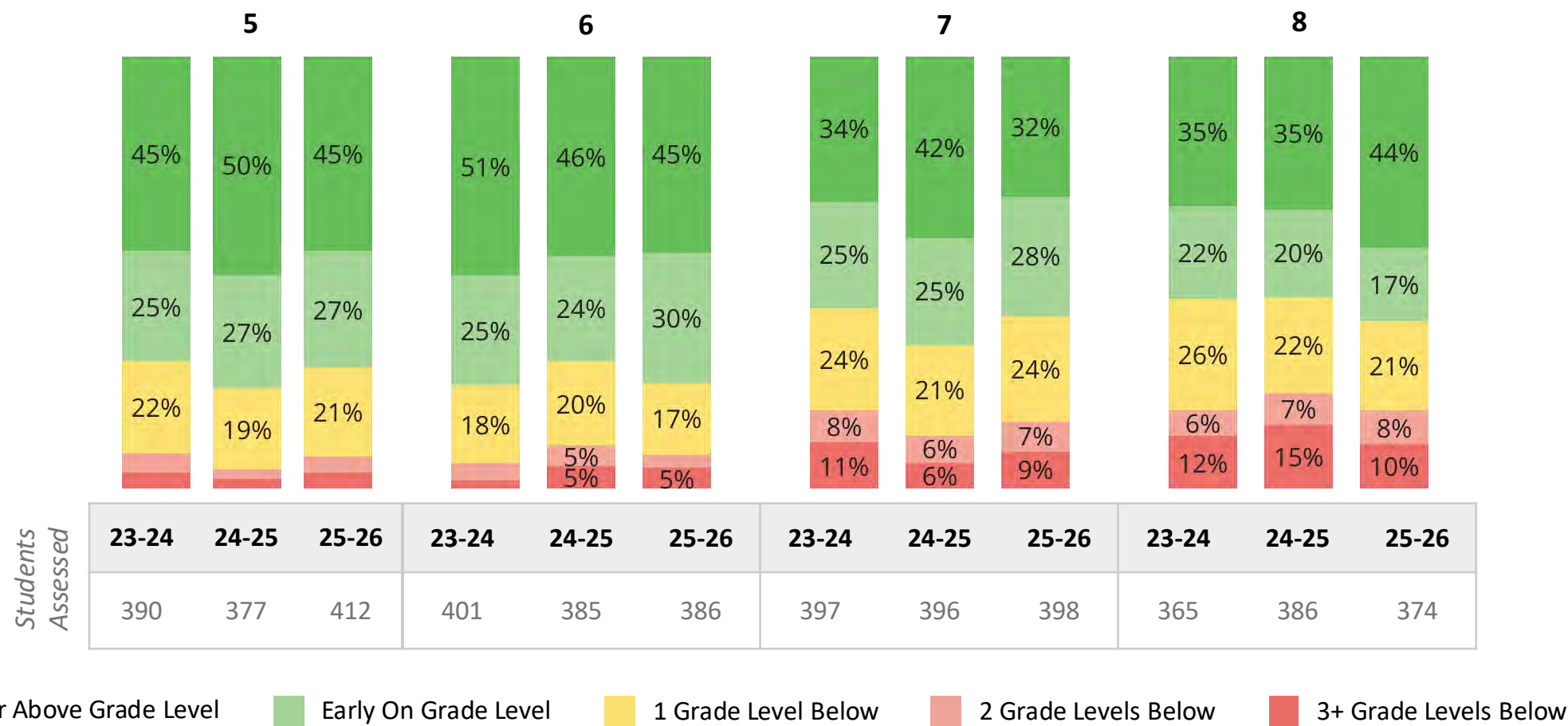
Placement Distribution, Spring 23-24 to Spring 25-26



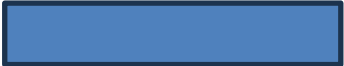
This is a cross-sectional analysis.

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 23-24 to Spring 25-26

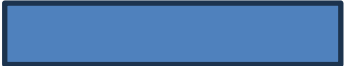
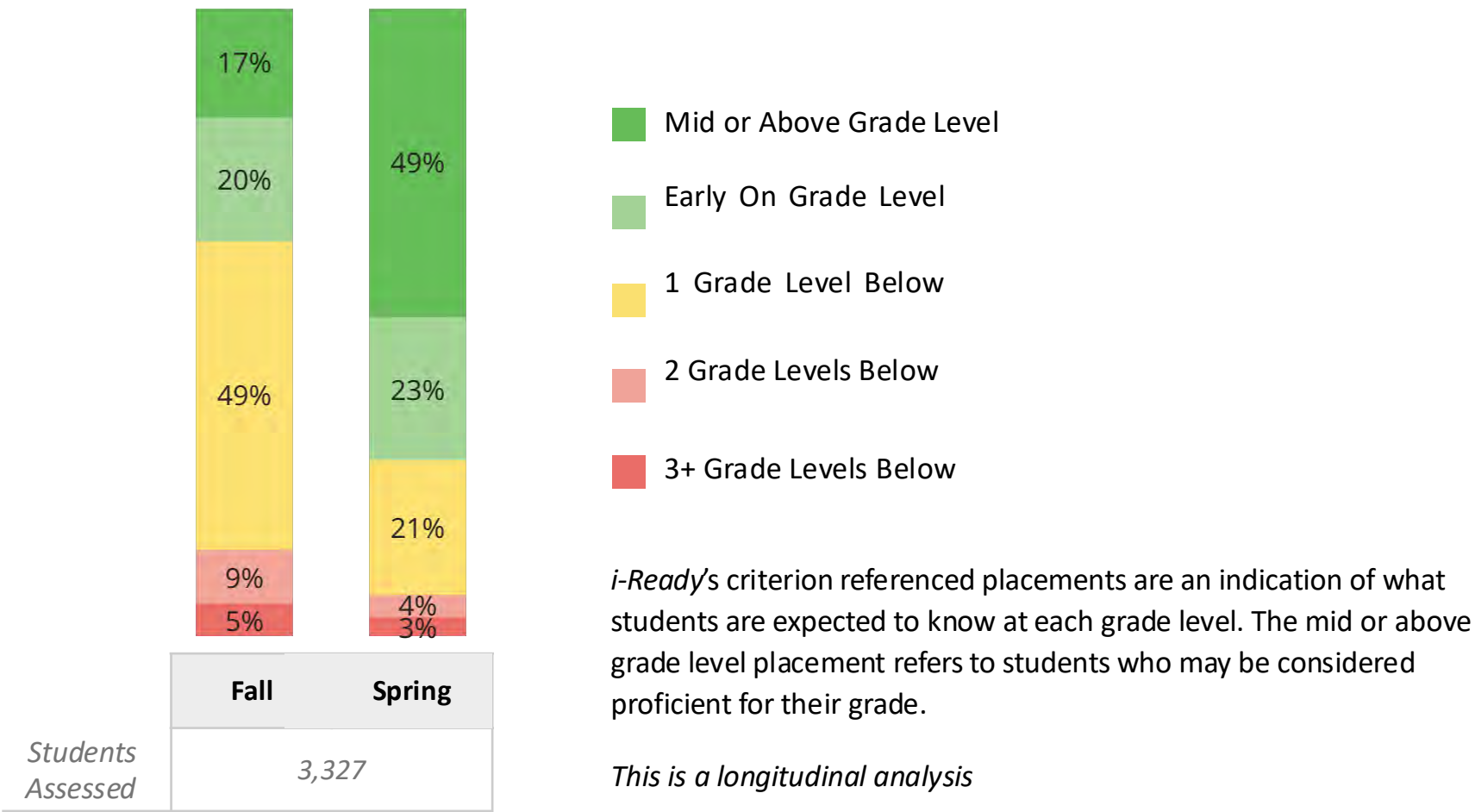


This is a cross-sectional analysis.

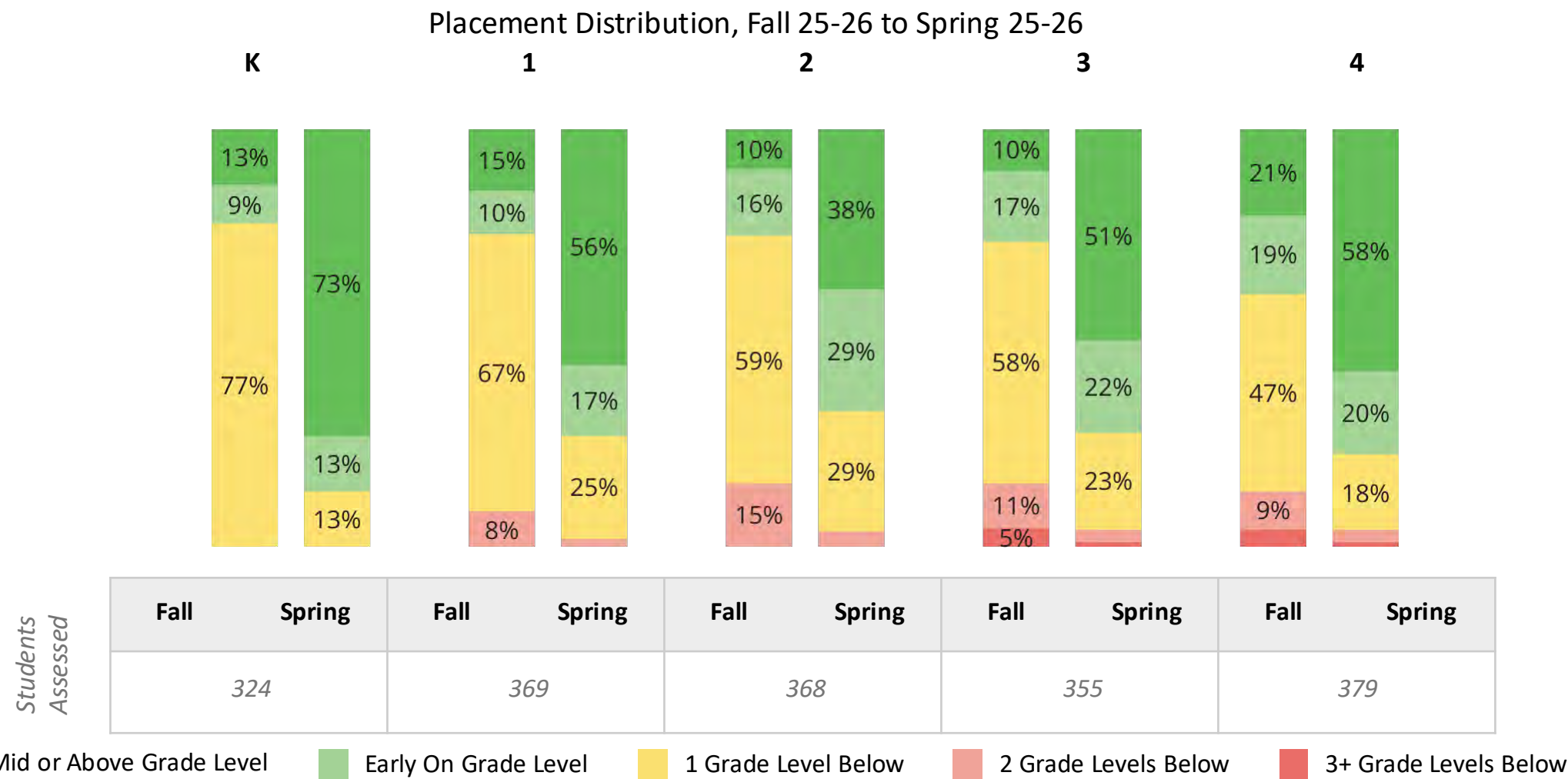


How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 25-26 to Spring 25-26



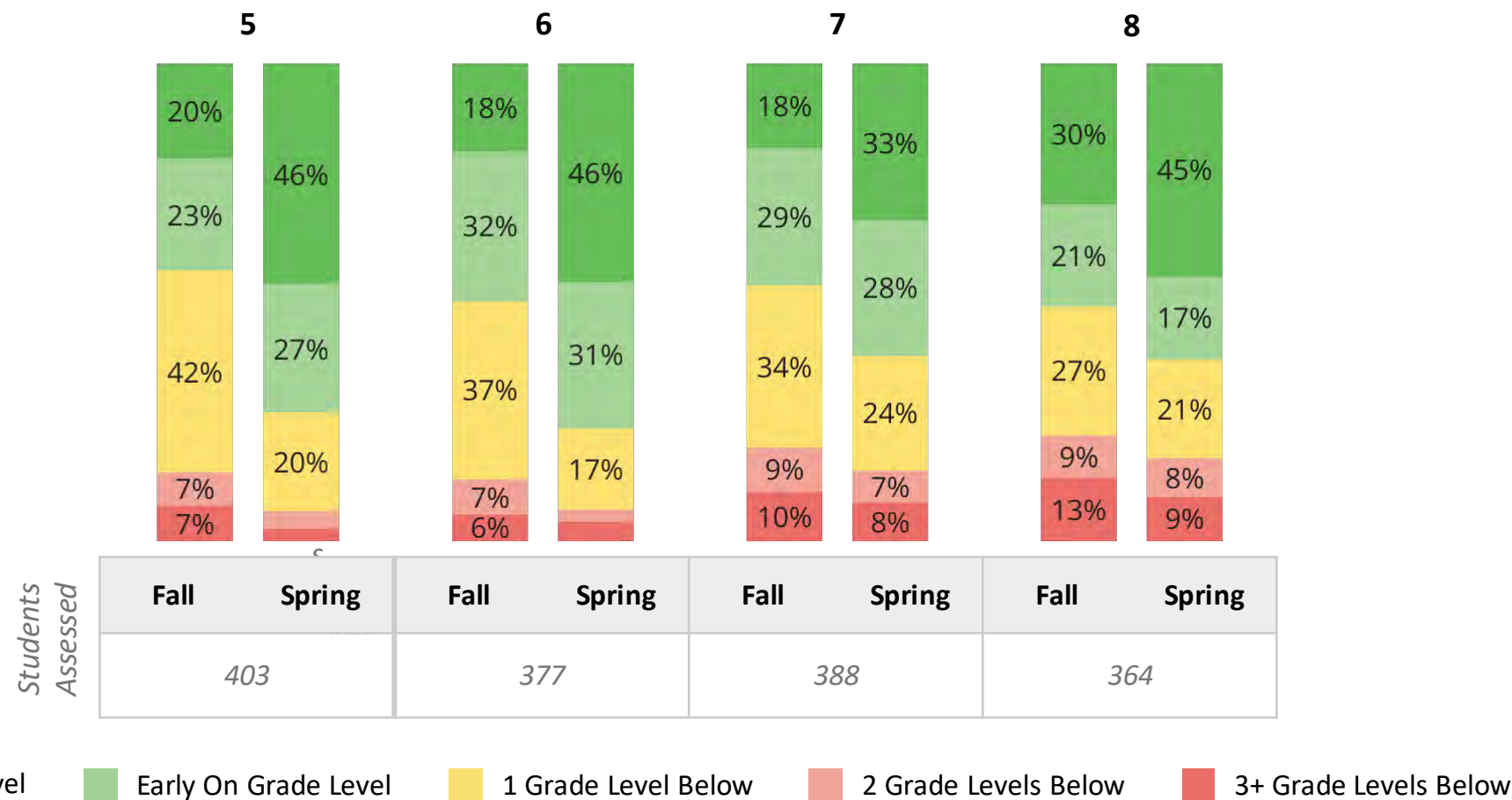
How Have Relative Placements Changed From Fall to Spring?



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.

How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 25-26 to Spring 25-26



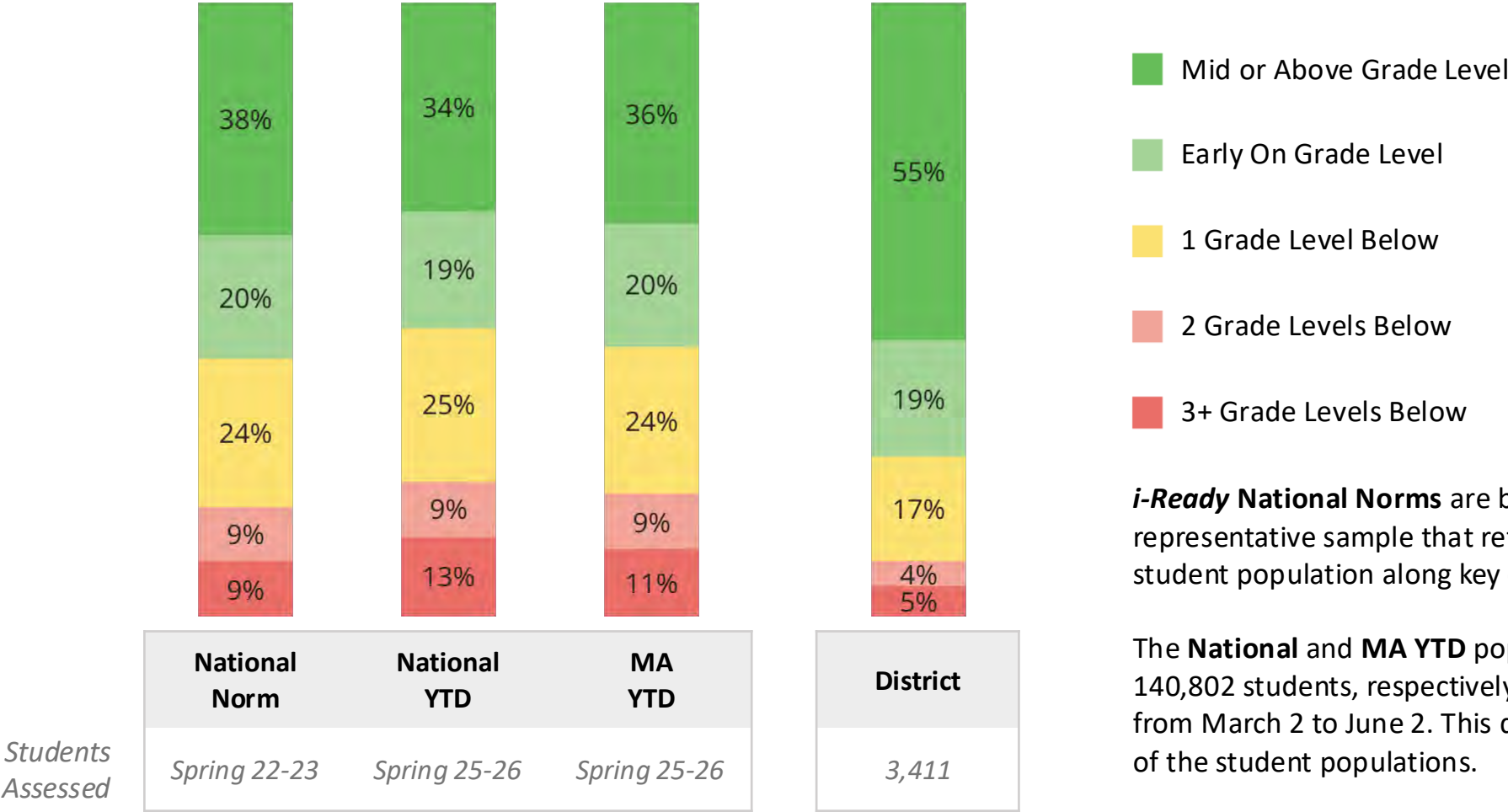
i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.



Reading Performance Review

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

Spring Placement Distribution for District and Benchmarks

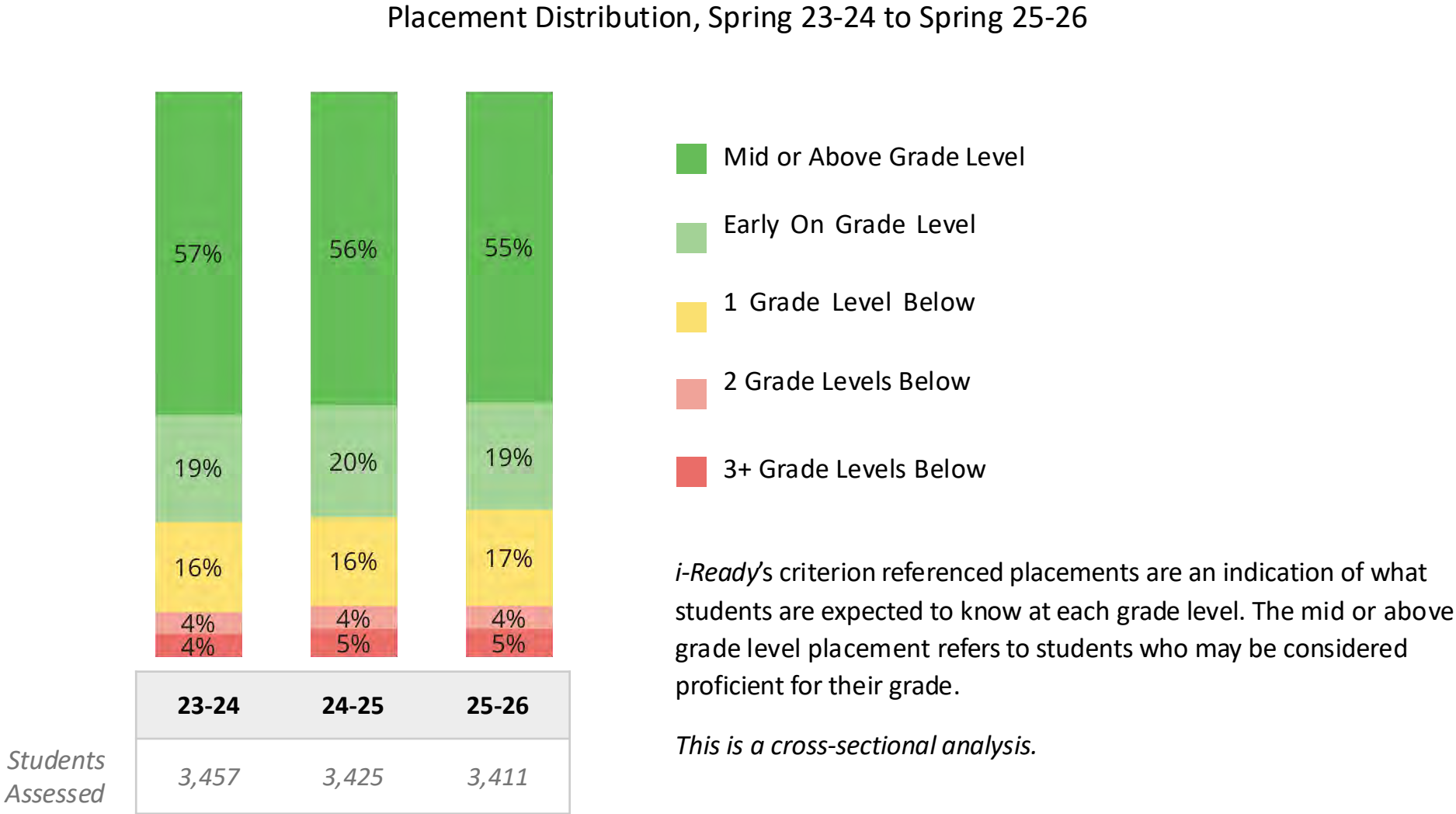


i-Ready National Norms are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

The **National** and **MA YTD** populations include 8,467,022 and 140,802 students, respectively, who completed a Diagnostic from March 2 to June 2. This data may not be representative of the student populations.

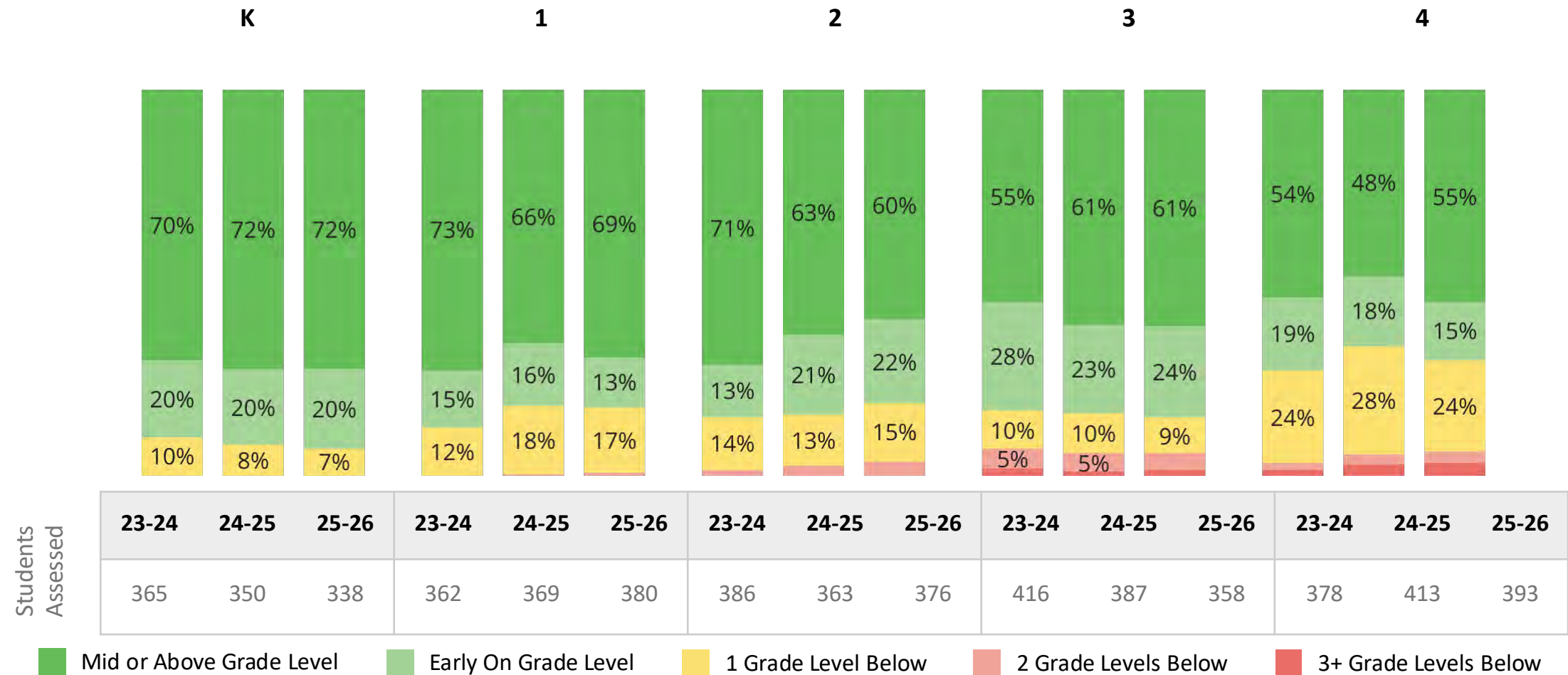


How Have Relative Placements Changed From Spring to Spring?



How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 23-24 to Spring 25-26

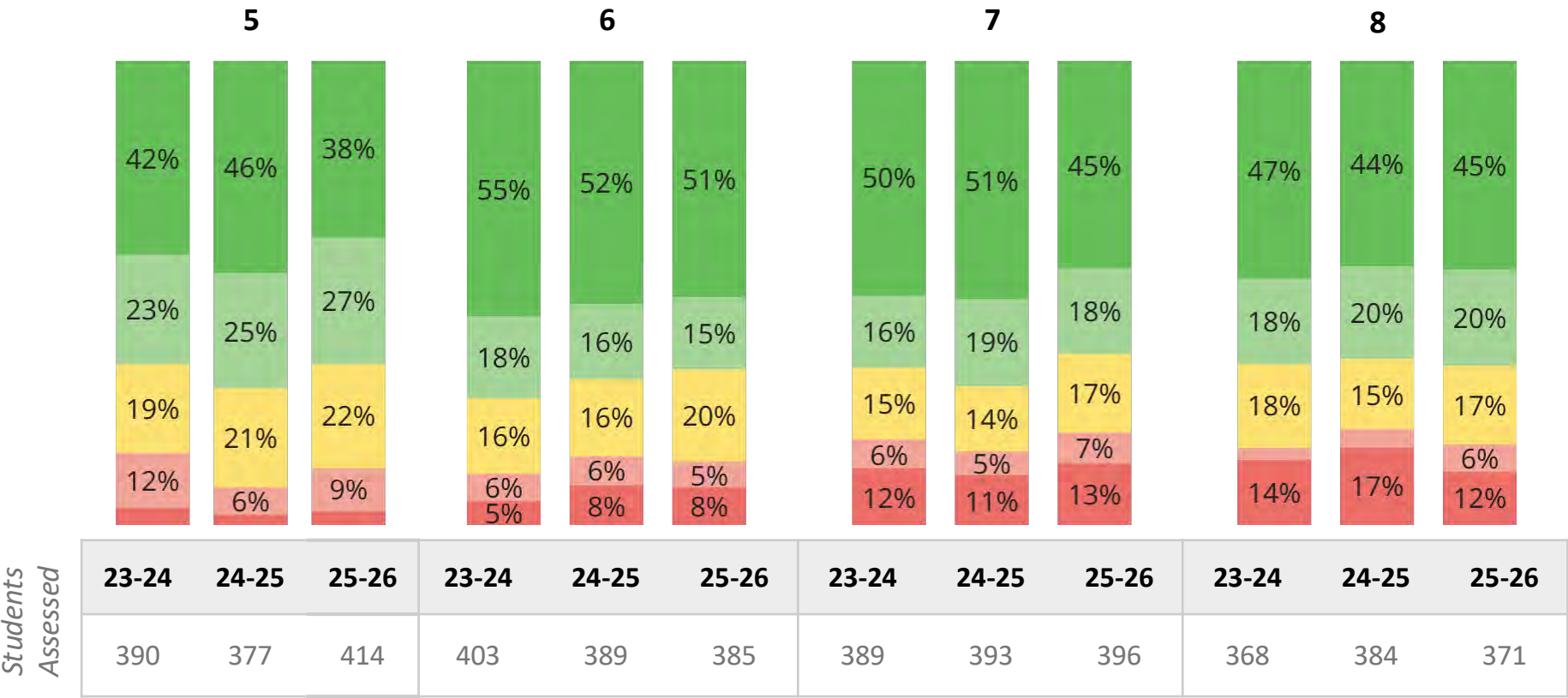


This is a cross-sectional analysis.



How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 23-24 to Spring 25-26

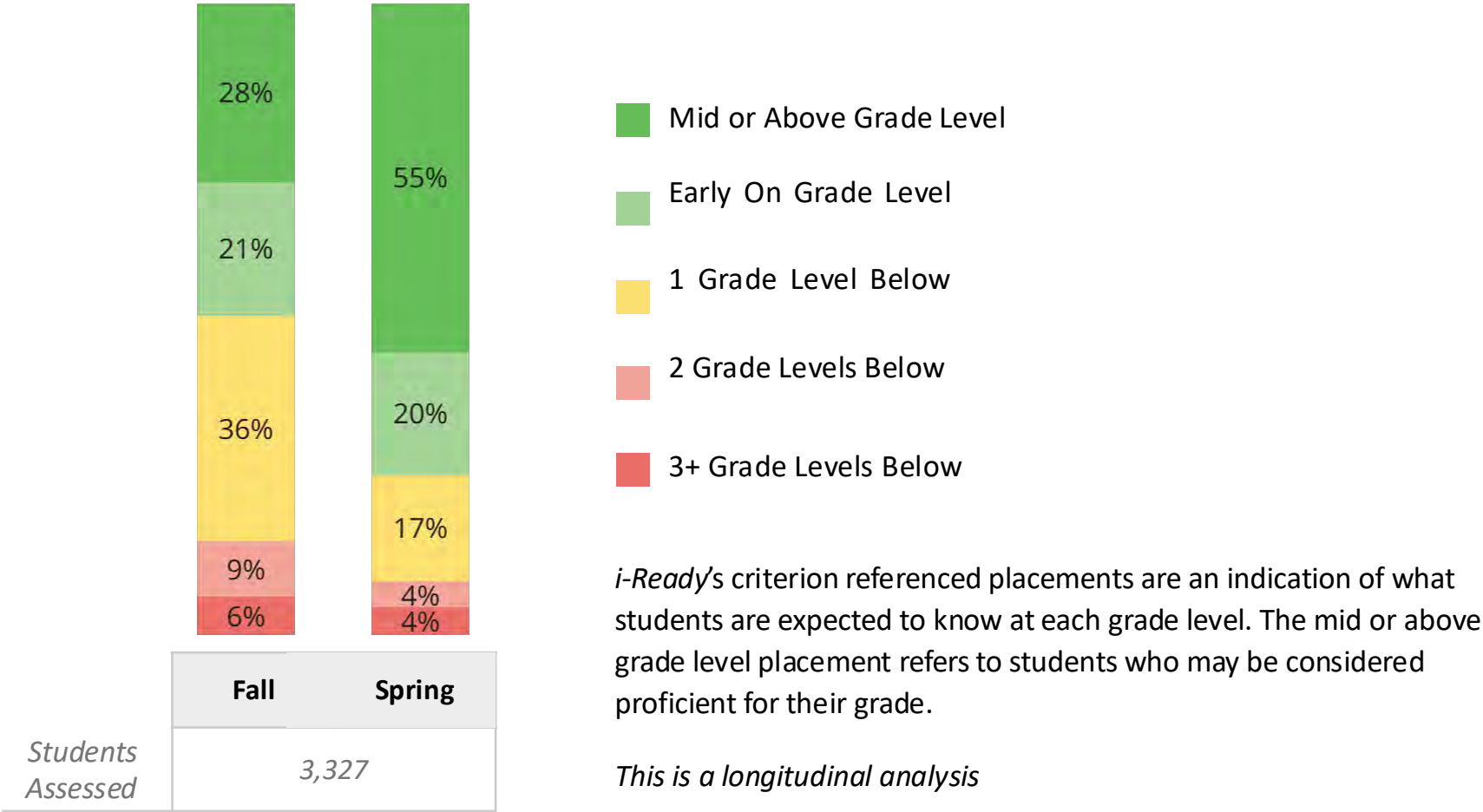


Mid or Above Grade Level Early On Grade Level 1 Grade Level Below 2 Grade Levels Below 3+ Grade Levels Below

This is a cross-sectional analysis.

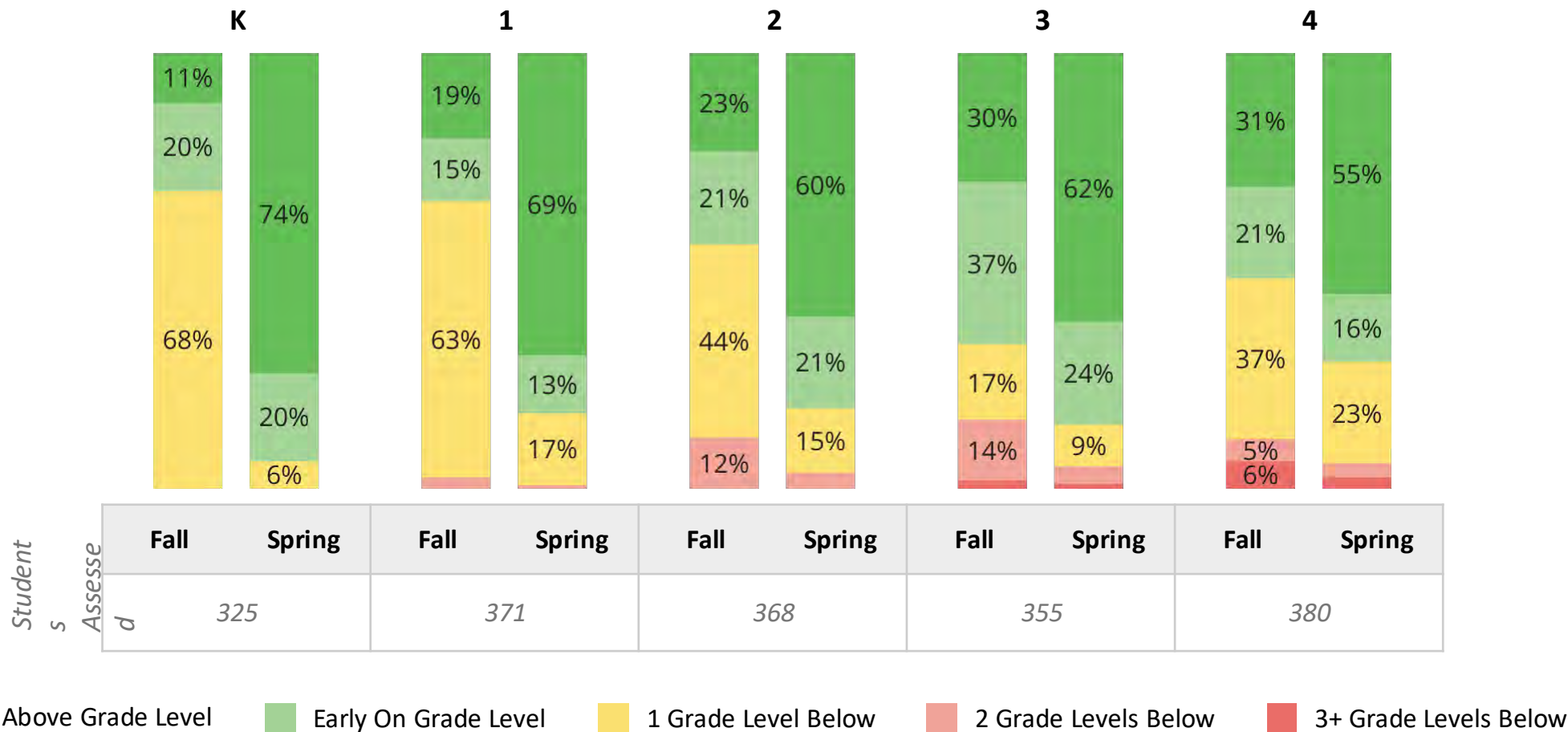
How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 25-26 to Spring 25-26



How Have Relative Placements Changed From Fall to Spring?

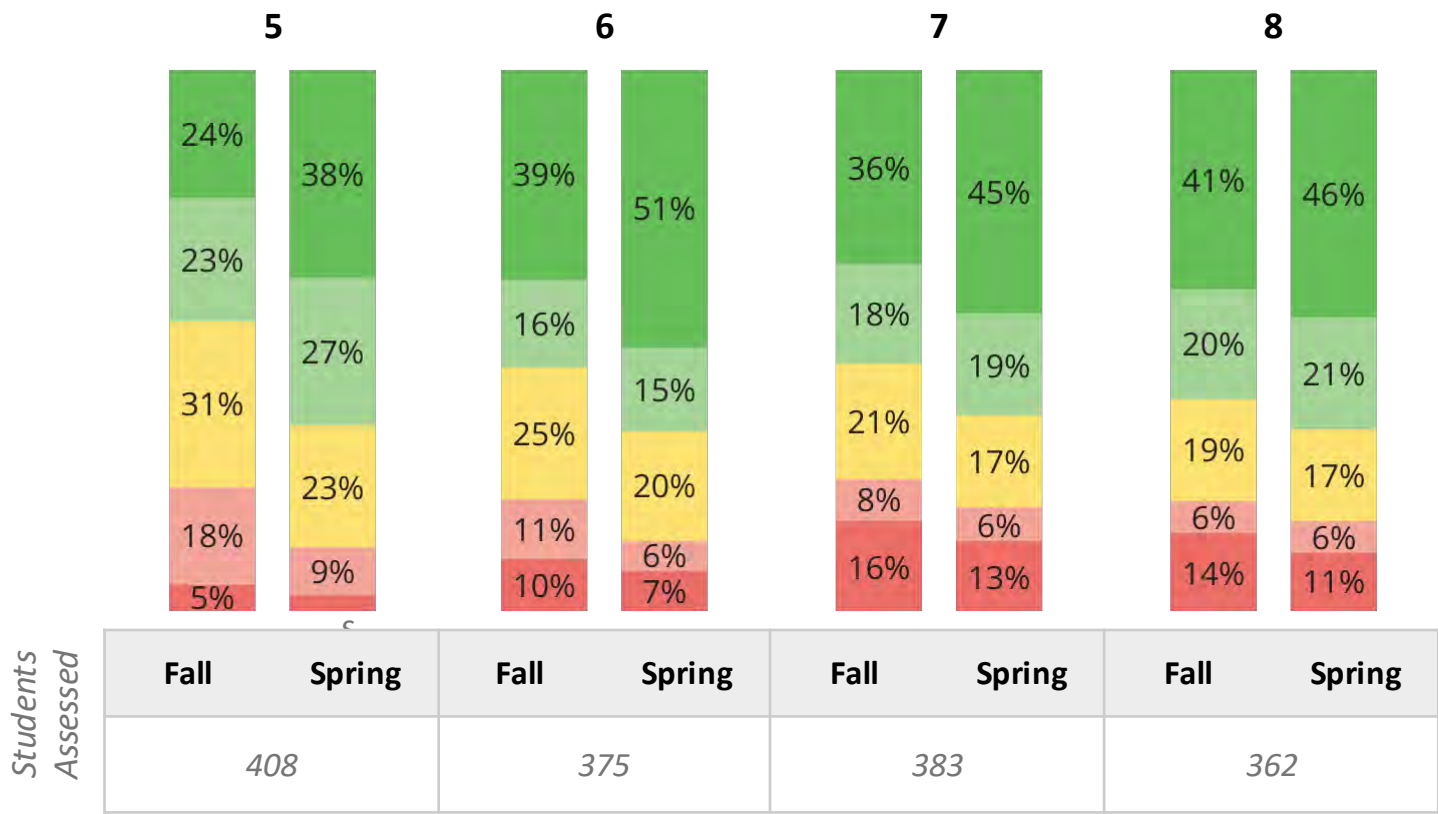
Placement Distribution, Fall 25-26 to Spring 25-26



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.

How Have Relative Placements Changed From Fall to Spring?

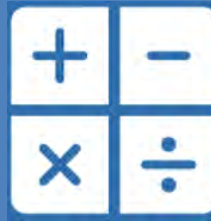
Placement Distribution, Fall 25-26 to Spring 25-26



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.



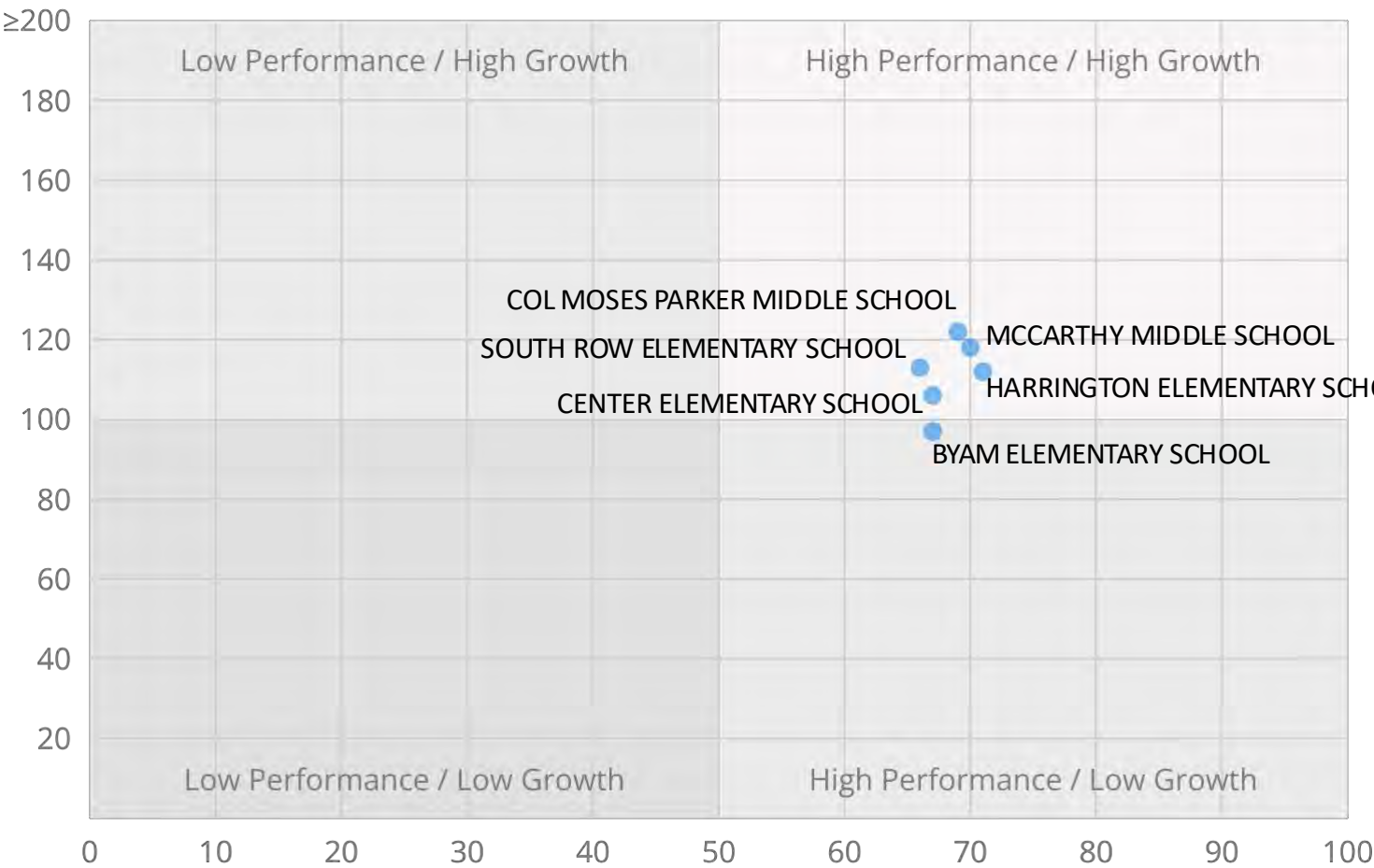


Mathematics Growth Review

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



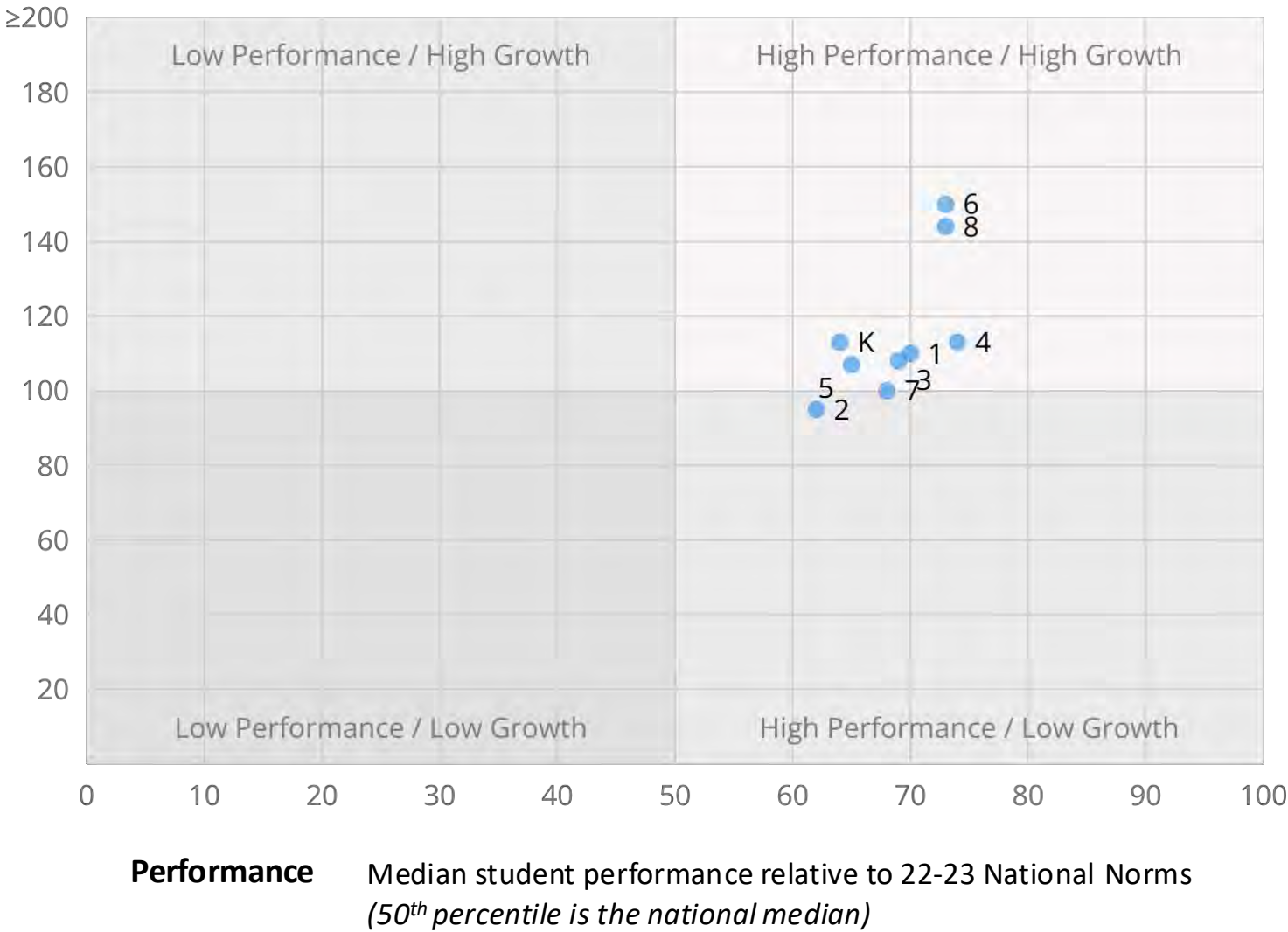
Performance Median student performance relative to 22-23 National Norms
(50th percentile is the national median)



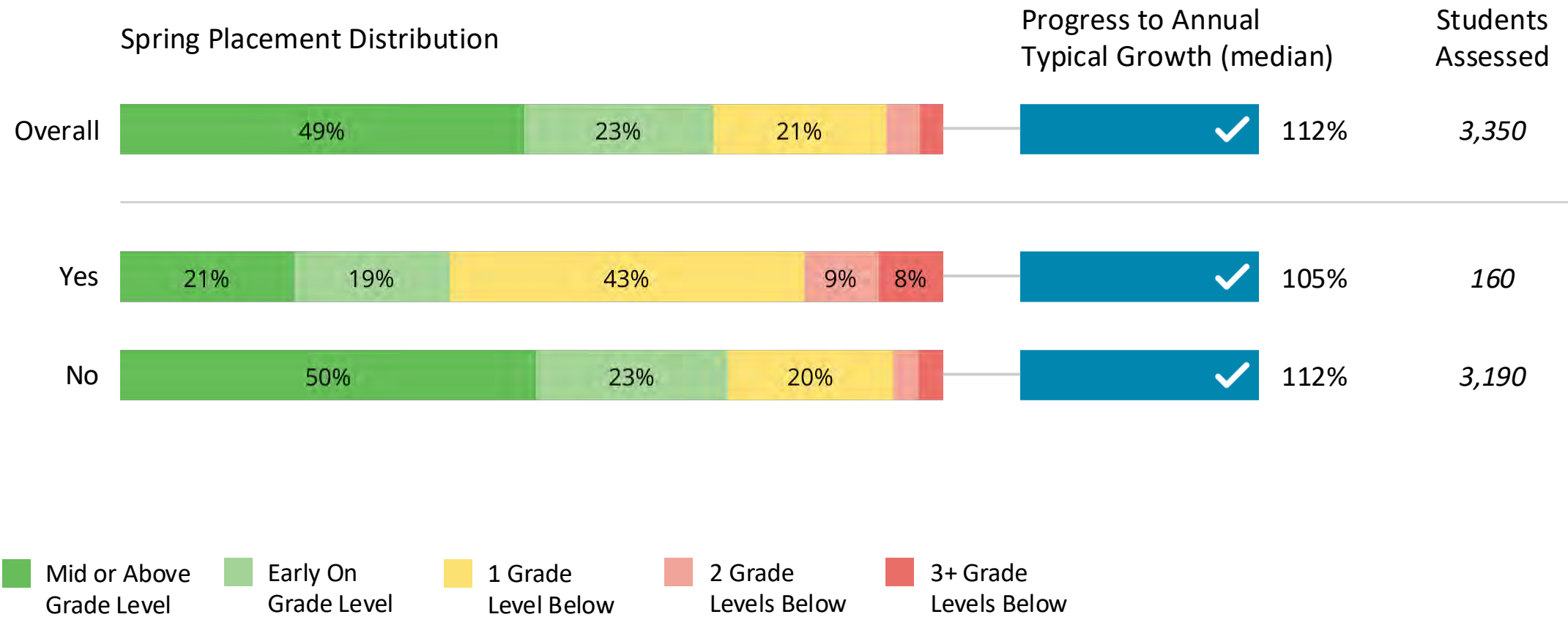
How Did Students Across the District Grow From Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth

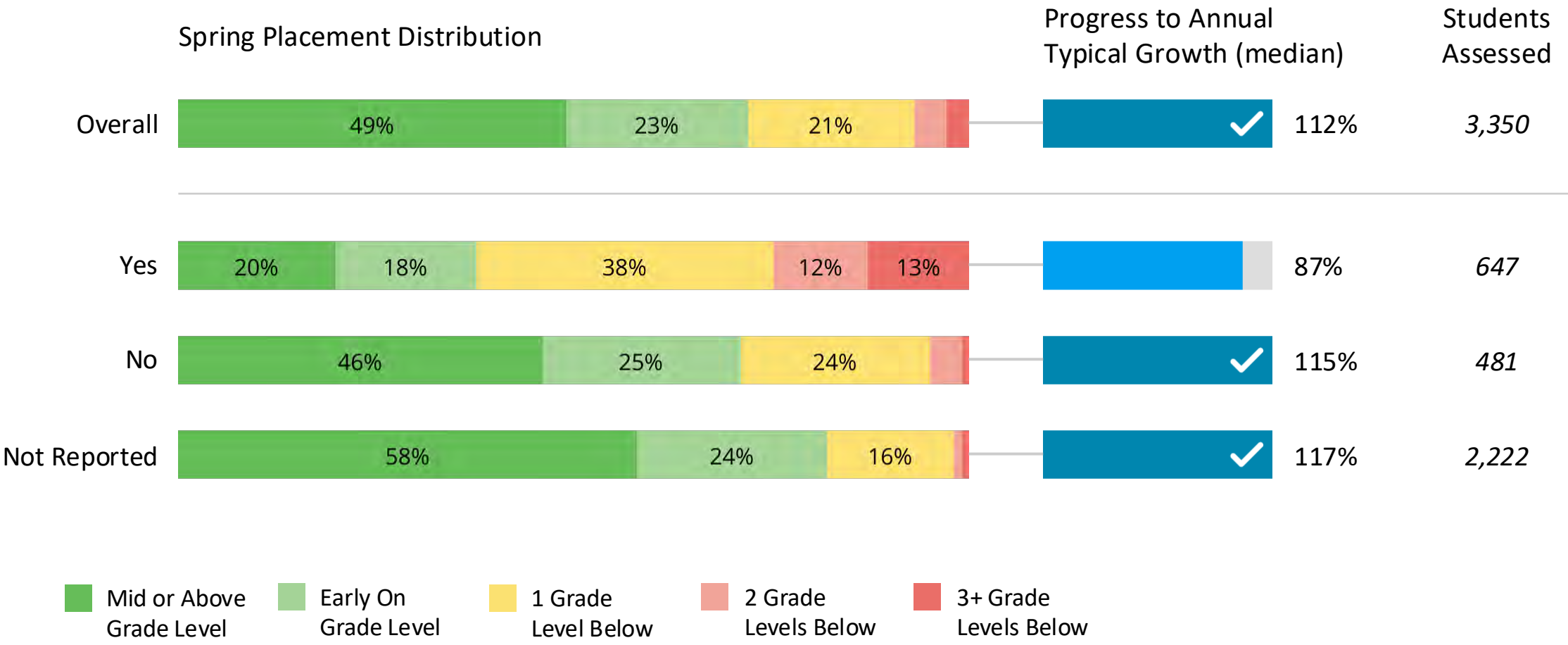
Growth
Median percent of typical growth achieved, differentiated by fall placement levels



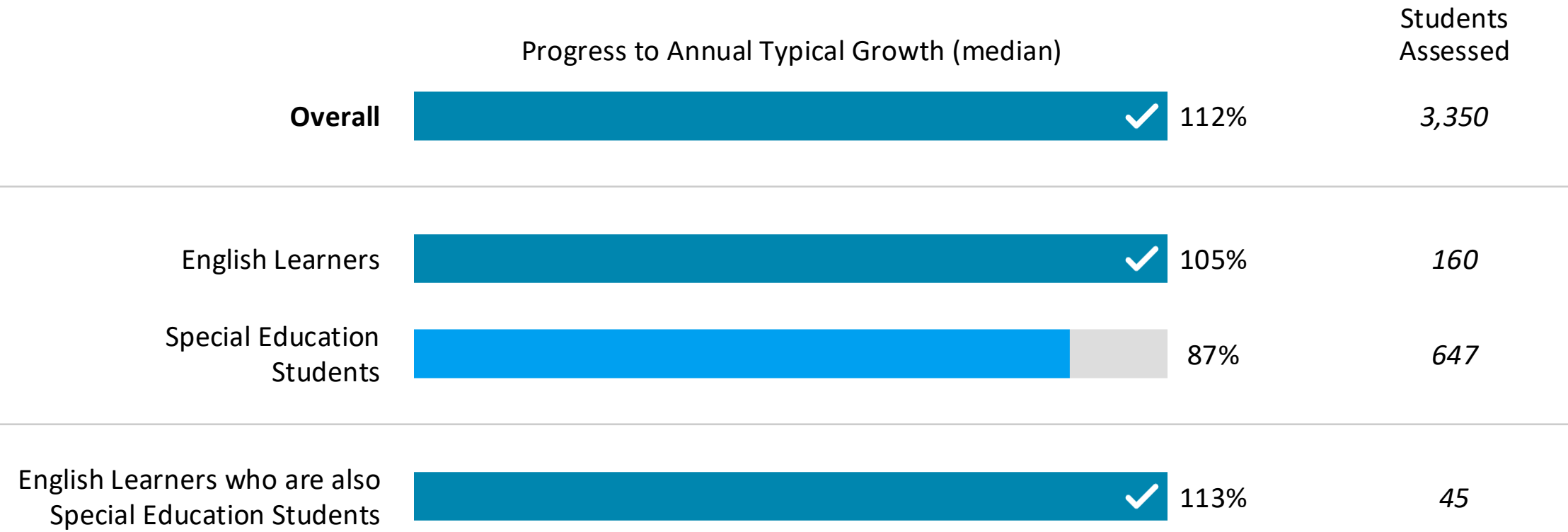
What Are the Relative Placements and Growth by English Learner?



What Are the Relative Placements and Growth by Special Education?

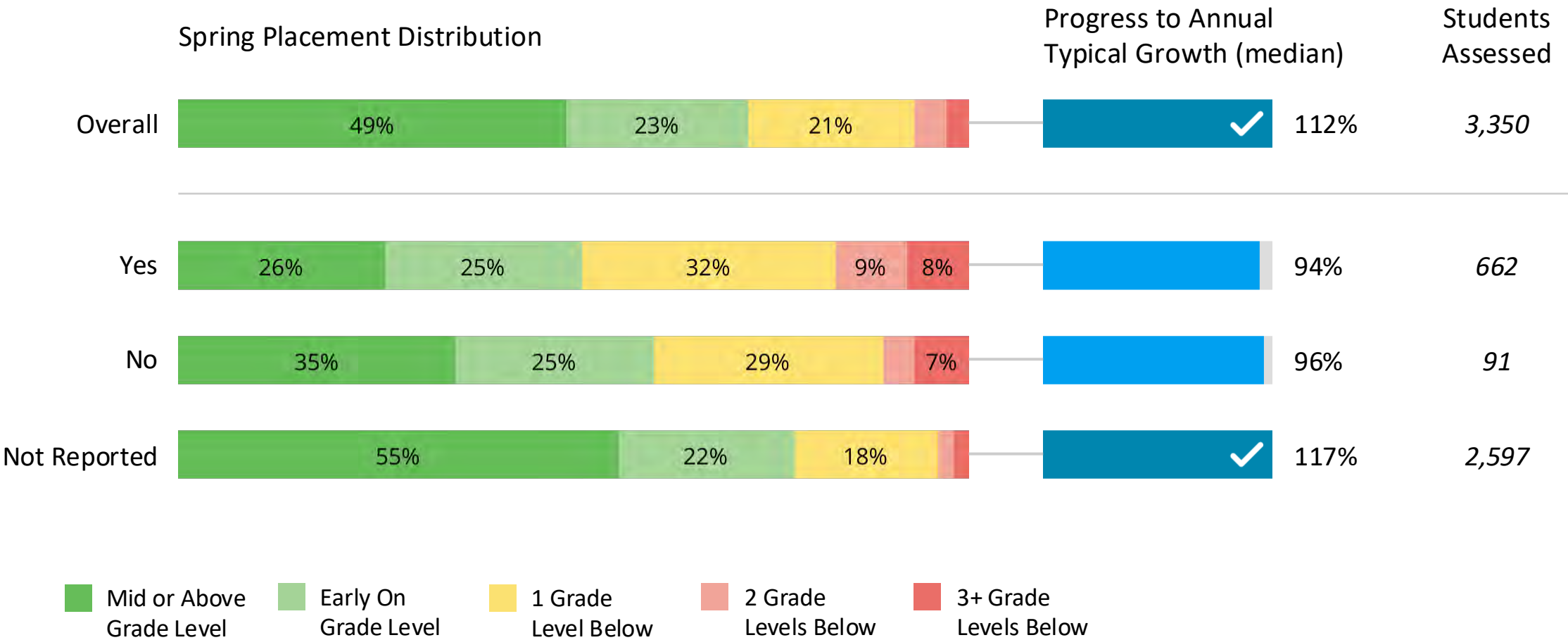


How Did Growth Vary for English Learners AND Special Education Students?



The District/School Diagnostic Results and Diagnostic Growth reports in i-Ready support showing results by up to two demographics which include Economically Disadvantaged, English Learner, Hispanic or Latino, Migrant, Race, Sex, and Special Education.

What Are the Relative Placements and Growth by Economically Disadvantaged?





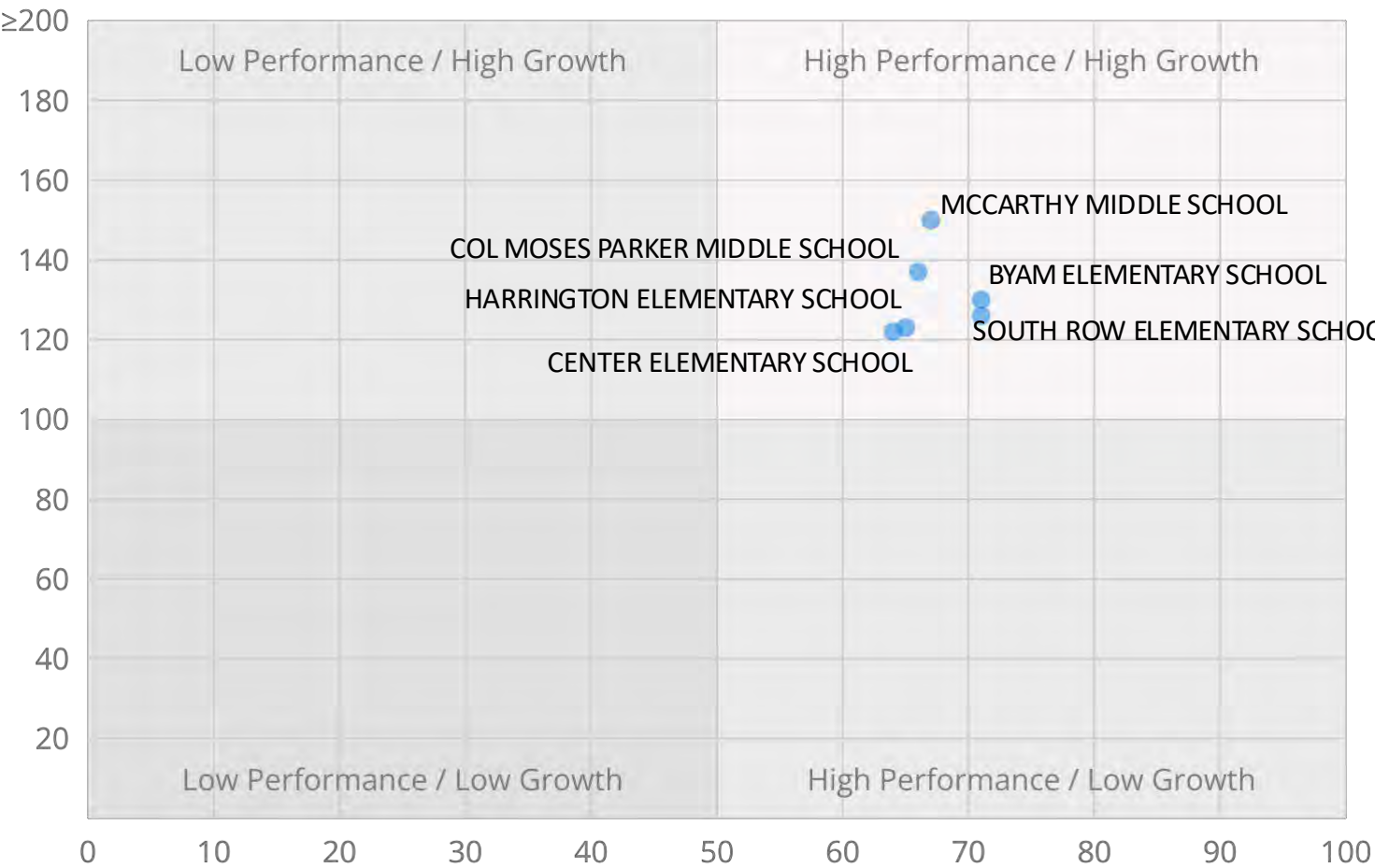
Reading Growth Review

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



Performance

Median student performance relative to 22-23 National Norms
(50th percentile is the national median)

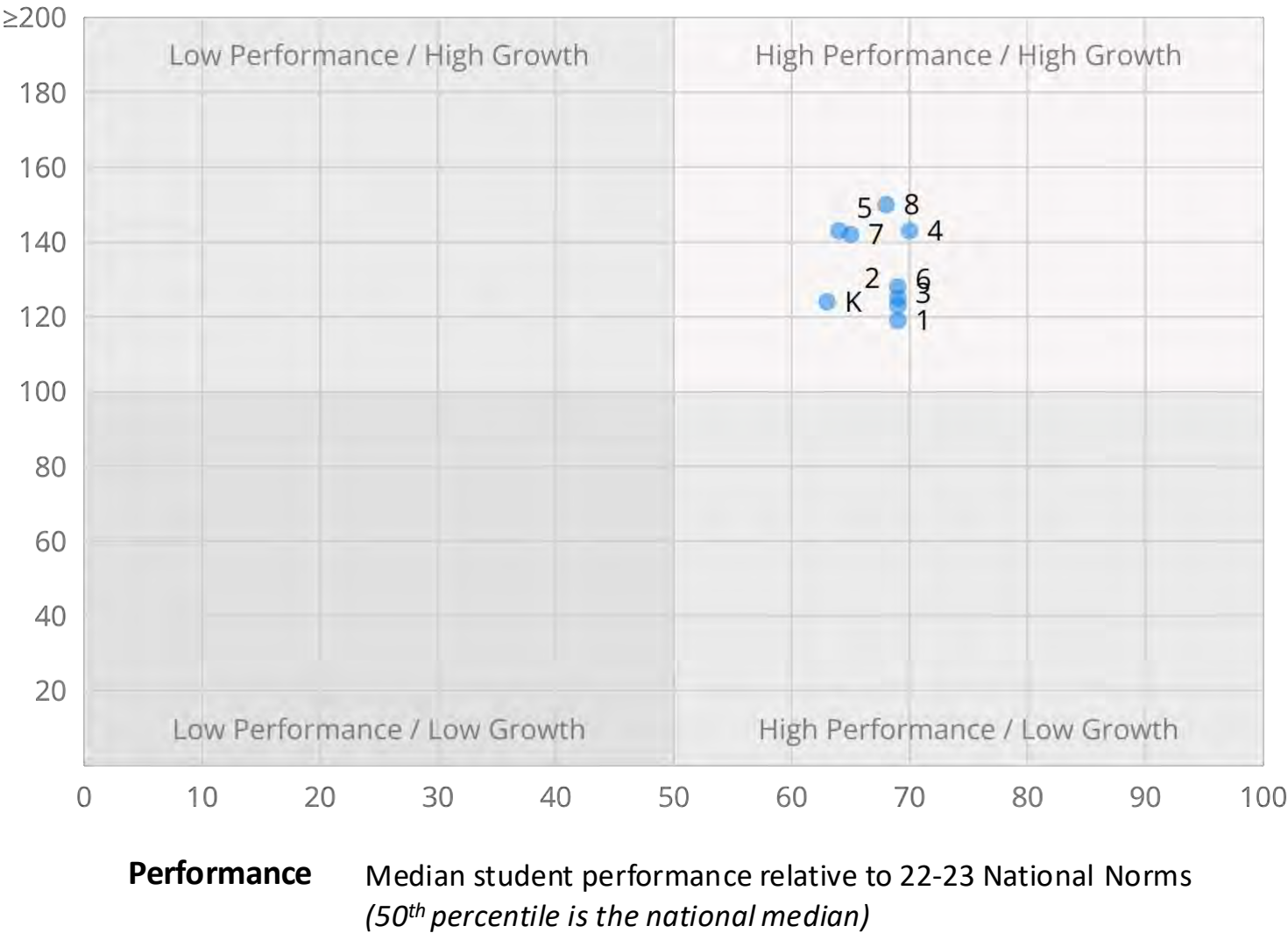


How Did Students Across the District Grow From Fall to Spring?

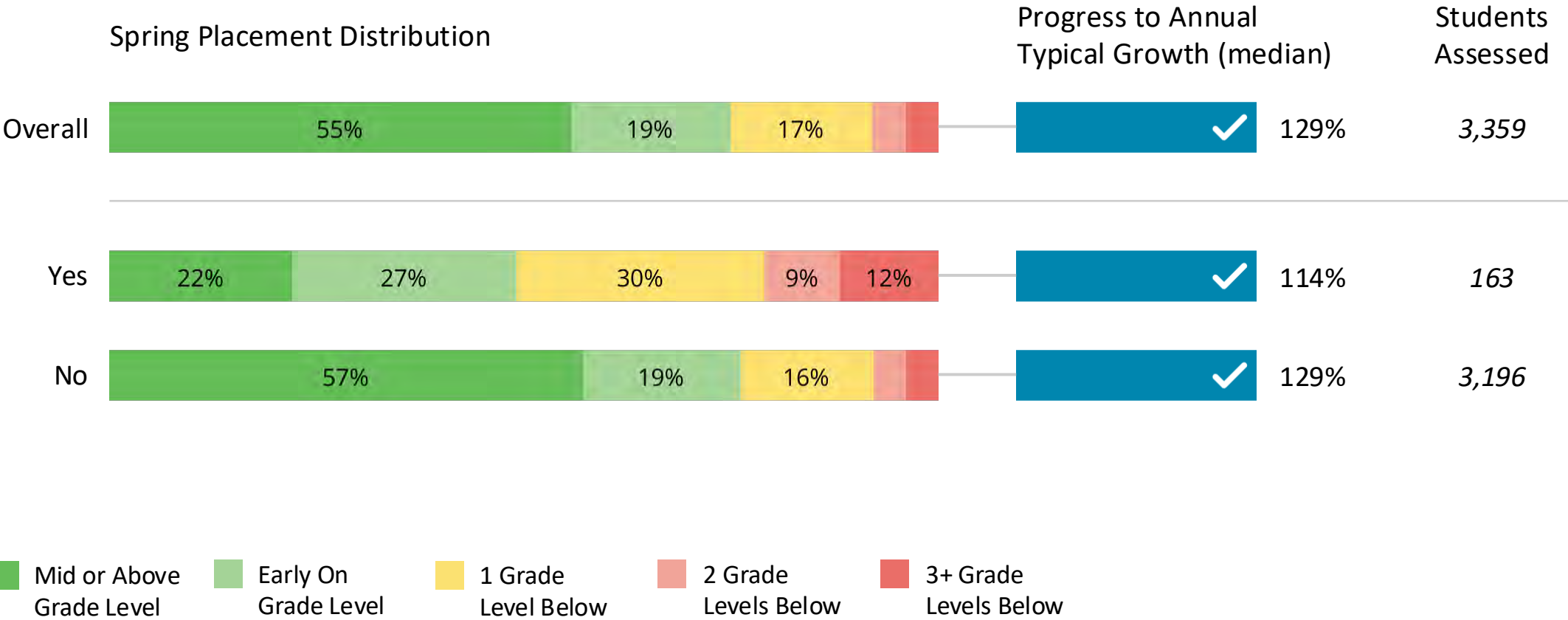
Comparison of Median Student Performance and Median Percent of Typical Growth

Growth

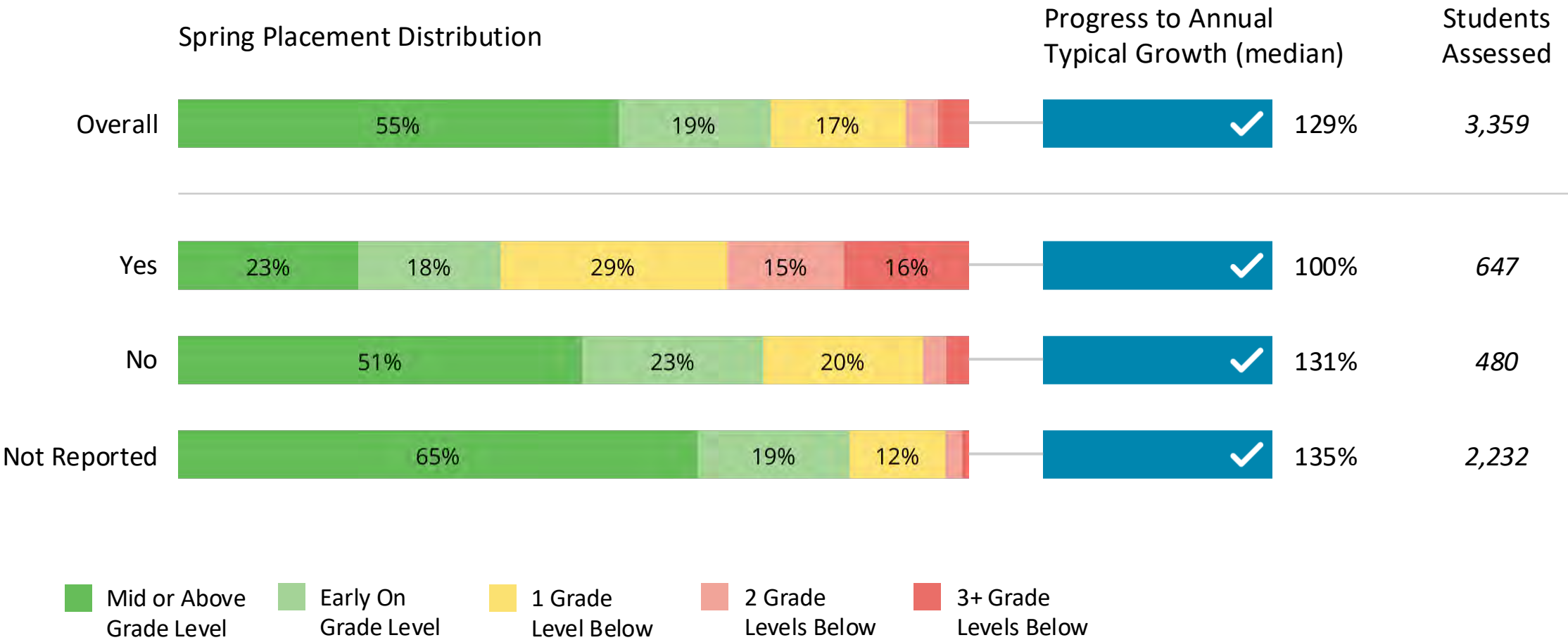
Median percent of typical growth achieved, differentiated by fall placement levels



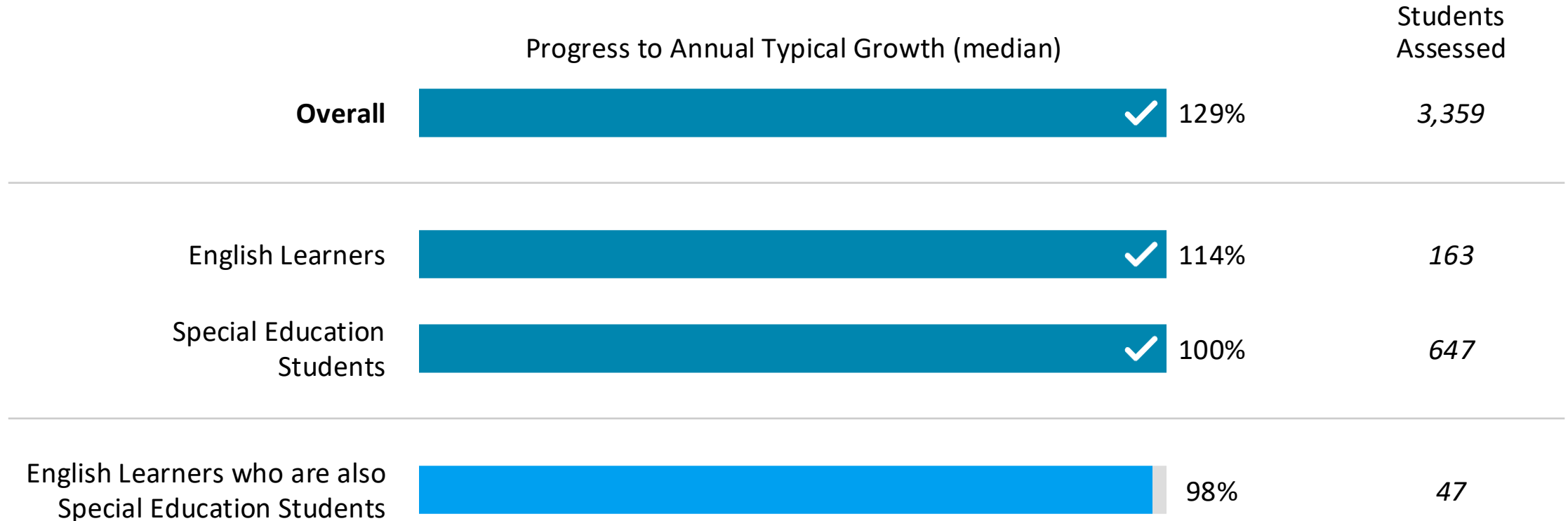
What Are the Relative Placements and Growth by English Learner?



What Are the Relative Placements and Growth by Special Education?

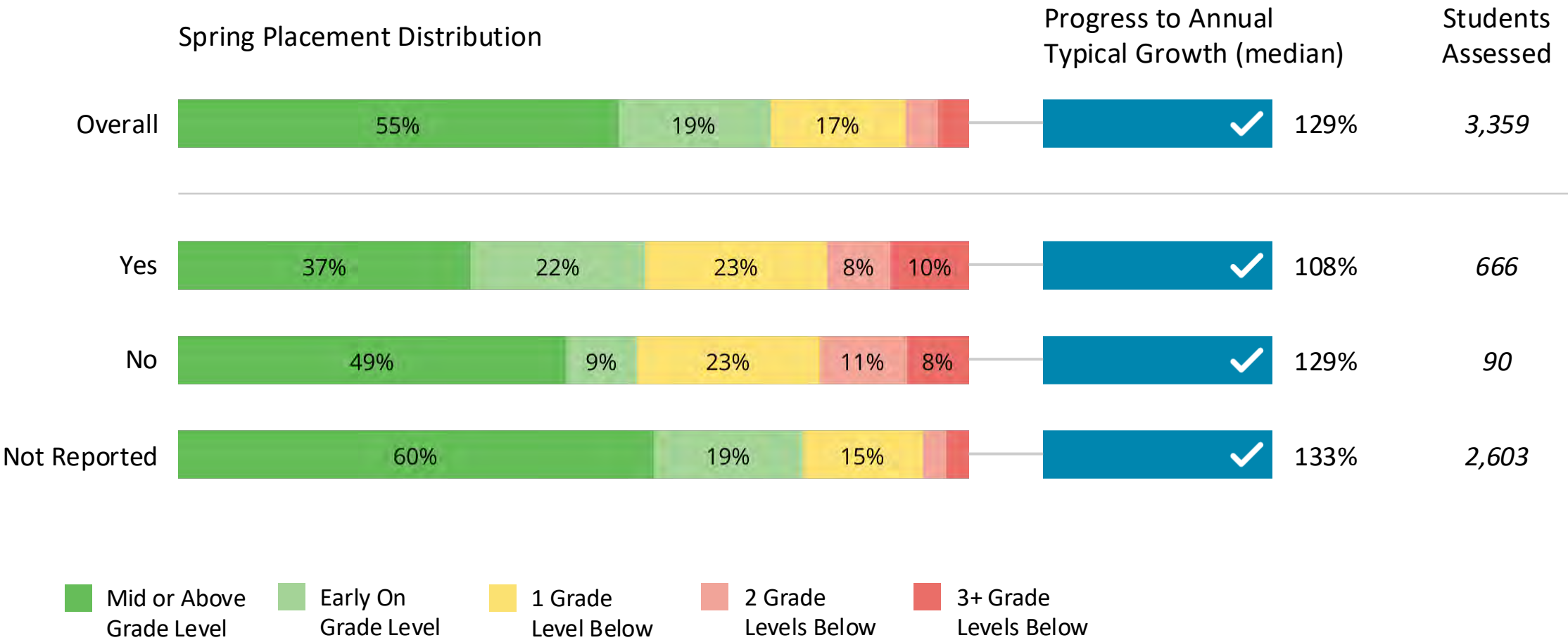


How Did Growth Vary for English Learners AND Special Education Students?



The District/School Diagnostic Results and Diagnostic Growth reports in i-Ready support showing results by up to two demographics which include Economically Disadvantaged, English Learner, Hispanic or Latino, Migrant, Race, Sex, and Special Education.

What Are the Relative Placements and Growth by Economically Disadvantaged?





i-Ready Inform™

The name of the current adaptive assessment, *i-Ready Diagnostic*, will change to *i-Ready Inform*.

This name reflects the primary use of the assessment: to inform student learning.

The assessment will maintain the same valid, reliable data, easy-to-use reports, and tailored support.



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 28, 2026

RE: Approval of 2026/27 Student and Family Handbook & CHS Addendum Updates

Please find a copy of the district's 2026/27 Student and Family Handbook and the Chelmsford High School Addendum. I have also attached the red-lined version, which shows the updates incorporated by the school administration and the school committee counsel's office.

Motion:

I recommend that the Committee vote to approve the updates to the 2026/27 Student and Family Handbook and the Chelmsford High School Addendum at the regular school committee meeting on July 22, 2025.



Style Definition: Heading 1: Justified

Chelmsford Public Schools Student – Family Handbook

2026 - 2027

Table of Contents

Communication.....	3
Calendar	3
Attendance.....	3
Registration Procedures.....	6
Health Services.....	7
Bus Transportation	12
Code of Conduct/Consequences	16
Due Process	22
PRIDE and Bullying Prevention and Intervention	38
Non-Discrimination	47
Section 504 of the Rehabilitation Act of 1973	47
Transgender and Non-Conforming Students.....	48
STUDENT TRANSITIONS	49
PRIVACY.....	49
OFFICIAL RECORDS	50
NAMES AND PRONOUNS	50
FACILITIES.....	50
PHYSICAL EDUCATION CLASSES AND INTRAMURAL AND INTERSCHOLASTIC	
ATHLETICS	51
OTHER GENDER-BASED ACTIVITIES, RULES, POLICIES AND PRACTICES	51
DRESS CODE.....	51
PROFESSIONAL DEVELOPMENT.....	51
References	51
Student Study Team.....	52
Student Records	52
Parents Right to Know - Teacher Qualifications	57
CPS Student Empowered Digital Use Guidelines.....	57
Search and Seizure.....	60
Academic Integrity.....	62
Directory Information	64
Incident Management.....	64
Delayed Openings and School Cancellations	65
Emergency Closings.....	66
Hazing	66
McKinney-Vento	68
Prevention of Physical Restraint and Requirements If Used	71
Child Abuse/51A Mandatory Reporting	75

Commented [JD1]: Because of the edits to this handbook, please ensure the Table of Contents is accurate as there may be new sections added, sections deleted, and/or different page numbers.

Commented [JD2R1]: I would also suggest adding page numbers to the document to ensure that that people can easily find the information the information they are seeking

Deleted: 14

Deleted: 19

Deleted: 24

Deleted: 39

Deleted: 46

Deleted: 51

Deleted: 52

Deleted: 52

Deleted: 58

Deleted: 68

Deleted: 69

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](#)

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 [three \(3\)](#) days of the absence. 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, trancies 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, bereavement, religious observance, documented college visits, school-sponsored field trips, out-of-school suspension, court ordered appearances ([with documentation](#)), [official appointments \(such as a driver's test, etc. with documentation\)](#), weather so inclement as to endanger the health of the student, and other exceptional reasons approved by the 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.

Time out of school can be harmful to a child's progress, growth, and success in school. Parents are strongly discouraged from removing students from school while school is in session. If a student accompanies their parents/guardians on a business and/or personal trip (including vacations), 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. Families must adhere to the provisions of [School Committee Policy](#) and this handbook in regard to all absences.

[Excessive Absenteeism/Truancy](#)

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.

Other interventions may include, but are not limited to:

- a. Parent or guardian conference
- b. Restriction or prohibition on the participation of extracurricular or intramural activities, field trips, or other activities
- c. Filing of a "Failure to Send your Child to School" with the court
- d. Filing of a "Child Requiring Assistance (CRA)" with the court
- e. Filing of a "51A" with the Department of Children and Families (DCF)
- f. 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.

~~Deleted:~~ 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 tardiness for 5 days or more and will be invited to a meeting to develop action steps to improve the student's attendance.

Excessive Absenteeism/Truancy

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 following non-exclusive list of interventions:

~~Deleted:~~ <#>All future absences must be verified by a physician

Students with Disabilities

The District's attendance policies apply to students with disabilities. Discussions about modifications to the District's attendance policies and procedures for students with disabilities are appropriately addressed through the JEP/504 Team process.

Deleted: regarding how

Deleted: apply to

Deleted: is

Deleted: are the responsibility of

Deleted: Student's

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.

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. Developmental screening is required for all children who have not already been screened in a public preschool. Appointments will be made at the time of registration. The purpose of this screening is to identify child who may need additional support in their developmental learning.

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

1. Completed Registration Packet
2. Proof of residence – to include:
 - a. A utility Bill
 - b. Mortgage Statement or a Signed Lease Agreement
3. Birth certificate
4. Completed immunization record
5. Proof of a current physical that was completed within one year prior to entrance to the Chelmsford Public Schools or within thirty (30) days after entering the Chelmsford Public Schools.

Proof of Parent Identity (examples may include: MA Driver's License, MA ID Card, Out-of-State License, etc.). Students transferring out of the Chelmsford Public Schools should notify the office and the classroom teacher as soon as possible so that forms can be promptly processed. Chelmsford Public Schools may forward student records to a school in which a student seeks or intends to enroll without the signed consent of a caregiver or eligible student, in accordance with 603 CMR 23.07(4)(g).

Deleted: 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 has various responsibilities, including attending to ill or injured students and notifying parents when necessary. It is the responsibility of the parent to inform the nurse of a child's illness/injuries and surgeries. Parents are also responsible for providing medications. Parents are encouraged to notify the school nurse at least annually of any condition that affects a child's well-being and safety (e.g., allergic reaction to insect bites, medications, or foods; asthma; diabetes; and/or seizures, etc.).

Illness

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

- **Strep Throat-** if you suspect he/she has strep throat. The child should remain home until the child either has had a negative throat culture or has been on antibiotics and fever free for a full 24 hours without the use of fever reducing medication.
- **A fever 100 or above-** may return to school when he/she is fever free for 24 hours without medication (e.g., Tylenol, Advil, Motrin Aleve Ibuprofen or acetaminophen).

- **Vomiting and/or diarrhea**- may return to school 24 hours after his/her last vomiting and/or diarrhea episode.
- **Red or pink itchy eyes with crusty and or green/yellow drainage**- may return to school the day after treated for 24 hours or has no further eye discharge.
- **Head Lice or nits (eggs)**- the nurse will assess the student for the presence of head lice or nits. If head lice or nits are detected, the nurse will contact the parent/guardian and provide education on lice treatment. Based on the discretion of the school nurse, some situations may warrant a dismissal from school.
- **A rash medically undiagnosed**- may require MD clearance at the discretion of the school nurse.

If a student is out for an illness or dismissed due to illness, they may not return for school sponsored activities/sports that day.

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

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

Injuries

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

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

need to indicate if the student can or cannot use stairs. An example of this would be a student with the need to wear a brace that would immobilize a knee.

Medication

[The Chelmsford Public Schools will comply with the requirements of Massachusetts regulations governing the administration of medication in school. 603 CMR 210. For more information, please see the District's Policies and Procedures regarding the Administration of Medication by visiting our Health Services Page on our school website.](#)

Students with Life-Threatening Allergies, Asthma, and Seizures

[The school district is responsible for the implementation of an allergen policy, and for ensuring that it remains consistent with M.G.L. c. 71 § 54B, 105 CMR 210.000, Section 504, the ADA, and USDA regulations. Use and storage of EpiPens will be consistent with 105 CMR 210. 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.](#)

[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

[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, or written documentation that the student is immune as defined by the Department of Public Health.](#)

[State-mandated screenings are conducted in accordance with M.G.L. c. 71, §57 and 105 CMR 200.00. Parents may request, in writing, that their child not participate in the screening program.](#)

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. 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. A student transferring from another school district shall be examined as an entering Chelmsford Public Schools student.

Deleted: 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 the Health Services tab.

The school nurse supervises the administration of medication at all Chelmsford Public Schools. If medication needs to be administered during school hours, whether it is a prescription or over-the-counter medicine, such administration of medication must be done by the school nurse or with the authorization of the school nurse in accordance with 105 CMR 210.000. Unless the conditions for self-administration outlined in 105 CMR 210 have been met, no student is permitted to carry and/or self-administer medication.

Whenever possible, medication administration should be scheduled at times other than during the school day. If it is necessary that your child receive medicine during the school day, the school nurse is responsible for the administration of all medications. All medications must be delivered to the nurse by a parent, guardian, or another designated adult. Medication must be in its original pharmacy-labeled container and be accompanied by a doctor's order and written parental approval prior to administration. No more than a thirty (30) school day supply shall be stored at the school. Parents/guardians may retrieve the medication from the school at any time. All unused, discontinued, or outdated medications will be returned to the parent/guardian. In extenuating circumstances, with parental consent, when possible, medications may be destroyed by the school nurse in accordance with the policies of the Massachusetts Department of Public Health, Division of Food and Drugs. For short-term prescription medications, i.e., those requiring administration for ten school days or fewer, the pharmacy-labeled container may be used in lieu of a licensed prescriber's order. The written request of a parent/guardian is required.

The school nurse will ensure that there is a proper medication order renewed as necessary including at the beginning of each academic year. Before the student enters school, the medication order shall be obtained by the school nurse, along with any other additional information from the doctor, and the medication administration plan shall be developed in accordance with 105 CMR 210.005.

A medication administration record for each student will be maintained, including a daily log, the medication administration plan, the medication order, and parent/guardian authorization. Prescription medications to be administered "as needed" may be administered by the school nurse or authorized school personnel after the school nurse assesses or consults with the student after each dose.

In the case of field trips and other short-term special school events, every effort will be made to have a nurse or other school staff member trained in prescription medication administration accompany the student. When this is not possible, the school nurse may delegate prescription medication administration to a trained staff member.

Deleted: The Chelmsford Public Schools cannot guarantee to provide an allergen-free environment

Deleted: 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.

Deleted: 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.

All students participating in competitive athletics will need to submit a copy of a physical examination every year in which they intend to participate. See 105 CMR 200. 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.

Upon entering kindergarten or within 30 days after school entry, the parent or guardian of each child shall submit certification that the student has passed a vision screening within the previous twelve (12) months. For students who fail the screening and for students diagnosed with neurodevelopmental delay, evidence of a comprehensive eye examination meeting the requirements of M.G.L. c. 71, § 57 shall be provided to the school. Vision screenings will be conducted in the year of school entry and annually through grade five (5), once in grades six (6) through (8), and once in grades nine (9) through twelve (12). The hearing of each student will be screened in the year of school entry, annually through grade 3, once in grades 6 through 8, and once in grades 9 through 12.

Deleted: Within thirty (30) days of a student's first day at Chelmsford Public Schools, all students must

Deleted: and hearing

The weight and height of each student will be measured in grades 1, 4, 7, and 10. Every effort will be made to protect the privacy of each student during the screening. School personnel will not disclose the height, weight or BMI calculations of an individual student to anyone other than the parent/guardian, unless written consent is provided by the parent/guardian. Parents/guardians can request in writing that their child's measurements not be taken.

Postural screening will be conducted annually by the nurse, or other personnel approved by the Department of Public Health, on all students in grades five (5) through nine (9).

SBIRT: Screening, Brief Intervention, and Referral to Treatment

Screening, Brief Intervention and Referral to Treatment (SBIRT) will be completed annually in grades 7 and 9. SBIRT is a verbal screen of students for substance use disorders. Parents and guardian will be notified ahead of time, and either the parent/guardian or the student may opt out of the screening at any time before or during the screening through written notification. Information provided by a student during a screening is confidential, except in instances of an immediate medical emergency or disclosure of the information provided is required by state law. The screening will be implemented in accordance with state and federal laws regarding student confidentiality, including applicable student record laws and regulations.

Definition: SBIRT stands for Screening, Brief Intervention, and Referral to Treatment. An evidence-based screening tool is utilized for the Screening; the Brief Intervention is provided through motivational interviewing and the Referral to Treatment is dependent on resources available in the school and community.

Background: Substance use during adolescence is associated with various negative outcomes including problems in school, injuries, emergency room visits, arrests, violence, and other risky behaviors, such as unprotected sex. The younger a person is when he/she first uses alcohol or drugs, the greater the likelihood that he/she will become dependent and/or addicted as an

adult. Additionally, heavy alcohol and marijuana use in adolescence may result in long-lasting functional and structural changes in the brain affecting memory and learning functions, decreasing motivation, and increasing the risk of serious mental illness. In response to the Opioid Crisis, an Opioid Bill was signed by Governor Baker on March 14, 2016, mandating a verbal screening for substance use (also known as Screening, Brief Intervention, Referral to Treatment – SBIRT).

Purpose: The purpose of SBIRT is to promote prevention and identify early risk for substance use in our adolescents and to take appropriate actions as soon as possible if a problem is identified. Neuroscience tells us that the developing adolescent brain is at particular risk for addiction, so intervening early, before a substance use disorder develops, is key to the life-long health of our students. The SBIRT screening process reinforces healthy choices being made by students, identifies those who need intervention and education, ideally before substance use begins, and provides a referral for those who need additional support or treatment. SBIRT screenings are performed like other health screenings in school settings (i.e., vision, hearing, BMI) with respect to identifying a health condition as soon as possible so as to enable all children to obtain the fullest benefit of their educational opportunities.

Universal Screening: The SBIRT protocol developed by the MA Department of Public Health (DPH) for use by school health personnel is a structured, evidence-based conversation that promotes prevention and identifies early risk for substance use among adolescents. It is a UNIVERSAL screening of ALL students in a selected grade level. It is not a targeted screen for selected students, nor is it intended to get anyone “in trouble”. It is neither “drug testing” nor is it a treatment program for students who may be addicted to substances.

SBIRT Team: An SBIRT team will be composed of school health personnel, such as school counselors, adjustment counselors, social workers, psychological staff, and health educators. Members of the SBIRT team will implement the screening, provide education to the students and/or provide follow-up as necessary.

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 the student meets the standards for medical or religious exemption set forth in M.G.L. c. 76 §15. Students with exemptions may be subject to exclusion during disease outbreaks.

Deleted: a waiver of this requirement has been granted based upon documented medical need or sincere religious belief.

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.

School Choice

The Chelmsford Public Schools participate in school choice. If space is available, students residing outside of the Town of Chelmsford may apply to attend the Chelmsford Public Schools. Please visit our [School Choice Page on our website](#) for information on enrollment.

Physical Education

All students must participate in physical education classes in each year of school. In cases of illness for a day or two, a written note from parents will excuse participation. This note should be brought to the school nurse. A long-term request to excuse participation requires a written medical excuse from a physician and permission of the school administration.

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, [unless part of a student's IEP.](#)

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, and those receiving special education services with an IEP requiring special transportation, receive free transportation.

Bus Rules

Parents should be aware that students’ opportunity to ride the school bus is conditioned on their behavior and observance of school rules pertaining to proper conduct. All school rules are in effect while students are being transported to and from school on school buses, including at bus stops. 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.
- f. Students and parents may be 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

Deleted: ; this is in accordance with State law.

Deleted: are

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.

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.

Code of Conduct/Consequences

Student Expectations

The Chelmsford Public Schools is committed to providing a safe and nurturing environment which embraces 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. ▼

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 cause any 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. Any student wearing clothing deemed by an administrator to be a violation of the reasonable standards of health, safety, and cleanliness, or a disruption or disorder within the school environment, may be asked to change their clothing or be sent home.

Deleted: consistent with the laws that protect students on the basis of race, gender, ethnicity, religion, sexual orientation, household income, gender identity, or cultural observance.

Deleted: does not contribute to a hostile or intimidating

Deleted: 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 shoe requirements 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.

Deleted: are permitted

* 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 class-specific dress (e.g., physical education) or requiring specific clothing for a field trip.

3. The following items are likely to cause disruption or disorder or violates reasonable standards of health, safety and cleanliness. ;

Deleted: Students ~~Cannot~~ Wear Clothing that

Deleted: 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.

Dress Code Enforcement

The list above is not meant to be all-inclusive. School administration and staff have discretion to determine what clothing may violate the reasonable standards of health or safety, and when clothing may cause any disruption or disorder within the school or to the educational process. As such the administration reserves the right to determine what is and what is not appropriate in all cases and will determine consequences as described in the behavior section of this handbook. The administration may waive any restriction(s) in cases involving

extenuating circumstances.

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, 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,
5. Knives (including pocket or utility knives), fireworks, or stink bombs. Bringing any of these items to school may, result in suspension or expulsion in accordance with the discipline section outlined below, and in some cases reported to the police and/or fire department.
6. Other devices that may create a disruption or potentially be a safety risk (i.e. shock delivering devices).

** 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.*

Drugs and Alcohol

The use, possession or distribution of any alcohol, drugs (including marijuana, non-prescribed medication, and prescribed medication not in compliance with this handbook), 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 prohibited. Intentionally smelling or inhaling the fumes of any substance having the property of releasing toxic vapors in order to

Deleted: will

cause intoxication, euphoria, excitement, exhilaration, stupefaction, or dulled senses or nervous system is prohibited. Violations may include but are not limited to discipline including possible long-term suspension or expulsion, as permitted under applicable state laws and regulations, and/or being barred from participating in a school-sponsored activity.

Where deemed appropriate by the school administration, a report may also be made to law enforcement authorities. Under the direction of a school administrator, an alcohol/drug screen may be performed by a school nurse.

Any individual (student, staff, or visitor) who smokes in a place where smoking is prohibited may be subject to a civil fine of \$100 for each violation.

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/communication devices should be off while in school, unless in use for instructional purposes. Any student using a cell phone/communication device 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/communication devices to the student at the end of the day. Second and subsequent offenses 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, may 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 may result in student discipline. This list is not an exhaustive list but is meant to be illustrative.

1. Throwing objects.
2. Stealing.
3. Threats, acts of intimidation, aggressive behavior (including pushing and shoving), fighting.
4. Borrowing or exchanging money (Items for sale will be confiscated and parents will be notified. Students should not bring large sums of money to school.)
5. Damage to, defacing, or tampering with school property or the property of others.

Deleted: Lighters, matches or other lighting devices, alcohol, 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

(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 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
9. Harassment, hazing, or bullying.
10. Sexual harassment.
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. 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.

2. Detention - A student 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.
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

Student Due Process Procedures

Our Code of Student Conduct provides guidelines for students to maintain a positive and supportive environment where students and staff are able to work collaboratively but the Code of Student is not exhaustive. Rather it establishes guidelines for addressing inappropriate conduct and imposing disciplinary consequence. It establishes every individual's responsibility to respect the rights of others. Finally, it identifies a range of possible consequences for misconduct, ensuring that students know in advance of their actions what obligations may be due. In some instances, consequences may carry over from one year to the next. Please be aware that some behavior warrants police investigation as the breach of conduct may also be a criminal offense.

Any failure to comply with the rules of the school, or state or federal law, may result in possible disciplinary consequences, which may include, but is not limited to, confiscation of prohibited items, counseling, loss of privileges, detentions, community services, in-school suspension, out-of-school suspension, or, when appropriate and permitted, expulsion from school.

All school rules shall be in effect on school-provided transportation and for all extracurricular or co-curricular events and activities, home or away. The principal and vice-principal monitor, approve and deliver all student disciplinary sanctions.

▼ The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the disciplinary due process rights afforded students under Massachusetts law.

Deleted: Student disciplinary offenses that may result in suspension or expulsion are subject to certain due process rights and procedures. The following sections provide you with information about these rights.

If you are excluded from school for disciplinary reasons, you may not be in school, on school grounds or attend any school-sponsored events during the duration of your suspension, which includes the day you are suspended. You may also be required to meet with the Assistant Principal and a parent/guardian either on the day you are suspended or when you return from suspension. Any student suspended during the year may be excluded from participating in any extracurricular activities (talent show, grade 8 dance, field trips, etc.)

In compliance with 603 CMR 53.14, the Chelmsford public Schools will collect and annually report data to DESE regarding suspensions, expulsions, and emergency removals, access to education services, and other information deemed necessary by DESE in the form and manner determined by DESE. The Principal will periodically review discipline data by selected student populations, including but not limited to race and ethnicity, English language learner status, disability status, gender, and socioeconomic status, and assess the extent of removal, its impact on such selected student populations, and whether to modify disciplinary practices.

Student disciplinary offenses that may result in suspension or expulsion are subject to certain due process rights and procedures. The following sections provide you with information about these rights.

Suspensions and expulsions of students shall be imposed in compliance with constitutional, statutory, and regulatory requirements, including M. G. L. c. 76, §17; M. G. L. c. 76, §21; M. G. L. c. 71, §37H; M. G. L. c. 71, §37H 1/2; and M. G. L. c. 71, §37H 3/4. The Principal, and/or a designee, where permitted, may exercise their discretion to impose suspensions and expulsions for school rules violations within the limitations and the due process provisions sets forth.

Definitions Related to Student Discipline - 603 CMR 53.00

- Superintendent: chief executive officer employed by the school committee to administer a school system, or his or her designee appointed for the purpose of conducting a student disciplinary hearing.
- Principal: the instructional administrative leader of the school or the Principal's 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) school days, indefinitely, or permanently, as permitted under M. G. L. c. 71 § 37H or 37H½ for: (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, 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 M.G.L. c. 71, § 37H or 37H½.

- 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. In-school suspension for ten days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension under these regulations. If a student is placed in in-school suspension for more than ten days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes.
- 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.
- 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.

Due Process Under M.G.L. c. 71, §37H ¾

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.

The due process under M.G.L. c. 71, § 37H ¾ applies to all offenses, except possession of a dangerous weapon, possession of a controlled substance, assault on staff, or felony offenses.

Emergency Removals - M. G. L. c. 71, §37H ¾ and 603 CMR 53.07 Only

The Principal or their designee 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

Deleted: DUE-PROCESS RIGHTS FOR STUDENTS CHARGED WITH POSSESSION OF A DANGEROUS WEAPON, POSSESSION OF A CONTROLLED SUBSTANCE, OR ASSAULT OF SCHOOL STAFF AND/OR FOR STUDENTS WHO HAVE BEEN CHARGED WITH OR CONVICTED OF A FELONY (M.G.L. c. 71, § 37H and M.G.L. c. 71, § 37H ½ - also referred to as "statutory offenses.").

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 or their designee 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 or their designee 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. The Principal shall also provide written notice to the student and parent in English and the primary language of the home if other than English, or other means of communication where appropriate, and include notice of the items numbered (3) – (8) in the previous sentence. 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 Only

- Due Process for In-School Suspension; M.G.L. c. 71, § 37H ¾ Only: 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 Only: – 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.

Notice and Principal's Hearing - M.G.L. c 71, § 37H ¾ Only

Prior to the imposition of a short-term out-of-school suspension or a long-term suspension under this section, the Principal or their designee shall provide oral and written notice of the charges and potential disciplinary sanction and of the student's and parent's/guardian's right to participate in a hearing with the Principal or their designee to contest the charges against the student and to provide evidence, including mitigating facts, and witnesses in the student's defense, the right of the student and the student's parent to interpreter services at the hearing if needed to participate, and the date, time and location of the hearing.

The hearing may take place without the student's parent(s)/guardian(s) if the Principal or their designee has sent written notice and has documented at least two (2) attempts to contact the parent/guardian in the manner specified by the parent for emergency notification.

The purpose of the principal's hearing is to hear and consider information regarding the alleged incident for which the student may be suspended, to provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, to determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

In accordance with the requirements of M.G.L. c. 71, § 37H3/4, as amended through Chapter 177 of the Acts of 2022, the Principal or their designee, when acting as a decision-maker at a disciplinary hearing to consider a student's possible out-of-school suspension 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, first consider ways to re-engage the student in the learning process. The Principal or their designee shall not suspend the student out-of-school on a short-term or long-term basis under such circumstances 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 (physical and/or psychological) upon another person while in school. M.G.L. c. 71, § 37H3/4(b). Alternative remedies for purposes of these requirements may include but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving.

The Principal or their designee shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense and in accordance with the requirements of 603 CMR 53.00.

- Short-term Suspension (M.G.L. c 71, § 37H ¾ only)

The Principal or their designee shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student and the parents/guardians shall have an opportunity to present information, including mitigating facts, that the Principal or their designee should consider in determining whether other remedies and consequences may be appropriate. The Principal or their designee shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal or their designee should consider in determining consequences for the student. Students and parents do not have the right under applicable policies and regulations to be represented by legal counsel at a short-term suspension hearing.

Based on the available information, including mitigating circumstances, the Principal or their designee shall determine whether there is a preponderance of evidence to support a determination that the student committed the disciplinary offense, and, if so, the remedy or consequence to be imposed.

The Principal or their designee shall provide written notice to the student and parent/guardian of the Principal or their designee's findings and 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. The determination shall be in writing and may be in the form of an update to the original written notice of hearing. The imposition of a short-term suspension is not subject to appeal.

- Long-term Suspension (M.G.L. c 71, § 37H ¾ only)

In addition to the rights afforded a student in a short-term suspension hearing, the student and parent/guardian shall also have the opportunity to review the student's record and the documents upon which the school may rely in making a determination to suspend the student or not; the right to be represented by counsel or a lay person of the student's choice (at the student's/parent's/guardian's expense); the right to produce witnesses on the student's behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; the right to cross-examine witnesses presented by the school; the right to request that the hearing be recorded 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.

If present, the parent/guardian shall, in addition to the student, have an opportunity to discuss the student's conduct and offer information, including

mitigating circumstances, that the Principal or their designee should consider in determining consequences for the student.

Based on the preponderance of evidence presented at the hearing, the Principal or their designee shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances, the remedy or consequence to be imposed. The Principal or their designee shall send the written determination in English and the primary language spoken in the student's home to the student and parent/guardian by certified first-class mail and by email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal/designee and the parent/guardian.

If the student is suspended for more than ten (10) school days for a single infraction or for more than ten (10) school days cumulatively for multiple school rules violations in any school year, the notice will include written notification of the right to appeal to the Superintendent or his/her designee and the process for appealing. Except as provided for under M.G.L. c. 71, §§ 37H and/or 37H1/2, no student will be suspended in accordance with M.G.L. c. 71, § 37H3/4 for greater than ninety (90) school days for one or more violations of school rules within a school year.

School Rules Violations Superintendent's Appeal Hearing - M.G.L. c 71, § 37H ¾ Only Students do not have the right to appeal an in-school or short-term out-of-school suspension imposed pursuant to M.G.L. c. 71, § 37H3/4. Students and parents/guardians do, however, have the right to appeal a long-term suspension imposed by the Principal, to the Superintendent or the Superintendent's designee. The student and/or the parent(s)/guardian(s) shall have five (5) calendar days following the effective date of the suspension to submit a written request for an appeal to the Superintendent but may be granted an extension of time of up to seven (7) calendar days. If the appeal is not timely filed, the Superintendent may deny the appeal.

The Superintendent or their designee will hold a hearing with the student and the parent(s)/guardian(s) within three (3) school days or the student's request for an appeal. The time may be extended up to seven (7) calendar days if requested by the parent(s)/guardian(s). The appeal hearing may proceed without the parent(s)/guardian(s) only if a good faith effort was made to include parent(s)/guardian(s). The Superintendent or designee shall be presumed to have made a good faith effort if the Superintendent or designee has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to participate. The Superintendent or designee shall send written notice to the parent/guardian of the date, time, and location of the hearing in both English and in the primary language of the student's home.

At the appeal hearing, the Superintendent or designee shall determine whether the student committed the disciplinary offense of which the student is accused, and if so, the appropriate consequence therefor. Students shall have all of the rights afforded to students at the principal's hearing for long-term suspension. The Superintendent will issue a written decision within five (5) calendar days of the hearing. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal (or the Principal's designee), but shall not impose a suspension greater than that imposed by the Principal's decision. The Superintendent appeal decision is the final decision of the school.

During the course of any suspension, a student may be ineligible to participate in any school-related activities, including athletic activities and other extracurricular activities and school-sponsored events. Removal from such activities and events is not subject to the procedures of M. G. L. c. 71, § 37H ¾ or 603 CMR 53.00. The student and his/her parents are expected to meet with a school administrator prior to the student's return to class. During the course of an out-of-school suspension, a student may not be on school premises.

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 Under M.G.L. c. 71, §§ 37H and 37H ½

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 or adjudication or admission of guilt with respect to such felony, 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 Under M.G.L. c. 71, §§ 37H and 37H ½

Unlike M.G.L. c. 71, § 37H ¾, for offenses that fall within M.G.L. c. 71, §§ 37H and 37H ½, the 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

Deleted: <#>Interim Short Term Disciplinary Removal: In limited situations where a student is charged with a violation of M.G.L. c. 71, § 37H, or is subject to suspension in accordance with M.G.L. c. 71, § 37H1/2, and is determined by the principal to present an immediate threat to persons, property, or the orderly educational environment of the school, the student may be suspended from school by the principal on an interim short term basis of ten (10) school days or less pending a formal hearing to consider the student's long-term suspension or expulsion. Prior to the imposition of any disciplinary sanction that might result in a student's interim suspension from school for ten (10) consecutive school days or less pending a long-term suspension/expulsion hearing, the student will be given oral notice of the offense with which he/she is charged and an opportunity to respond. In the event that the Principal determines that the student will be suspended from school on an interim, short-term basis pending a formal hearing to consider the student's possible long-term suspension or expulsion, the student and the student's parent(s)/guardian(s) will be notified by telephone and in writing. Such interim, short-term removals shall not be subject to appeal. ¶
Disciplinary Sanctions and Appeals: Except where a short term interim removal has been imposed, prior to the imposition of any disciplinary sanction that might result in the student's suspension or expulsion from school for possession of a dangerous weapon, possession of a controlled substance, or assault on school staff and/or due to a felony charge, the student and the parents/guardians will be given written notice in English and in the primary language of the student's home of a principal's hearing at which the student and parent/guardian have the right to be represented by an attorney (at private expense), to examine the evidence against the student, and to present witnesses and documentary evidence in the student's defense. Following this hearing, a written decision will be issued. ¶

¶
Under M. G. L. c. 71, § 37H, a student only has the right to appeal if the student has been expelled although students suspended in excess of ten consecutive days in accordance with M.G.L. c. 71, § 37H will be permitted to appeal their long-term suspension to the Superintendent. The student shall have ten (10) calendar days from the effective date of the exclusion to file a written appeal with the Superintendent. The student and the parent(s)/guardian(s) will have the right to appeal any decision imposing a long-term suspension or expulsion from school to the Superintendent. The student will have the right to counsel at a hearing before the Superintendent and the subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provision of M. G. L. c. 71, § 37H. For exclusions imposed pursuant to M.G.L. c. 71, § 37H ½, the student shall have five (5) calendar days from the effective date of the exclusion to file a written appeal with the superintendent. 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 the student's behalf and shall have the right to counsel. 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 student's suspension or expulsion. Pending the outcome of any such appeals, the disciplinary sanction imposed by the principal shall ... [2]

Deleted: DUE-PROCESS RIGHTS FOR STUDENTS CHARGED WITH OTHER VIOLATIONS (Non-Statutory Offenses - M.G.L. c. 71, § 37H ¾ and 603 CMR 53.00)

felony, if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. 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 Under 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 Related to Long-Term Exclusion Under M.G.L. c. 71, §37H: Any student who has been expelled from the school 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.

Suspensions or expulsions are decisions that must consider a student's due process rights. The Principal or their designees are required to report to the police department the presence of any weapon on school premises.

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 may suspend such student for a period of time determined appropriate by said Principal if said Principal determines that the student's continued presence in school would have a substantial detrimental effect on

Deleted: Applicable Definitions: 

the general welfare of the school.

Notice of Principal's Hearing/Decision Related to Long-Term Exclusion Under 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 Related to Long-Term Exclusion Under M.G.L. c. 71, §37H1/2: The student shall have the right to appeal the suspension to the Superintendent. The student must notify the Superintendent in writing 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 District 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 may expel said student if such Principal 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 Related to Long-Term Exclusion Under 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 Related to Long-Term Exclusion/Expulsion Under 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, 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 District with regard to the long term suspension/expulsion.

Opportunity To Make Academic Progress

The District 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 withdraws from the District and/or 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. This information serves as notice that the District may share copies of the student record, including discipline records, with any school in which the student may seek or intend to enroll. 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 school work 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's Education Service Plan is subject to change, and may include, but is not limited to, tutoring, alternative placement, and online or distance learning.

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.

Removal from Privileges and Extracurricular Activities

Students who are suspended or expelled from school are not allowed on school grounds and may not participate in any school-sponsored events, including extracurricular activities or other school-sponsored events. A removal from privileges and/or extracurricular activities is not subject to the procedures set forth herein.

DISCIPLINARY PROCEDURES FOR STUDENTS WITH DISABILITIES

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act (IDEA), and related regulations, require that additional provisions be made for students who have been found eligible for special education services or who the school district knows or has reason to know might be eligible for such services. Students who have been found to have a disability that impacts upon a major life activity, as defined under §504 of the Rehabilitation Act of 1973, are, generally, also entitled to increased procedural protections upon the imposition of a discipline sanction that will result in the student's removal for more than ten (10) consecutive school days or which will result in a pattern of short term removals exceeding ten (10) school days in a given year. The following additional requirements apply to the discipline of students with disabilities:

- i. Students with disabilities may be excluded from their programs for ten (10) school days or less to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) consecutive school days in a given school year or subjected to a pattern of removal constituting a "change of placement," building administrators, the student's parent(s)/guardian(s), and relevant members of the student's IEP or 504 Team will meet to review all relevant information in the student's file, including the IEP, any teacher visits, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP—"a manifestation determination."
- ii. No later than the date of the decision to take disciplinary action, the school district will notify the parent(s) of that decision and provide them with the written notice of procedural safeguards.

Team Determination that the Conduct was Not a Manifestation of the Student's Disability

1. If building administrators, the student's parent(s)/guardian(s), and relevant members of the student's IEP or 504 Team determine that the student's conduct was NOT a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students, except that students eligible for special education are entitled to services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals as of the eleventh (11th) day of disciplinary

exclusion in the school year. Such services are not available to students under Section 504. The student's IEP Team will identify the services necessary to allow the student to continue to participate in the general education curriculum and to progress toward IEP goals during the period of exclusion, review any existing behavior intervention plan or, may, as appropriate, conduct a functional behavioral assessment, to address the behavior so that it does not recur.

Team Determination that the Conduct Was a Manifestation of the Student's Disability

1. If building administrators, the student's parent(s)/guardian(s), and relevant members of the student's IEP or 504 Team determine that the misconduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further disciplinary removal or exclusion from the student's current educational program based on that incident of misconduct (except for conduct involving weapons, drugs, or resulting in serious bodily injury to others). The student's IEP Team shall either: if a behavior intervention plan has already been developed, review and modify it, as necessary, to address the behavior; or arrange for a functional behavioral assessment and implement a behavior intervention plan for the child.

Special Circumstances

1. If a student with a disability possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a dangerous weapon, or causes serious bodily injury to another on school grounds or at a school function, the District may, with or without parent/guardian consent, and regardless of the manifestation determination, place the student in an interim alternative educational setting (IAES) for up to forty-five (45) school days. A court or BSEA Hearing Officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days. A parent can also consent to a forty-five (45) school day interim setting. If the school district requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.
2. The interim alternative setting must enable the student to participate in the general curriculum, although in another setting, and progress toward the goals in the IEP. The interim alternative setting must also provide services and modifications designed to address the behavior giving rise to the removal and to prevent the behavior from reoccurring.
 - a. At the conclusion of the forty-five (45) school day period, *the student shall be returned to his/her previous placement* unless the parent (or student if 18+) consents to an extension of the interim alternative setting or an Order is obtained from the Bureau of Special Education Appeal authorizing the student's continued

removal.

- b. The parent shall have the right to appeal the Team's manifestation determination, the imposition of a disciplinary change in placement, and the student's placement in an interim alternative educational setting to the Bureau of Special Education Appeals. The student will remain in the disciplinary placement imposed by school authorities pending a decision on the appeal or until the expiration of the disciplinary sanction, whichever comes first.

Note: If, prior to the disciplinary action, the school district had knowledge that the student may be a student with a disability, then the district will make all protections available to the student (e.g., manifestation determination) until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if: (a) the parent had expressed concern in writing; (b) the parent had requested an evaluation; or (c) District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student. The district may not be considered to have had prior knowledge if the parent has not consented to an evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility. If a request is made for an evaluation of a student's eligibility for special education services under the Individuals with Disabilities Education Act (IDEA) during the time period in which the student is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, the student will remain in the educational placement determined by school authorities, which may include suspension or expulsion from school. If the suspension imposed terminates prior to the completion of said expedited evaluation, the student shall be allowed to return to school immediately upon the conclusion of the disciplinary exclusion. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

Non-Discrimination

Right to Equal Education

Every person shall have a right to attend the public schools of the town where she/he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly attended public schools. 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 race, color, sex, gender identity, religion, national origin, immigration or citizenship status, disability or sexual orientation. M.G.L. c. 76, § 5.

Notice of Non-Discrimination

The Chelmsford Public Schools does not tolerate discrimination against students, parents, employees or the general public on the basis of race¹, color, national origin, sex, sexual orientation, gender identity, pregnancy or pregnancy status, disability, homelessness, religion, age or immigration [or citizenship](#) status. The Chelmsford Public Schools is also committed to maintaining a school environment free of harassment based on race, color, religion, national origin, [immigration or citizenship status](#), 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. In addition, the District provides equal access to all designated youth groups. Consistent with the requirements of the McKinney-Vento Act, the District also does not discriminate against students on the basis of homelessness.

The Superintendent shall designate at least one administrator to serve as the compliance officer for the District's non-discrimination policies in education-related activities, including but not limited to responding to inquiries related to Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act; the Age Act; M.G.L. c. 76, § 5; M.G.L. c. 151B and 151C; and 603 C.M.R. § 26.00. Inquiries about the application of Title IX to the District may be referred to the District's Title IX Coordinator, to the Assistant Secretary of the U.S. Department of Education, or both.

The Chelmsford Public Schools' policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; no person shall be excluded from or discriminated against in employment, admission to a public school of Chelmsford or in obtaining the advantages, privileges, and courses of study of such public school on account of 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.

In addition to designating at least one administrator to respond to inquiries regarding the District's non-discrimination policies, the District has adopted grievance procedures for addressing reports of discrimination, harassment and retaliation under the protected classes identified in this policy. If an individual is interested in filing a complaint that they have been discriminated against because of race, color, national origin, sex, sexual orientation, gender identity, pregnancy or pregnancy status, disability including meal modifications, homelessness, religion, age or immigration status, their complaint should be filed in accordance with the District's grievance procedures for discrimination, harassment, and retaliation.

A complete copy of the District's Civil Rights Grievance Procedures are available [here](#).

¹ Under Massachusetts law, "'Race', as applied to a prohibition on discrimination based on race, shall include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles." M. G. L. c. 4, § 7. Protective hairstyles, "shall include, but not be limited to, braids, locks, twists, Bantu knots, hair coverings and other formations." *Id.*

A complete copy of the District's Title IX Sexual Harassment Grievance Procedures are available [here](#).

Chelmsford Public Schools Civil Rights and Title IX Coordinator:

Diane Carey, Director of Human Resources

careyd@chelmsford.k12.ma.us

978-251-5100 X6904

TITLE IX

Title IX of the Education Amendments of 1972

The District does not tolerate discrimination against students, parents, employees, or the general public on the basis of sex. The District is also committed to maintaining a school environment free of harassment based on sex, including harassment based on gender, sexual orientation, gender identity, pregnancy or parenting status. The District'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, admission to the District or in obtaining the advantages, privileges, and courses of study of such public school on account of sex.

How to Report Sexual Harassment: Individuals are encouraged to report allegations of sexual harassment to the District Title IX Coordinator or the Principal. Any report of sexual harassment, as defined under Title IX of the Education Amendments of 1972, will be responded to promptly in accordance with the District's Title IX Sexual Harassment Grievance Procedure.

Reports of discriminatory harassment not constituting sexual harassment as defined under Title IX of the Education Amendments of 1972, will be initially addressed through the [District's Title IX Sexual Harassment Grievance Procedure](#) and may, if dismissed under that procedure, be investigated in accordance with the [District's Civil Rights Grievance Procedure](#).

Upon receipt of a report of sexual harassment, the Title IX Coordinator will: (1) promptly and confidentially contact the complainant to discuss the availability of supportive measures; (2) inform the complainant of the availability of supportive measures with or without the filing of a Title IX Formal Complaint; (3) consider the complainant's wishes with respect to supportive measures; (4) if the school district does not provide the complainant with supportive measures, document the reasons why such response was reasonable; and (5) explain to the complainant the process for filing a Title IX Formal Complaint.

Inquiries about the application of Title IX may be directed to the District's Title IX Coordinator and/or the Assistant Secretary of the U.S. Department of Education, Office for Civil Rights.

Any employee or student found to have engaged in sexual harassment may 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 may be subject to professional discipline including but not limited to possible termination of employment.

Civil Rights Policy for the School Food Service Program

The Chelmsford Public Schools ("Chelmsford" or "District") is committed to complying with state and federal Civil Rights Requirements in all of its programs, including the USDA Food and Nutrition Services and DESE School Food and Nutrition Programs.

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, disability, religion, because of prior civil rights activity, or, as applicable, political beliefs,

In addition to USDA policy and federal law, Chelmsford provides benefits to all eligible individuals without discrimination in accordance with state civil rights laws. To this end, Chelmsford is committed to maintaining school environments free of discrimination, harassment, or retaliation based on race, color, religion, ancestry, national origin, sex, sexual orientation, gender identity, age, homelessness, or disability. Harassment, discrimination, and retaliation in any form or for any reason is prohibited. This includes harassment or discrimination by administrators, personnel, students, vendors, and other individuals in school or at school-related events.

Any person alleging harassment or discrimination in the District's School Food and Nutrition Program has the right to file a complaint. Please see the District's Complaint Procedures.

Chelmsford will make meal modifications and/or substitutions, at no cost to the student or parent/guardian, for students who are unable to eat meals served in any Child Nutrition Programs because of their disability(ies). To request a meal modification and/or substitution based on your child's disability, please contact Chelmsford's 504 Coordinator and submit supporting documentation, including a medical statement signed by a state-licensed healthcare professional or registered dietitian. Parents/guardians are encouraged to contact Chelmsford's 504 Coordinator and submit supporting documentation. The medical statement must include the following information: information about the child's disability that is sufficient to allow Chelmsford to understand how it restricts the child's diet; an explanation of what accommodations are necessary; and the food or foods to be omitted and recommended alternatives. A request for meal modification may be declined if such a modification would fundamentally alter the nature of the of Child Nutrition Program.

Chelmsford's 504 Coordinator can be reached at:

Amy Reese, Director of Student Services
reesea@chelmsford.k12.ma.us
978-251-5111 X6919

Deleted: is a sponsor of the U.S. Department of Agriculture (USDA) Food and Nutrition Services (FNS) Child Nutrition Programs. In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (800) 7953272 or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer.

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. It has been revised and submitted to the state as the amendments to the law have 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 ~~paraeducator~~ to engage in bullying, cyberbullying, or retaliation.

Deleted: paraprofessional

Bullying is defined as the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

Acts of bullying, which include cyberbullying, are prohibited: (i) on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school and (ii) at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the act creates a hostile environment at school for the victim, infringes on the rights

Deleted: shall be

Deleted: bullying

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

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school-related activities, functions, or programs.

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.

Policies and Procedures for Reporting and Responding to Bullying and Retaliation

1. Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, to the principal or designee, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing by the principal or designee. Chelmsford Public Schools' staff member is required to report immediately to the principal or designee any instance of suspected bullying or retaliation the staff member becomes aware of or witnesses. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school policies and procedures for behavior management and discipline. Reports made by students, parents or guardians, or other individuals who are not school or district staff members may be made anonymously.

- a. The district will make a variety of reporting resources available to the school community, including, but not limited to, an Incident Reporting Form, a dedicated mailing address, a list of telephone numbers, and an email address (Appendix B). Anyone may make a report of a behavior or activity that is believed to be bullying, including cyberbullying or retaliation to the principal or designee.
- b. Use of an Incident Reporting Form is not required as a condition of making a report (See Appendix A). The school or district will
 - i. Include a copy of the Incident Reporting Form at the beginning of the packets for students and parents or guardians;
 - ii. Make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and
 - iii. Post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and

Formatted: Not Expanded by / Condensed by

parents or guardians.

Nothing in this Plan shall be construed to limit an individual's ability to call 911 where a threat to the safety of a student and/or other individuals is present. If there is concern about anyone's immediate safety, please call 911 first, then notify an administrator. Nothing in this Plan prevents an individual from reporting to the police a crime. Nothing in this Plan prohibits an individual from exercising their responsibilities as a mandated reporter under M. G. L. c. 119, sec. 51A and nothing in this Plan shall be used to deter an individual from reporting neglect or abuse to the appropriate state agency.

At the beginning of each school year, the school or district will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

2. Reporting by Students, Parents or Guardians, and Others

The District encourages students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee by either submitting the Incident Report Form, orally reporting the instance, or otherwise make the principal or designee aware of the instance. Any report made anonymously will be investigated, however, no disciplinary action shall be taken against a student solely on the basis of an anonymous complaint. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee or to the superintendent or designee when the principal or assistant principal is the alleged aggressor.

Deleted: school or district

Deleted: expects

Deleted: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report

2. Responding to a report of bullying or retaliation,

After making a preliminary determination that the facts as alleged, if true, would meet the statutory definition of bullying or retaliation, the principal or designee will promptly commence an investigation.

Formatted: Not Expanded by / Condensed by

a. Safety

Upon commencing a bullying investigation, the principal or designee will make a preliminary determination as to the need for immediate interventions to protect the safety of the alleged target, complainant, witnesses or interviewees regarding the bullying allegations. Responses to promote safety may include, but not be limited to: (i) creating a personal safety plan; (ii) predetermining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; (iii) identifying a staff member who will act as a "safe person" for the target; and (iv) altering the aggressor's schedule and access to the target. The principal or designee will take additional steps to

Deleted: Before fully investigating the allegations of bullying or retaliation

Deleted: will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents.

promote safety during the course of and after the investigation, as necessary. The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. Student safety planning procedures will be implemented as per the school protocols. Other steps to promote safety may be taken, as appropriate, if the alleged aggressor is a staff member.

b. Obligations to Notify Others

- i. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. The notification to the parents and guardians of the target will include the actions the school is taking to prevent further acts of bullying or retaliation. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state and federal confidentiality and student records laws and regulations, including 603 CMR 49.00.
- ii. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, including 603 CMR 49.00 and 603 CMR 23.00.
- iii. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

A principal may disclose a determination of bullying or retaliation to a local law enforcement agency under 603 CMR 49.06 without the consent of a student or his or her parent/guardian. The principal shall communicate with law enforcement officials in a manner that protects the privacy of targets, student witnesses, and aggressors to the extent practicable under the circumstances.

In making this determination, the principal will, consistent with the Plan, the Memorandum of Understanding (MOU) with the Chelmsford Police Department and with applicable school or district policies and procedures, consult with the Chelmsford School District's "Law Enforcement Unit", if any, and other individuals the principal or designee deems appropriate.

- iv. Notice to Other Parties. A principal may not disclose information from a student record of a target or aggressor to a parent/guardian unless the information is about the parent's/guardian's own child.

A principal may disclose student record information about a target or aggressor to appropriate parties in addition to law enforcement in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals as provided in 603 CMR 23.07(4)(e) and 34 CFR 99.31(a)(10) and 99.36. 603 CMR 49.07(3) is limited to instances in which the principal has determined there is an immediate and significant threat to the health or safety of the student or other individuals. It is limited to the period of emergency and does not allow for blanket disclosure of student record information. The principal must document the disclosures and the reasons that the principal determined that a health or safety emergency exists.

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

During the investigation, the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whomever is conducting the investigation) will remind the alleged aggressor, alleged 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.

When a report of bullying involves the principal or the assistant principal, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the plan, including addressing the safety of the alleged target. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the plan, including addressing the safety of the alleged target.

4. **Determinations.** The principal or designee will make a determination as to whether the preponderance of the evidence supports a finding that bullying occurred. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target feels safe and is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Deleted: based upon all of the facts and circumstances.

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.

If bullying is substantiated, the principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and 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 target about the Massachusetts Department of Elementary and Secondary Education's ("DESE") Problem Resolution System and the process for seeking assistance or filing a claim through the Problem Resolution System. The parents or guardians of the victim must be provided with the following contact information: Program Resolution System Office, Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-4906, Telephone: 781-338-3700; TTY: N.E.T. Relay: 1-800-439-2370.

The principal will collaborate with special educators, guidance counselors, counselors

and/or school adjustment counselors to provide counseling or appropriate referrals for services for targets, aggressors and families.

If, at anytime during the bullying investigation and determination process, the Principal determines that potential discrimination or harassment on the basis of a protected class may have occurred, the Principal shall follow the district or school's policies and procedures for applicable discrimination or harassment investigations.

Deleted: Please see below for more information on how to seek assistance or file a claim through the problem resolution system.

5. **Responses to Bullying.**

- Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 370(d)(2)(v). Skill building approaches that the principal or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home; or
- adopting behavioral plans to include a focus on developing specific social skills.

Deleted: ; or

Deleted: <#>making a referral for evaluation.

6. **Taking Disciplinary Action**

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

7. **Promoting Safety for the Target and Others**

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

Training and Professional Development

Assessing needs and resources. At least once every four years beginning with 2015-16 school year, the district will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the school or district will annually report bullying incident data to the Department. Annual staff training on the Plan. At the building level, annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years. Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by law, the content of school-wide and district-wide professional development will be informed by research and will include information on:

- developmentally/age-appropriate strategies to prevent bullying;
- developmentally/age-appropriate strategies for immediate, effective interventions to stop bullying incidents;
- information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment.
- information on the incidence and nature of cyberbullying; and
- Internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

The District will provide all staff with an annual written notice of the Plan by publishing information about it, including relevant sections for staff, in the District employee handbook. The Plan will also be available on the District's website.

Curriculum

CURRICULUM INCLUSIVITY

Consistent with Massachusetts regulations, 603 CMR 26.05(1), the Chelmsford Public Schools, through its curricula and materials, encourages respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin or sexual orientation. In accordance with district guidelines, families may request information from the building principal on available accommodations related to curriculum content. For more information, please see the section in the Student-Family Handbook section titled "Transgender and Non-Conforming Students."

Human Sexuality and Curriculum

Parents and guardians have the option to exempt their student from any portion of the curriculum dealing primarily with human sexual education or human sexuality issues. The District will not penalize a student for such an exemption. Parents or guardians opting to exempt their student must provide written notification to the Principal. To the extent practicable, instructional materials for such curriculum will be made reasonably accessible to parents/guardian, educators, school administrators, and others for review and inspection. M. G. L. c. 71, § 32A.

Curriculum Opt-Out

Consistent with Massachusetts regulations, 603 CMR 26.05(1), the Chelmsford Public Schools, through its curricula and materials, encourages respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin, or sexual orientation. In accordance with district guidelines, families may request information from the building principal on available accommodations related to curriculum content.

SERVICES AND ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Some students with disabilities require specialized instruction and/or supportive services to help them make effective progress in school.

Section 504 of the Rehabilitation Act of 1973 ("Section 504") provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability,

Deleted: 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 programs 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; Email: mcad@mass.gov

And/or

Office for Civil Rights

5 Post Office Square, 8th Floor, Boston, MA 02109

Telephone: (617) 289-0150; Email: OCR.Boston@ed.gov

Deleted: Section 504 of the Rehabilitation Act of 1973

be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” Pursuant to Section 504, any qualified student with a disability is entitled to a free appropriate public education (FAPE). Section 504 FAPE is the provision of regular or special education and related aids and services designed to meet a student’s individual educational needs as adequately as the needs of nondisabled students are met.

Under the Individuals with Disabilities Education Act (“IDEA”) and M.G.L. c. 71B, some students with disabilities may be eligible for services if they require specialized instruction and/or supportive services to help them make effective progress in school. These services can include, but are not limited to: speech therapy, physical therapy, occupational therapy, specialized instruction, or placement in a special classroom. Students may be referred to the Special Education Department for an evaluation of eligibility for special education services. Within five (5) school days of such a referral, a consent form authorizing an evaluation of the student will be forwarded to the parent(s). Within forty-five (45) school days of receipt of the parent(s)’ consent, an evaluation will be conducted, and a Team meeting will be held to determine if the student is eligible for special education services. If the student is found eligible for special education services, the Team will develop an Individualized Education Program (IEP) identifying the necessary services.

In some cases, the evaluation Team determines that a student with a disability may require only individual accommodations as opposed to specially designed instruction and /or related services. Such students may then be referred for an evaluation of their eligibility for an individual accommodation plan in accordance with Section 504 of the Rehabilitation Act.

For more information regarding the services available to students with disabilities please contact the Section 504 Compliance Officer:

Amy Reese, Director of Student Services
reesea@chelmsford.k12.ma.us
200 Richardson Road
North Chelmsford, MA 01863
978-251-5100 X6919

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, national origin, sex, sexual orientation, gender identity, pregnancy or pregnancy status, disability, homelessness, religion, age, immigration or citizenship 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.

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

If a student chooses when to transition, regardless of the timing of a student's transition, the school shall act in accordance with the following age-appropriate guidelines.

When a student is transitioning, notifies the school of a plan to transition, or 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

Deleted: 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. ¶

Under state law, information about a student's assigned birth sex, name change for gender identity purposes, gender transition, medical or mental health treatment related to gender identity, or any other information of a similar nature, regardless of its form, is part of the individual's student record, is confidential, and must be kept private and secure, except in limited circumstances. See 603 CMR § 23.04. The federal Family Educational Rights and Privacy Act also protects the privacy of education records. Authorized school personnel, however, may require the information to provide administrative, teaching, counseling, or other services to the student in the performance of their official duties. When a student new to a school is using a chosen name, the birth name is considered private information and may be disclosed only with authorization as provided under the Massachusetts Student Records Regulations. If the student has previously been known at school or in school records by his or her birth name, the Principal should direct school personnel to use the student's chosen name.

A student who is 14 years of age or older, or who has entered the ninth grade, may consent to disclosure of information from his or her student record. If a student is under 14 and is not yet in the ninth grade, the student's parent (alone) has the authority to decide on disclosures and other student record matters.

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.

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

Deleted: Every effort should be made to update student records (for example, Individualized Education Programs) with the student's chosen name and not circulate records with the student's assigned birth name. Records with the student's assigned birth name should be kept in a separate, confidential file.

Deleted: 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 their transgender status to staff or other students does not authorize school staff to disclose other medical information about the student.

Deleted: 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 that contain the student's birth name and/or gender in a separate, confidential file.

Deleted: 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.

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]

Student Study Team

Student Study Team

A Student Study Team is available to assist students with regular education interventions. 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.

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 (10) 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 fee at the district rate 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. Parents and eligible students should submit their request to access/inspection to the Principal.

1. Confidentiality of Records: With a few exceptions, no individual or organization other than the parent, student, and authorized school personnel are allowed to have access to information in the student record without the specific, informed, written consent of the parent or eligible student.

2. 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. The parent and eligible student have a right to request a conference with the Principal or her/his designee to make their objections known. Within a week after the conference, the Principal or their designee must render a decision on such a request in writing. If the parent and/or eligible student are not satisfied with the decision, the regulations contain provisions through which the decision may be appealed to higher authorities in the school.

3. Directory Information: Federal law requires that the District release the names, addresses, and telephone listings of students to military recruiters and institutions of higher education upon request for recruitment and scholarship purposes without prior consent. In addition, the school may release the following directory information about a student without prior consent: a student's name, address, major fields of study, dates of attendance, weight and height of members of athletic teams, class participation in officially recognized activities and sports, honors and awards, and directory information such as homeroom assignments. However, in all instances, parents may request that such directory information not be released without prior consent by notifying the Principal in writing by the end of September of each school year.

4. Destruction of Records: The regulations require that certain parts of the student record, such as the temporary record, 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 school 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, 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.

The above is only a summary of some of the more important provisions of the state and federal laws pertaining to student records that relate to student and parent/guardian rights. If more detailed information is desired, a copy of the regulations may be reviewed at your school office.

Protection of Pupil Rights Amendment Act

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding the school's conducting of surveys, the collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education ([DOE](#))–

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 others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income, other than as required by law to determine program eligibility.

A. Receive notice and an opportunity to opt a student out of –

1. Any other protected information survey, regardless of funding;

2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

B. *Inspect*, upon request and before administration or use

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old.

Chelmsford Public Schools will develop and adopt policies, in consultation with parents/guardians, regarding these rights, as well as methods to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The school will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. The school will make this notification to parents at the beginning of the school year if the school has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys.

Specific activities and surveys covered under this requirement include: the collection, disclosure, or use of personal information for marketing, sales or other distribution; the administration of any protected information survey not funded in whole or in part by DOE, and any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights under PPRA have been violated may file a complaint with:

Family Educational Rights and Privacy Act Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

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.
5. 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. Misuse of district devices or network ~~may result in~~ 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.

Any use of the District’s devices and/or network must abide by the policies of the Chelmsford Public Schools, including the CPS Student Empowered Digital Use Guideline, and applicable state and federal law. Any violation may result in loss of privilege to use the District’s devices and/or network, and/or disciplinary sanctions. A user also violates school rules by failing to report any violations by other users that come to the attention of the user. Further, a user violates school rules if he or she permits another to use his or her account or password to access the District’s devices and/or network.

Any devices and/or network issued or owned by the District, including email, are the property of the Chelmsford Public Schools, and students do not have an expectation of privacy as to their use of such devices and/or network, including, but not limited to, any information accessed, stored, or transmitted on, with, or during use of the information technology. The Chelmsford Public Schools reserves the right to monitor, inspect, copy, review, and store at any time, and without prior notice, any and all usage of its devices and network, and any and all information accessed, stored, transmitted, or received in connection with such usage. All information files

- Deleted:** and when using them in accordance with School District guidelines, they will retain that privilege
- Deleted:** can and will
- Deleted:** end
- Deleted:** with

on District devices and networks shall be and remain the property of the Chelmsford Public Schools.

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](#)

CIPA (Children's Internet Protection Act)

Both on premises and at home when using school-issued devices / accounts, content is filtered and monitored as required by the Children's Internet Protection Act (CIPA). Chelmsford Public Schools is required by CIPA to block access to inappropriate content and monitor internet use by minors. The Chelmsford Public Schools Technology Department is responsible for managing the school's internet filter and will work with Chelmsford Public Schools' staff to ensure the filter meets the academic and operational needs of the school, while protecting minors from exposure to inappropriate content. There should be no expectation of privacy related to information stored or transmitted using Chelmsford Public Schools devices, systems, or networks.

Users will inform teachers or administrators of any inadvertent access to inappropriate material, in order that there is appropriate modification of the filtering profile. Chelmsford Public Schools educates Students about appropriate online behavior, including interacting with other individuals on social networking websites as well as cyberbullying awareness and response.

COPPA – Children's Online Privacy Protection Act

The Chelmsford Public Schools works diligently to comply with COPPA requirements. Chelmsford Public Schools does not collect student personal information in order to transmit such information directly to online entities for the purpose of creating a web-based account.

Search and Seizure

Students have no expectation of privacy in a student's locker or desk, a school-issued laptop, school-issued email, and/or the student's use of the school's network. 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.

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.

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 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.

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.

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 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.

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.

Deleted: 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. ¶

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 may be delayed up to 2 hours. All activities in the schools will continue as usual including the same dismissal time. Morning 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 (\$1,000) 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.

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.

The McKinney-Vento Homeless Assistance Act defines "homeless children and youths" as individuals who lack a fixed, regular, and adequate nighttime residence. The definition includes children and youths who are:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- living in emergency or transitional shelters;
- abandoned in hospitals;
- children and youths who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- migratory children who qualify as homeless because they are living in the circumstances described above.

The term "unaccompanied youth" includes a homeless child or youth not in the physical custody of a parent or guardian. If a student is homeless, or becomes homeless during the

school year, he/she is encouraged to inform school administration. The McKinney-Vento Homeless Assistance Act requires that schools 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, or have missed any enrollment deadlines.

Homeless students have the right to immediately enroll in the school district where they are temporarily residing or remain in their school of origin, and receive transportation. Homeless students are entitled to transportation to and from their school of origin. If the school of origin is in a different district, the districts will coordinate the transportation services and costs.

According to the student's best interest, if a student becomes homeless or permanently housed during the school year, they have the right to remain in their school of origin with transportation, if needed, for the duration of homelessness or attend the public school in the area where they are actually living. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families residing in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, with transportation, pending resolution of the dispute. The parent or guardian shall be informed of the school's decision and their appeal rights in writing. The school's liaison will carry out dispute resolution as provided by the process set forth by state and federal law and the Department of Elementary and Secondary Education.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to school policies. If the student does not have immediate access to immunization records, the student shall be admitted under an exception. Students and families are encouraged to obtain current immunization records or immunizations as soon as possible, and the school liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to school policies. Emergency contact information is required at the time of enrollment consistent with school policies, including compliance with the state's address confidentiality program when necessary. Information about a homeless student's living situation will be treated as a student education record, and is not considered directory information.

The school's liaison for homeless students and their families will coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in schools and the school's Homeless Education Policy, in such places where children receive services such as: schools, family shelters, and health clinics. The liaison will also help homeless families and youth access educational services and related opportunities for which they are eligible, including but not limited to Head Start, Even Start, and school nutrition programs.

For additional information regarding homeless students' rights and services, please contact the Principal or the School Homeless Liaison.

For further information, please contact [enter name], Homeless Education State Coordinator, [Joanna Johnson-Collins](mailto:joanna.johnson-collins@chelmsford.k12.ma.us) at johnsoncollinsi@chelmsford.k12.ma.us.

42 U.S.C. 11301; DESE McKinney-Vento Homeless Education Assistance – Advisories

Educational Opportunities for Children in Foster Care

The Every Student Succeeds Act (ESSA) requires that foster care students continue to attend their school of origin, unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different than their prior school district). The law also requires that when it is not in the student's best interest to remain in the school of origin, the student is immediately enrolled and attending in a new school district, even if records normally required for enrollment cannot be quickly produced. Additionally, the law requires the Department of Children and Families (DCF) the Department of Elementary and Secondary Education (DESE), and the school district to designate points of contact; and also, that the district collaborate with DCF and the other school district to ensure that students will receive transportation to the school of origin if needed. For more information, please access the DESE website at <https://www.doe.mass.edu/sfs/foster/>.

- Best Interest Determination: Decisions about whether a student in foster care should continue to attend their school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (and if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when different) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and take into account a variety of factors. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. Under the law, to promote educational stability, students should continue to attend their schools of origin while best interest determinations are being made.

- Transportation: The district of origin must collaborate with DCF on how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school of origin will receive such

transportation while they are in foster care. Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. If there are additional costs associated with transportation to maintain the student in their school or origin, the district will provide the transportation if DCF agrees to reimburse the district, the district agrees to pay for the cost of such transportation, or DCF and the district share the cost. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

- Immediate Enrollment: If it is in the best interest of a student in foster care to leave the school of origin, the student must be enrolled in school in his/her local school district immediately. To minimize disruption of the student's education, the law requires the district to enroll the student in a new school right away, without waiting to receive the typical student enrollment documentation (other than emergency contact information). The enrolling school must immediately contact the child's school and district of origin to obtain the relevant records and documentation, and the school and district of origin should immediately transfer those records. To facilitate enrollment, DCF representatives will present a Notice to Local Educational Agency form that indicates that the student is in foster care, along with their state-agency identification badge, to the local school district when enrolling students.

Every Student Succeeds Act; DESE "Ensuring Educational Stability for Students in Foster Care – Guidance," Dated January 18, 2018.

Prevention of Physical Restraint and Requirements If Used

Physical Restraint and Seclusion of Students

Medical Restraint and Mechanical Restraint are prohibited. Physical restraint shall be considered an emergency procedures of last resort and shall be prohibited in public education programs except when a student' behavior poses a threat of assault, or imminent serious, physical harm to self or other and the student is not responsive to directive or other lawful and less instructive behaviors interventions, or such interventions are deemed to be inappropriate under the circumstance. 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. For more ~~information~~, please see the District Policies and Procedures regarding Physical Restraint and Seclusion.

Deleted: information

[insert policies]

[insert procedures]

Educational Opportunities for Military Children

The Interstate Compact on Educational Opportunity for Military Children applies to children of military families who are school aged children enrolled in kindergarten through 12th grade, their parent is an active duty member of the in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty, a member or veteran of the uniformed services who was severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement, or a member of the uniformed services who died on active duty or a result of injuries sustained on active duty for a period of one (1) year after death.

The following applies under the Interstate Compact on Educational Opportunities for Military Children:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records, and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- At enrollment, the receiving school shall allow student to continue at the grade level that is equal to grade level in sending state, regardless of age. If a student has completed the prerequisite grade level in the sending state, the student shall be allowed to enroll in the next highest grade level in the receiving state, regardless of age. If the student is transferring after school has started in the receiving state, the student shall enter the receiving school at the level validated by the sending state.
- Receiving schools must initially honor placement of students in all courses from the sending school, if the courses are offered and space is available. Courses include but are not limited to vocational, career pathways, advanced placement, etc. Receiving school shall initially honor placement based on assessments and placements at sending school. Receiving schools are not precluded from performing subsequent evaluations to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal law, special education students must be placed by the existing IEP, requirements of Section 504, and requirements of ADA, with reasonable accommodations in the receiving school. Receiving school is not precluded from performing subsequent evaluation to make sure student is placed appropriately.
- The District may, as deemed appropriate, waive prerequisites or other preconditions for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Students shall have additional excused absences at the discretion of the District for visits with parents or legal guardians relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent/guardian without any tuition fee imposed, or the school in which the non-custodial parent or other person standing in loco parentis lives without any tuition fee imposed.

Deleted: 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 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. ¶

Deleted: 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 force necessary to protect a student or another from 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. ¶

- The student will be provided with the opportunity for inclusion in extra-curricular activities regardless of deadlines as long as the child is otherwise qualified.
- To facilitate on-time graduation, receiving school shall waive specific courses required for graduation if similar course work completed satisfactorily in sending district, or provide reasonable justification for any denial. If waiver not granted, and student would otherwise qualify to graduate from sending school, receiving school shall provide alternative means of completing required coursework so that graduation may occur on time. If a high school student enrolls in grade 11 or later, the school may, in lieu of the MCAS, submit alternative evidence or information to DESE that the student has met Massachusetts competency determination graduation standard in each required content area (ELA, math, science, technology/engineering). Students in grade 11 are still eligible to participate in the spring MCAS if they wish to qualify for the Adams Scholarship or Koplik Certification. If a student transfer at the beginning or during grade 12 and is ineligible to graduate from the receiving school after all of the alternatives in the Compact have been considered, the sending and receiving school shall ensure receipt of a sending school diploma if the student meets the graduation requirements of the sending school.

Interstate Compact on Educational Opportunity for Military Children; DESE Guidance on the Military Interstate Children's Compact Commission (MIC3), September 16, 2016.

English Language Learners

Upon a student's enrollment, the Chelmsford Public Schools will identify (1) students who may be English learners (ELs) and will assess their level of English proficiency, or (2) students who may be Former English learners (FELs). Specifically, the Chelmsford Public Schools will administer a home language survey to all newly enrolling students, and if a language other than English is identified, the Chelmsford Public Schools will screen the English proficiency of the student using the WIDA screening assessment within thirty (30) days of the student's enrollment. At any time, a parent/guardian of a student enrolled at the Chelmsford Public Schools may request that the school assess the student's level of English proficiency. The Chelmsford Public Schools will notify the parent/guardian of the school's determination and the student's placement, and such information will be placed in the student's school record.

Students identified as English Learners (ELs) will be enrolled in an English Language Education (ELE) program, such as a sheltered English immersion program or an alternative that meets the requirements of federal and state law. The Chelmsford Public Schools will verify at the beginning of each school year that the teachers in the English learner program are properly endorsed. Students with a disability are eligible for ELE programming, and EL students are eligible for special education if they meet the criteria.

Student have the right to enter into an ELE at any time. A parent/guardian may request to enroll or transfer their student into a specific EL education program offered by the Chelmsford Public Schools, and such requests will be reviewed by the superintendent or his/her designee, and responded to within twenty (20) school days. Parents/guardians may also request that a specific ELE program be implemented. If at least parents of twenty (20) EL students submit a request, the school will respond within ninety (90) days with either an offer to implement the requested program or an explanation denying the request. Parents/guardian have the right to visit an ELE program. If advised to by the student's teacher or guidance counselor, the school may request, in writing, a program transfer of the student, with notice to the parents/guardians.

The Chelmsford Public Schools will not separate ELs from their English-speaking peers, except when programmatically necessary to implement an ELE program. ELs in any program will be taught to the same academic standards and curriculum frameworks as non-EL students, and will be provided the same opportunities to master such standards and frameworks. ELs will have equal access to all educational programming and extracurricular activities offered by the school, for which they qualify, including non-core academic courses. English proficiency will not determine student participation in academic programs and services such as career education programs, counseling, special education, Section 504 Accommodation Plans, Title I services, athletics, electives, or performing arts, unless a particular program or advanced course requires English proficiency for meaningful participation. ELs will be awarded credit toward graduation. ELs will participate in the statewide assessment system, and an English proficiency test will be administered each year. Only ELs identified as severely learning disabled will be exempt. ELs have the right to receive counseling and guidance offered by the school in a language they can understand.

The Chelmsford Public Schools will assess ELs annually to gauge proficiency in reading, writing, listening, and speaking English, and progress in learning English.

Once an EL attains English proficiency and is able to do regular school work in English, he/she will no longer be classified as an EL and will be transferred to mainstream, English language classrooms. The Chelmsford Public Schools will still monitor the FELs progress for four years and provide any needed support, if applicable. A FEL will be re-classified back to an EL if they fail to make academic progress due to a lack of English proficiency. Parents/guardians will be notified of all re-classifications.

A parent/guardian may withdraw their student from an EL education program in accordance with state and federal law. If a parent opts their out of a language program, the school will provide instructional support to ensure the student has access to the curriculum and same opportunities to master academic standards and curriculum frameworks as his/her native English-speaking peers. Opted-out student will still be assessed with the state mandated English language proficiency test.

M. G. L. c. 71A; 603 C.M.R. 14.00

Visitor/Observations

Visitors: All persons entering the school must enter at the front of your child(ren)'s school and sign in at the Main Office; you are not to go directly to a classroom. Visitors must present identification upon arrival. Visitor badges will be issued to individual visitors and volunteers while they are in school. For security reasons, all visitors and volunteers are asked to visibly wear their stickers/badges.

Volunteers: All employees, interns, volunteers, chaperones, transportation personnel, and contractors working on school property may be subject to CORI and fingerprint background checks pursuant to M. G. L. c. 71, § 38R. If you are selected to volunteer, you must follow appropriate visitor procedures. Please remember that volunteers may not take pictures or videos of students.

Observations of Student's Programs: Observations of a student's current and/or proposed special education program may be conducted by a parent/guardian or their designee in accordance with M.G.L. c. 71B § 3. Parents/guardians must request an observation in advance and can submit the request to the Special Education Director or designee and/or the Principal. Observers may be required to sign a non-disclosure form to protect student information.

Observers shall be accompanied at all times by a school staff member.

Wellness

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

Please refer to the district's Wellness Website Page and the Wellness Policy for additional information.

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.

Fire Safety

Commented [PN11]: I would add the fire safety section here.

The principal is responsible for immediately reporting any incident involving the unauthorized ignition of any fire within the school building or on school grounds to the fire department. The principal shall submit a written report to the head of the fire department. The report shall be filed without regard to the extent of the fire or whether there was a response by the fire department.

False alarms of fire, as well as tampering or meddling with the school's fire signal system, are crimes and violations of the school's code of conduct. In addition, tampering with any of the school's fire emergency alarms, extinguishers or any other related apparatus or emergency reporting devices may result in discipline. Failure to comply with the law or school policy may result in disciplinary action, including but not limited to long-term suspension from school. Students who discharge a fire extinguisher, except for emergency use, may be subject to a minimum of a two-day suspension and responsible for the cost of recharging the extinguisher.

Reports of Dangerous Weapons

All staff shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time. Supervisors in turn shall file such weapon report with the Superintendent, who in turn shall file such report with the chief of police, DCF, the District's Office of Student Services, and the School Committee. The Superintendent, chief of police, DCF, and Office of Student Services, shall arrange an assessment of the student involved in said weapon report. The student shall be referred to a counseling program in accordance with acceptable standards as set forth by the board of education. Upon

completion of the program, a follow-up assessment shall be completed of the student by the Superintendent, chief of police, DCF, and Office of Student Services.

Page 9: [1] Deleted

Jasmine DeBettencourt

7/14/26 12:44:00 PM

Page 29: [2] Deleted

Jasmine DeBettencourt

7/16/26 9:49:00 AM

Chelmsford High School



Student Handbook Addendum

2026-2027

Letter from Principal

Dear Students and Families,

Welcome to the 2026–2027 school year! I hope you had an enjoyable and relaxing summer. We are excited to welcome both new and returning students to Chelmsford High School and look forward to another year of learning, growth, and achievement.

At Chelmsford High School, we are committed to providing a safe, inclusive, and student-centered environment where every student feels valued, respected, and supported. We believe that our diverse community strengthens us, and we strive to create opportunities for every student to succeed academically, socially, and personally.

This handbook addendum, which supplements the Chelmsford Public Schools Student-Family Handbook, serves as an important resource for students and families. It outlines the policies, procedures, and expectations that help us maintain a positive learning environment and ensure a successful school year for everyone. I encourage all students and families to review it carefully, paying particular attention to the sections on attendance and eligibility for after-school activities, as several policies have been updated.

We are also proud to continue expanding opportunities that prepare students for success beyond high school. This year, students may choose from nearly 27 Concurrent Enrollment (This was formerly called Dual Enrollment courses), allowing them to earn college credit while attending CHS. In addition, our Innovation Pathways program continues to grow, offering students valuable internship and capstone experiences connected to career-focused fields. Last year, nearly 130 seniors completed six-week internships across a wide range of industries, gaining meaningful real-world experience. We look forward to expanding these opportunities even further this year. Additional information about these programs can be found in our Program of Studies.

Our mission, "We Foster Pride in Our Pursuit of Excellence," guides everything we do. We challenge our students to pursue excellence not only in the classroom but also through leadership, service, citizenship, and personal growth. Together, we will continue building a school community where everyone feels connected, challenged, and inspired to reach their full potential.

On behalf of our entire faculty and staff, welcome to the new school year. We look forward to partnering with you and making the 2026–2027 school year a memorable and successful one.

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 Britz, 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)

Dr. Jaclyn Vitale, Dean, Hawthorne House

Ms. Melissa Brennan 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	Mr. Craig Vitale	X5554
Athletic Director	Mr. Daniel Hart	X5627
Athletic Director's Secretary	Ms. Rebecca DiStasi	X5625
Career and College Facilitator	Ms. Gabriella DaSilva	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

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

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	Mr. Peter Brekalis
Admin. Assistant to the Assistant Superintendent	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

My child contacts his/her teacher(s) when he/she... ● Doesn't understand a concept ● Has a question about an assignment or a grade ● Thinks the class is too easy or too hard ● Needs to come for extra help ● Is going to miss class	My child contacts his/her Guidance Counselor when he/she... ● Is in the midst of a crisis ● Needs some help talking to his/her friends or teachers ● Is feeling overwhelmed ● Has a question about his/her schedule or future career/educational plans
I contact my child's teacher(s) when... ● My child is struggling in the class ● My child has spoken to the teacher and the issue persists or is unresolved ● I have a question about my child's performance	I contact my child's Guidance Counselor when... ● My child is struggling socially or emotionally ● My child is struggling academically in more than one class ● I have questions about the college process ● I have questions about my child's graduation status ● I have important information about my child to share with the school that may impact my child's progress

My child sees his/her Dean when he/she... - Has an attendance issue - Has a classroom discipline issue - Has a school policy question	My child sees his/her House Secretary when he/she... - Arrives late to school - Is being dismissed from school - Needs a locker - Has a question and doesn't know where to go
I contact my child's Dean when... I have contacted my child's teacher(s) and Guidance Counselor and the behavioral issue persists	I contact my child's House Secretary when my child... Is going to arrive late to school, be dismissed, or be absent from school (short-term or long-term)
I contact a Department Coordinator when... - I have a question about course or program curriculum - After speaking with the teacher, I wish to change my child's level placement - I have contacted my child's teacher and the academic issue persists	My Child / I contact the Main Office when... - We need a transcript - We need a work permit - We want to pick up a scholarship application
I contact the school nurse when... - I have important medical information pertaining to my child - I have a question about health records	I contact the athletic director when... - I/my child have spoken to the coach and the issue persists - I have a question about an interscholastic athletic event
I contact the school principal when... - I have contacted the appropriate people and the issue has not been resolved - I have a question about school policy - I have a suggestion that might improve the school	I contact the superintendent when... I have contacted the appropriate school personnel and the issue persists
I contact the school committee when... I have contacted the appropriate school personnel and the superintendent and the issue persists	I contact Security when... 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

Announcements are made at start of PLUS block and shared weekly on Fridays via Parent Square

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.

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 Concurrent 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, ResumeWriting, 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, resumewriting, work permits, post- secondary counseling and connecting students with internships, parttime 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](#).

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 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 [online](#) through our online 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, Mr. Craig Vitale. He can be reached at vitalec@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 may lose their parking pass for one week (5 days). At the 12th tardy the student may be suspended from parking for two weeks. For tardies beyond 12, additional parking suspensions may be implemented, or parking permission may be revoked at the discretion of 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 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 parent/guardian signature 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 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 a one-day detention or possible suspension depending on the severity of the incident.

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.
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.
11. Any student participating in a school field trip must attend all classes prior to the field trip departure.
12. Administration has the right to deny a student permission to attend a field trip due to excessive absences 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.). This note should be brought to the nurse's office and, if necessary, an elevator key can be issued. Guidelines regarding injuries and non-participation in physical education (P.E.) classes are as follows:

1. Students with casts, stitches, or splints may not participate in P.E. 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.

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 ~~3:00~~ from Monday to Friday.

Deleted: 4:00 p.m.

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 Commons 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 Commons 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
	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 any student who requests a locker. Students can request a locker by telling their Plus Block teacher or by requesting a locker in the main office. 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 may only be decorated with magnets. The use of tape, stickers, glue, and other types of adhesives is not permitted. Lockers remain the property of the school and school officials have the right to search them at any time. Students are not allowed to use lockers that have not been assigned to them. There is no expectation of privacy. **Chelmsford High School does not reimburse students for any lost or stolen items.**

Deleted: when

Deleted: they enter the high school.

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

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.

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 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 improper 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.

Qualified students are required to complete an online Parking Registration Form that will be emailed to all families during the first week of school. Students need to have served all assigned

detentions in order to be eligible for parking privileges. The online registration form should be completed by Completed forms should be returned to the Supervisor of Students' office by Friday,

detentions in order to be eligible for parking privileges. The online registration form should be completed by Completed forms should be returned to the Supervisor of Students' office by Friday, **September 25, 2026**. 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 pass. Passes can be obtained from faculty and staff members.

Student Records

In accordance with the student records reference in the Student-Family handbook, Chelmsford High School maintains a 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.

Transgender and Non-Conforming Students

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, immigration status or citizenship 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.

For more information, please see the section in the Student-Family Handbook titled "Transgender and Non-Conforming Students."

CURRICULUM INCLUSIVITY

Consistent with Massachusetts regulations, 603 CMR 26.05(1), the Chelmsford Public Schools, through

Deleted: 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.¶

its curricula and materials, encourages respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin or sexual orientation. In accordance with district guidelines, families may request information from the building principal on available accommodations related to curriculum content. For more information, please see the section in the *Student-Family Handbook* section titled “*Transgender and Non-Conforming Students*.”

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 to be sent to a college or NCAA, select the first link entitled, "Request transcripts for my college applications". If you are requesting a transcript for any other purpose, select the second link, "Request transcripts for scholarships or athletics". Transcript requests must be requested through Naviance 10 school days before the transcript needs to be sent. Only UNOFFICIAL transcripts will be given directly to students who wish to bring a copy to an interview with an admissions officer, coach, or prospective employer. In this case, the transcript will be clearly marked as UNOFFICIAL.

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

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

Scholarship Transcript Requests

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

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

Video or Multimedia Projects

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

Affidavits of voter registration forms are available in the Career Center. See M. G. L. c. 51, § 42E.

Work Permits

Current high school students may receive work permits from the Vestibule during the school year and Career and College Readiness during vacations. You must have secured a promise of employment. 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. 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

For students to be eligible for the following opportunities, they must be in good standing with their PRIDE Points.

PRIDE Points recognize the habits that contribute to success in school, activities, the workplace, and the community. Students begin each quarter with 100 PRIDE Points and maintain those points through positive attendance, behavior, and engagement. They will be represented in their PLUS block grades and will be updated by school administration.

PRIDE Points will be reported quarterly and are separate from academic grades. While PRIDE Points do not impact GPA, they may be used to determine eligibility for extracurricular activities, athletics, field trips, dances, internships, leadership opportunities, and other school-sponsored privileges.

PRIDE Standings

90-100: Excellent Standing

80-89: Good Standing

70-79: Warning Status

Below 70: Loss of eligibility for extracurricular participation, athletics, dances, field trips, and other school-sponsored privileges until standing is restored.

Restorative Opportunities

- Students may earn up to 10 points back per quarter through approved school or community service activities.
 - 1 Hour of approved service = +1 point
- Students may reduce points loss for Tardies and Absences through the completion of assigned detentions
 - All assigned detentions per incident completed = + 5 points

Tardies -25points		Absences - 25 Points		Conduct - 50 Points	
<i>Total Unexempt Tardies (Per Term)</i>	<i>Points Lost</i>	<i>Total Unexempt Absences (per Term)</i>	<i>Points Lost</i>	<i>Conduct Issue</i>	<i>Points Lost</i>
0-2	-0 points	0-2	-0 points	Office Referral Resulting in Discipline	-5 Point

3-5	-5 point	3-5	-5 point	Cell Phone Misuse	-5 Point
6-8	-10 Points	6-8	-10 Points	Use of Non-School Issued Device	-5 Points
9-10	-15 Point	9-10	-15 Point	Class Cut	-10 Points
11+	-20 Points	11+	-20 Points	Detention for Conduct	-10 Points
				Academic Dishonesty	-10 Points
				Suspension	-20 Points

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 who is a member of an extra-curricular activity, whether as a participant or spectator, that is involved in taking, dispensing, possessing, consuming alcohol, nicotine/THC pouches, vapes or drugs; stealing; hazing; vandalizing; may be subject to the following additional penalties:
 - a. Each Violation: The student 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 a violation of the above rule, that leadership position may be revoked.
5. Activity members must use the transportation arranged by the school to attend programs away from CHS. With the advisor's permission, activity members may return home with a parent or guardian.
6. Activity members are responsible for all equipment and uniforms issued to them.
7. School facilities will not be used without the supervision of an advisor.
8. In order to be eligible to compete during the first marking term, a student must have earned a final passing grade in four ten (10) credit classes in the previous academic year. **During the school year, students must have passed four ten (10) credit classes in the previous marking term to remain eligible.**
9. All students participating in extra-curricular activities must pay the activity fee and fill out the Extra-curricular Activities Registration Form to receive their activity card. All students who register and pay are responsible for abiding by the preceding policy.
10. **If a student misses, skips or does not attend their detention, he/she will not be permitted to attend ANY after-school event (i.e. Athletics, Dances, Clubs, or any school sponsored after-school activity) until the missed detention(s) are served.**

Publications and Policy for Non-Authorized Publications and Circulations

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

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

The two publications noted above receive financial support in addition to human and technical support from CHS in their efforts. Parents, students and staff have an opportunity to express their views or position regarding one or both of these publications. The District maintains its right to regulate both publications to the extent the regulation is reasonably related to legitimate educational concerns. 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.

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 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.

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.

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. 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 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. 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 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 teams' practice and games may be held on weekends. Any team member who must be late, or miss practice, games, or meetings must confer with his/her coach, prior to the conflicting practice/game. Practice and game schedules, particularly in the case of winter and spring sports, include school vacation weeks. Students and families should take this into consideration when students are deciding to try-out for a team.

School/Family Vacations, Extended Absences

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

Daily Team Attendance

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

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

Playing Time

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

Team Captains

A captain's position is a privilege and not a right. Before accepting the captain's role, please realize that it comes with greater responsibility than other members of the team. Coaches decide how team captains are selected based on identified criteria. This may include character, coach-ability, communication skills, athletic ability, etc. They may be elected by the team or appointed by the coach; this process is communicated to the students ahead of time. Captains may also be appointed on a game-by-game basis. It is expected that team captains be the leaders of their team and should be ready to assume duties as outlined by their coach. Captains are expected to communicate with the coach, team, and Athletic Director in the event of any problems that may affect the team or its members. Captains may be asked to meet with the Athletic Director, and/or Principal during the school year to discuss the athletic program. Captains of 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 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 at school by 7:15 AM. Students who are tardy may not be able to compete that day if they are later than 10:30 AM and must remain in school in order to participate in an athletic contest or practice on that day. If a student has an unexcused absence on Friday, they are not allowed to practice or compete in a contest on Saturday or Sunday.

Athletic Trainer/Training Room

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

The Athletic Trainer is available to student athletes from 2:00 PM 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 dismissal 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.

Chemical Health and Athletic Conduct Penalties

Any student who is a member of an athletic team involved in (1) using, 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.

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 counselor of the chemical dependency treatment center must 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 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 the Student-Family handbook, the Chelmsford High School handbook addendum, or any MIAA regulation may face disciplinary action. Infractions must be reported to the Athletic Director or other Chelmsford High School administrator. Reported infractions will be thoroughly reviewed. Any student suspended from school is also suspended from the team during that time. Final disciplinary decisions will rest with the Principal.

Transportation

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

Athletic Facilities/Building Access

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

Locker Room/Security

Students have an obligation and responsibility to care for all athletic equipment issued to them, as well as personal belongings. Equipment and uniforms should be stored in a locked locker at all times when not in use. **Chelmsford High School cannot be responsible for lost or stolen belongings of student- athletes.** In the event of items being lost or stolen the student must contact the coach immediately. Please lock all belongings brought into the locker rooms. In the event that your assigned locker does not work properly, contact your coach immediately.

Equipment/Uniforms

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

Athletic Awards

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

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

Varsity Letter – Participate in one-half of the total games played in a regular scheduled season.
Junior Varsity/Freshman – Be a participating member of the team in good standing the entire season.

Baseball and Softball

Varsity Letter – Participate in one-half of the total games during the entire season of play. Pitchers and catchers must play four innings in five games, plus part of one other game.
Junior Varsity/Freshman – Be a participating member of the team in good standing the entire season.

Indoor and Outdoor Track

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

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

Cross Country

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

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

Gymnastics

Varsity Letter – Accumulate a total of 20 points during the season or place top 3 in 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 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, 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, 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 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 should not post information, photos, or other items that could embarrass you, your family, your team, the Athletic Department or Chelmsford High School. This includes items that may be posted by others.
3. Be aware of who you add as a friend to your site. Many people are looking to take advantage of student-athletes or seek connection with student-athletes to give them a sense of membership on a team.
4. Coaches and athletic department administrators can and do monitor these websites. Disparaging remarks about teammates, coaches, opponents, or school officials can serve as grounds for suspension from competition or dismissal from teams, as well as legal ramifications.
5. Student-athletes 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 may 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 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 communication 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. contests.

Rule 48 and 49 Sportsmanship/Taunting

Students, coaches, and spectators 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 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, student-athletes 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. . 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.

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 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 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 class-specific dress (e.g., physical education) or requiring specific clothing for a field trip.

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)
- 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 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.

Cell Phones, Smart Phones, Smart Glasses, Communication Devices, 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 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 permitted 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.

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 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, 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.

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, may result in discipline.

Sexual Harassment Code of Conduct for Students

Please refer to the Student-Family Handbook.

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.

Attendance Policy

Credit for courses is based on classroom attendance and academic performance. To comply with Massachusetts law, as well as our own goal of a 95% attendance rate, a student 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 excess of 6 absences (excused or unexcused) in a course in a semester 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. 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.

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, 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. **When a student returns to class, make-up work will be given, too, 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).** School Administration will make the final decision regarding student attendance exemptions. All other absences count towards the total number of absences for the semester. When a student is absent, he/she will not be allowed to participate in any athletic or other extracurricular activity on that day.

Attendance and special circumstances

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

Absences due to family vacations or business trips will count toward the attendance policy. A written request for trip absences must be submitted to the student's dean two weeks prior to the

absence. If the request is not approved by the Dean, due to excessive absences or tardies, the student may not be allowed to complete make up work for class credit. That request must state the reasons and dates of the proposed absences. 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 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.

Consequences for Unexcused Absences

Students absent from school or class without a reason that is considered "excused" may have the following consequences applied:

1. Students who are absent from school for a reason NOT excused by the Dean or Principal may not be allowed to make up work for the class or day missed and 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 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, 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 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 may have the following consequences applied:

- Students who report to school after 7:19 a.m. must report to the vestibule 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
- 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.

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 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.

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 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. 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 ~~plus block~~ session on cheating and plagiarism.

Deleted: after-school

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.

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.
- c. Both parties shall be given the opportunity to testify, to present witnesses, and to present evidence.
- d. Any party to the hearing may be afforded the following rights:
 - i. The right to be accompanied and advised by counsel.
 - ii. The right to present evidence, written arguments and oral arguments.
 - iii. The right to prohibit the introduction of any evidence at the hearing that has not been disclosed to the Academic Honor Committee at least three school days before the hearing.
 - iv. The right to written findings of fact and decision.

4. Hearing

- a. The Hearing Officer conducts the hearing.
- b. All parties will receive written notification of the committee's decision within seven days following the hearing.

5. Right to Appeal

- a. The aggrieved student shall have the right to appeal the decision of the Academic Honor Committee to the Superintendent within seven days of the written receipt of said committee's decision. The Superintendent's decision is the final decision of the District.

GRADUATION REQUIREMENTS

In compliance with the requirements set forth by the Commonwealth of Massachusetts, 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.

Beginning with the graduating class of 2027, a student will earn the Competency Determination where:

- The student has shown mastery of a common core of skills, competencies, and knowledge in English language arts, mathematics, and science; and
- The student has satisfactorily completed coursework that has been certified by the student's district as showing mastery of the skills, competencies, and knowledge contained in the Massachusetts academic standards and curriculum frameworks in English language arts, mathematics, and science as measured by the MCAS high school assessments administered in 2023. In this regard, the student must satisfy the following:
 - For English language arts, the student must satisfactorily complete coursework in the equivalent of two years of high school English language arts courses.
 - For mathematics, the student must: (i) satisfactorily complete coursework in the equivalent of one year of both Algebra I and Geometry; or (ii) satisfactorily complete

Deleted:

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

Deleted: For the Chelmsford High School Class of 2027

coursework in the equivalent of one year of both Integrated Math I and Integrated Math II.

- o For science, the student must: (i) satisfactorily complete coursework in the equivalent of one year of Biology; or (ii) satisfactorily complete coursework in the equivalent of one year of Physics; or (iii) satisfactorily complete coursework in the equivalent of one year of Chemistry; or (iv) satisfactorily complete coursework in the equivalent of one year of a Technology or Engineering course.
- In the limited circumstance where a district is unable to document a student's prior coursework, a student may earn the Competency Determination by: (i) attaining a qualifying score of at least "Meeting Expectations" or "Exceeding Expectations" achievement levels on the relevant high school MCAS assessment; or (ii) meeting the standard for a substituted equivalent that the district certifies satisfies the same academic standards.
- The student has shown mastery of a common core of skills, competencies and knowledge in United States history; and
- The student has satisfactorily completed coursework that has been certified by the student's district as showing mastery of the skills, competencies, and knowledge contained in the Massachusetts academic standards and curriculum framework in United States history. In this regard, the student must satisfactorily complete coursework in the equivalent of a one-year United States history course.

Students who have met the competency determination standard in English language arts, mathematics or science prior to January 3, 2025, retain that benefit.

Department/Academic Area	Classes of 2025, 2026, 2027 & 2028
English	40 credits
Mathematics	40 credits
Science	30 credits
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

Deleted: <#>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 AND (1) year of U.S. History coursework
Section Break (Next Page).....

- * 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.**

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:

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

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 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

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. 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 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 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. Students obtain the signature of the teacher and department head/coordinator of the course(s) to be added first.
4. Students take the "add/drop" form home to be signed by a parent/guardian.
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. 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

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.

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 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.

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.

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, Concurrent Enrollment (previously 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.

Concurrent Enrollment

Eligible CHS students can register for Concurrent 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, Concurrent 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 Concurrent Enrollment benefits, eligibility and requirements, please review our Concurrent 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.

Deleted: Dual

Deleted: Dual

Deleted: Dual

Deleted: Dual

Associate's 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 Concurrent enrollment courses towards the degree.

Deleted: dual

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.

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: Senior Only

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: Senior Only

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.

Deleted: There are 4 dates dedicated to each high school class level

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 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 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

For further information, please refer to the disciplinary due process section of the District’s Student-Family Handbook.

Deleted:

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.

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.

Deleted: These policies apply to not only the school 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.

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.

Student Welfare

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.

Search & 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.

School administrators are entitled to conduct a search of a student's person, personal possessions, and automobile on school property 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.

[For further information, please refer to the search and seizure section of the District's Student-Family Handbook.](#)

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 [in the District's Student-Family Handbook and](#) 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 may lead to further disciplinary action including possible discipline under MGL c. 71 § 37H ¾ 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

"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

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. [For further information, please refer to the search and seizure section of the District's Student-Family Handbook.](#)

Expulsion Policy

Under the provisions of Massachusetts General Law, Ch. 71, Section 37H and 37H ½, any student 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; or charged with or convicted of a felony may be subject to expulsion.

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).

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.

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.

Deleted: 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.

Dangerous Weapons

Parent notification
Notification to proper authorities
Short Term or Long -Term Suspension
Expulsion

Assault on staff member

Parent notification
Notification to proper authorities
Section Break (Next Page)
Short Term or Long -Term Suspension
Expulsion
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.

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 sponsored events will be prohibited for one calendar year. Any senior who tests positive on two breathalyzer tests administered will not be permitted to attend senior week events. Any senior who violates this policy twice within a calendar year will not be permitted to walk the stage at graduation. Any senior who brings alcohol to a school sponsored event will not be permitted to attend senior week events or to walk the stage at graduation.
3. If a student 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 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.

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 another 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.**

Deleted: <#>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, nicotine/THC pouches, 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

***Chelmsford High School acknowledges that students make mistakes. We want students to learn from their experiences and seek professional help. Accordingly, the Dean will discuss with the student and their parents/guardians possible enrollment in a substance use education program.**

Possession, use, or distribution of alcohol, drugs, paraphernalia, tobacco/nicotine and nicotine/THC pouches Parent notification

Possible notification to proper authorities

Detention

Short Term or Long -Term Suspension

Expulsion

Possible meeting with Principal/Dean and parents

Fire/ Chemical/Biological Hazards

Parent notification

Notification to proper authorities

Short Term or Long -Term Suspension

Expulsion

-----Section Break (Next Page)-----

Bullying/Harassment/Discrimination/Retali ... [1]



Memorandum

To: Jay Lang, Superintendent of Schools

From: Diane Carey, Director of Human Resources

Date: July 27, 2026

Re: Revised Employee Handbook for School Committee Review 07/28/2026

Attached please find the updated Employee Handbook for review with the School Committee on July 28th. Please note, the following changes have been made:

- Links have been updated as needed, with the exception of the Custodian Contract. As soon as this is posted on our website, this link can be updated.
- Added a link on page 10 to our Sexual Harassment/Title IX Grievance Procedure.
- Updated Flex Spending amounts on page 12 and Tax-Sheltered Annuity amount for 2026 on page 13.
- Link to restraint training includes updates to the Restraint Prevention and Behavior Support Module with the amended restraint regulations on page 28.

Please let me know if you have any questions.

Chelmsford Public Schools



Employee Handbook

Published July 2026

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

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	13
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](#)
- [2026-2027 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 \(File ACAB\)](#)
 - [Sexual Harassment/Title IX Grievance Procedure](#)
- [CPS Non-Discrimination and 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](#)

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 -The Standard

- [Life Insurance/Disability Insurance - Enrollment Information](#)

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

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

Flexible Spending - ebm <http://www.getebm.com>

- Employees can choose to enroll in a tax-free Flex Spending Dependent Care Account (up to \$7,500) and/or a Flex Spending Health Care Account (up to \$3,400).
- 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 2026 is \$24,500.

- [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 \(2025-2028\)](#)
- [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 \(2025-2028\)](#)

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
• 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	• At least 15 PDPs in content
• At least 15 PDPs related to Sheltered English Immersion or English as a Second Language	• At least 15 PDPs related to Sheltered English Immersion or English as a Second Language
• 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	• 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

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	At least 15 PDPs in pedagogy
	The remaining required 90 PDPs may be earned through any combination of “elective” activities that address other educational issues and topics that improve student learning, additional content, or pedagogy

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

Point Distribution as of July 1, 2016 Additional Area	New Point Distribution as of July 28, 2017 Additional Area
A minimum of 30 PDPs in content	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 Non-Discrimination and 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](#)
[AI Guidelines for staff](#)

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 \(File GBEC\)](#)
[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 \(2025-2028\)](#)
- [CBA - Building Custodians \(2023-2026\)](#)
- [CBA - Food Service Personnel \(2025-2028\)](#)
- [CBA - Professional Support Personnel \(2025-2028\)](#)
- [CBA - Teachers & Nurses \(2025-2028\)](#)

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 8, 2026

Re: Personnel Report – June 2026

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 2026

New Hires

Albrecht, Donna

Lunch/Recess Aide

South Row Elementary School

Effective date: 8/31/26

Barile, Alyssa

Paraeducator

South Row Elementary School

Effective date: 8/31/26

Biringer, Holley

Grade 5/6 Music/Band Teacher

Parker Middle School

Effective date: 8/31/26

Cooley, Jill

District Social Worker

Chelmsford Public Schools

Effective date: 8/31/26

Devlin, Kimberley

Interim Paraeducator

Center Elementary School

Effective date: 8/31/26

DiMaria, Jennifer

Social Worker

Chelmsford Integrated Preschool (CHIPs)

Effective date: 8/31/26

Fagundes, Victoria

World Language Spanish Teacher

Chelmsford High School

Effective date: 8/31/26

Famolare, Leia

Interim Grade 3 Teacher

Center Elementary School

Effective date: 8/31/26

Foarde, Isabella

Psychologist

Parker Middle School

Effective date: 8/31/26

Gonzalez, Oniel

ICTS Computer Technician

Chelmsford Public Schools

Effective date: 7/1/26

Hale, Sarah

Librarian

McCarthy Middle School

Effective date: 8/31/26

Kelly, Richelle

Interim Paraeducator

Center Elementary School

Effective date: 8/31/26

Kukla, Shanna

Paraeducator

South Row Elementary School

Effective date: 8/31/26

Parker, William

Grade 7 Science Teacher

McCarthy Middle School

Effective date: 8/31/26

Pontbriant, Sarah

Interim Special Education Teacher

Center Elementary School

Effective date: 8/31/26

Sweeney, Kevin

Interim Grade 6 English/Social Studies Teacher

Parker Middle School

Effective date: 8/31/26

Varma, Meera

Technology Assistant

Byam Elementary School

Effective date: 8/31/26

Resignations:

Bell, Anne

ABA Paraeducator

Chelmsford High School - NECC Program

Effective date: 6/15/26

Bennett, Andrea

Paraeducator

Center Elementary School

Effective date: 6/15/26

Burke, Joseph

Lunch/Recess Aide

Byam Elementary School

Effective date: 5/29/26

Dionne, Ashley

Lunch/Recess Aide

South Row Elementary School

Effective date: 6/15/26

Dixon-Masson, Pamela

Lunch/Recess Aide

South Row Elementary School

Effective date: 6/15/26

Lehan, Catherine

ABA Paraeducator

Chelmsford Integrated Preschool (CHIPs)

Effective date: 6/15/26

Liechty, Justin

School Counselor

South Row Elementary School

Effective date: 6/16/26

Moore, Elizabeth

Paraeducator

South Row Elementary School

Effective date: 6/15/26

Roeder, Amanda

Music Teacher

Chelmsford High School

Effective date: 6/16/26

Sheehan, Siobhan

Grade 7 Science Teacher

McCarthy Middle School

Effective date: 6/16/26

Sory, Sareth

Lunch/Recess Aide

McCarthy Middle School

Effective date: 6/15/26

Thorp-Dussourd, Karen

Grade 7 Special Education Teacher

McCarthy Middle School

Effective date: 6/16/26

Witt, Joshua

Substitute Coordinator

Chelmsford High School

Effective date: 6/15/26

Retirements:

Carey, Janet

Kindergarten Teacher

Byam Elementary School

Effective date: 6/30/26

Denny-Brown, Ann

Technology Teacher

McCarthy Middle School

Effective date: 6/30/26

Driscoll Hickenbottom, Kelley

ABA Paraeducator

McCarthy Middle School

Effective date: 6/1/26

Holland, Kelley

Clerk

McCarthy Middle School

Effective date: 6/30/26

Kingston, Tammy Lee

Paraeducator

Harrington Elementary School

Effective date: 6/30/26

Livingston, Shaun

Grade 8 Social Studies Teacher

McCarthy Middle School

Effective date: 6/30/26

O'Neill, Deborah

Secretary

South Row Elementary School

Effective date: 6/30/26

Pierce-Clark, Kari

Grade 2 Teacher

Center Elementary School

Effective date: 6/30/26

Sousa, Thomas

Business Teacher

Chelmsford High School

Effective date: 6/30/26

Tiano, Lisa

Music Teacher

Parker Middle School

Effective date: 6/30/26

Assignment Changes:

Keohane, Andrea (formerly Paraeducator at Center Elementary School)

Lunch/Recess Aide

South Row Elementary School

Effective date: 8/31/26

Manupelli, Lisa (formerly Paraeducator at Byam Elementary School)

Secretary

South Row Elementary School

Effective date: 8/17/26

McKenna, Katherine (formerly Kindergarten Teacher at Harrington Elementary School)

Kindergarten Teacher

Center Elementary School

Effective date: 8/31/26