



# Chelmsford School Department School Committee

## *Notice of Public Meeting*

Email Posting to [townclerk@townofchelmsford.us](mailto:townclerk@townofchelmsford.us) Thank you.

Filed with Town Clerk:

As required by G.L. c. 30 A, §18-25

**DATE: Tuesday January 7, 2020 TIME: 6:00 p.m. ROOM: Conf. Room 1**

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

### **CALL TO ORDER**

### **PLEDGE OF ALLEGIANCE**

### **CHAIR OPENING STATEMENT**

### **CONSENT AGENDA**

1. Approval of the minutes of the regular school committee meeting of December 3, 2019

### **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.

### **NEW BUSINESS**

1. Presentation: Spotlight on the Departments – Social Studies Department
2. Presentation: Spotlight on the Schools – Byam Elementary School
3. Update: Communications and Media Director
4. Update: New Social Worker Position at Parker Middle School
5. FY21 Capital Planning Committee Recommendations to Town Meeting
6. 2019 SOI Notification re: MSBA Core Program Application
7. 2019/20 School Improvement Plans
8. Multi-Year Strategic Plan – Discussion and Planning
9. Update: Multi-Function School Activity Bus Usage
10. Personnel Report: November 2019
11. Approval of Conference and Field Trip Requests

### **REPORTS**

1. Liaison Reports

### **ACTION/NEW ITEMS**

1. Request for Reports & Updates

**PUBLIC COMMENTS:**

The School Committee will hear from members of the public on general matters of education interest.

**ADJOURNMENT**

**CHELMSFORD SCHOOL COMMITTEE  
REGULAR MEETING  
December 3, 2019  
Meeting Minutes**

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

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

**Call to Order**

6:00 p.m.

**Pledge of Allegiance**

**Chair Opening Statement**

The Chair welcomed all and stated that the meeting will be recorded and televised by Chelmsford Telemedia.

**Consent Agenda**

1. Approval of the minutes of the regular school committee meeting of November 19, 2019

**Ms. Newcomb motioned to approve the minutes of the regular school meeting of November 19, 2019. Ms. Santos seconded. Motion carries 4 – 1, with Mr. Moses abstaining.**

**Good News**

Dr. Hirsch shared that the Harrington PTO and Byam PTO are hosting a combined fund raiser on Sunday which will have a winter store and gingerbread house competition. About 50 CHS National Honor Society students will be helping. Center and South Row will also be having gift shops. At Center Elementary School last week Amanda Pelkey, gold medal winner from the winter hockey team of 2018 was the guest. She shared her story with the students and brought her gold medal to show. McCarthy's Project 300 success was highlighted on NBC Boston 10 last week. All five through eight students took the preliminary round tests for the Geography Bee. They will learn after Thanksgiving which ten students from the middle schools will qualify for the "School Championship" which will take place this Friday. A new episode of the CPS Art Department is featuring the making of the CHS musical. Many students are going the Symphony, String Fest and the M Penn Conference. Concerts will be held at all levels over the next two and a half weeks.

The Chair was happy to attend the rally before the Thanksgiving football game which was a testament to school spirit. Sports awards were given out on November 25<sup>th</sup> according to Ms. Santos. The CHS production of the musical, *Chicago*, was phenomenal.

## **Public Comments**

Allie Barnes, of 104 Garrison Road, hosts a program called Chelmsford Signs, which enables people to practice and learn sign language. American Sign Language is the third or fourth most common language in the USA. She and other members of this group would like see sign language as an option at the middle schools and CHS.

## **New Business**

### **1. SEPAC Communication: Recess**

Allie Barnes again joined the table along with Peter Malloy, a SEPAC member, to present findings of the SEPAC Recess Subcommittee. The study was conducted based on information that students sometimes miss recess as a punishment or to complete their classwork. The thorough research was presented and shared in a detailed slide show, which is included in tonight's agenda packet. Current School Committee policy states that schools will "provide at least one daily recess period in Kindergarten through grade five which is not used as a punishment/reward". Currently, the State legislature is reviewing a proposed bill regarding the inclusion of recess as part of learning time. Their presentation included recommendations of several alternative methods for student behavior support which did not involve taking away recess time as well as training for staff. The Committee appreciated the information being brought forward to them and will schedule on the agenda of a future Committee meeting a full discussion of the recess policy and communications concerning the policy.

### **2. Presentation: Spotlight on the Departments-World Languages & Student Exchange Programs.**

Ms. Jessica Nollet, Department Coordinator for World Languages and Student Exchange Programs, shared updates, beginning with the Seal of Biliteracy program. Twenty-one CHS seniors will be taking exams in early February and may be awarded the "Seal of Biliteracy" or "Seal with Distinction". Cultural exchanges will take place in May of 2020 and proposed exchanges with Malaga, Spain. Additionally, Ms. Gauthier's students are involved in a "Pen Pal" communication with students in Madrid, Spain. Ms. Nollet conducted a survey which resulted in requests to add Mandarin Chinese and American Sign Language (ASL) to the curriculum. Finally, she is applying to have Chelmsford designated to participate in the State Department's Student and Visitor Exchange Program. Tonight's agenda packet includes details on these possibilities. Ms. Nollet's entire presentation may be viewed by watching tonight's Committee meeting on Chelmsford Telemedia/YouTube.

### **3. Presentation: Mr. Roger Hatch – Chelmsford & MA State School Funding**

Mr. Hatch provided information on how Chapter 70 works and the formula by which aid is provided to the different school districts. He also talked about how, the recently passed, Student Opportunity Act will effect changes beginning in fiscal 2021. His presentation with detailed slides may be watched on Chelmsford Telemedia/YouTube. Mr. Hatch also fielded questions from The Committee.

## **Short Recess (two minutes)...**

### **4. Establish Working Committee – CHS Plateau Field Space Renovation**

Dr. Lang would like a School Committee member to join this committee to help decide the future of the plateau space at CHS. He hopes the working committee will meet before the holidays and reach a proposal by the spring. Mr. King offered to serve on the working committee but is open to another School Committee member serving in his place.



## **5. Approval of 2020/21 School Calendar**

Dr. Lang has included a draft of the 2020/21 school calendar in tonight's packet.

**Mr. Moses motioned to approve the 2020/21 school calendar. Ms. Newcomb seconded. Motion carries 5-0.**

## **6. Recommended FY20 Budget Transfers**

**Mr. Moses motioned to transfer \$663,109 from the COLA Reserve Account to the Salary Accounts as presented. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.**

## **7. Public Forum: Multi-Year Strategic Plan – Discussion and Planning**

Suggestions were made to begin with a recap of the last forum on the Strategic Plan. Then allowing the public to speak about what they would want to see in outcomes during the next three to five years. These topics will then be discussed at the various break-out groups. Publicity for this event has been multi-faceted to reach the entire community. Dr. Lang will create a draft agenda tomorrow and share it with The Committee before publicizing it. Cookies will be served!

## **8. Updates: Outstanding Matters**

Dr. Lang assured The Committee that all necessary steps have been taken relative to the recent publicity over the school kitchens.

## **9. Approval of Conference and Field Trip Requests**

**Mr. Moses motioned to approve the field trip as presented. Ms. Newcomb seconded. Motion carries 5-0.**

## **Reports**

### **1. Liaison Reports**

Mr. Doherty shared that the CHIPS PTO had their November meeting and a successful Open House with fund raising. They are hosting a "sock" drive and planning a teacher luncheon for December.

Ms. Newcomb shared that the All Town Wind Ensemble will hold their concert on December 19<sup>th</sup> at 7:00 p.m. at the PAC.

Ms. Santos said that the EL Council meeting was well attended and included two EL teachers. Information was given out on free EL services for adults. By-laws have been created and it is hoped that officers will be elected soon.

Mr. King attended a fifth-grade band concert which he found impressive!

## **Public Comments**

None

**Adjournment (8:44 p.m.)**

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

**Tonight's meeting may be viewed in its entirety on Chelmsford Telemedia You Tube.**

*Respectfully submitted by Sharon Giglio*

# CHELMSFORD PUBLIC SCHOOLS

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Jay Lang, Ed.D., Superintendent

## **Memorandum**

To: Members of the School Committee

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

Date: December 14, 2019

Re: Spotlight on the Departments: History & Social Science Department

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Attached please find a PowerPoint presentation provided by Stephanie Quinn, Department Coordinator for the History & Social Science Department. I look forward to hearing Ms. Quinn's presentation and discussing the work that is ongoing in the district with respect to these subject areas at our next meeting.

# Social Sciences Update



The background of the slide is a stylized American flag with a distressed, weathered texture. The stars and stripes are visible, but the colors are muted and the surface appears to be made of wood or stone.

# Presentation for the Chelmsford School Committee December 17, 2019

Stephanie Quinn  
Social Science Department Coordinator



# History and Purpose of Civic Education

*“A primary object should be the education of our youth in the science of government. In a republic, what species of knowledge can be equally important? And what duty more pressing than communicating it to those who are to be the future guardians of the liberties of the country?”*

- George Washington

“Our children should learn the general framework of their government and then they should know where they come in contact with the government, where it touches their daily lives and where their influence is exerted on the government. It must not be a distant thing, someone else's business, but they must see how every cog in the wheel of a democracy is important and bears its share of responsibility for the smooth running of the entire machine”.

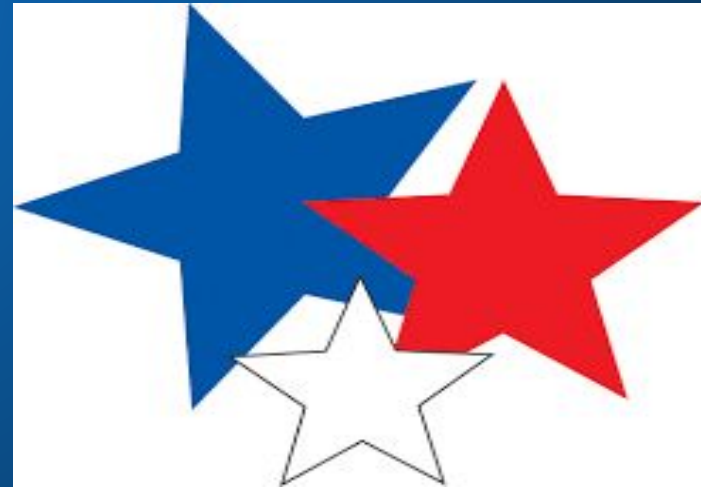
*-Eleanor Roosevelt*

# Overview

- ★ K-12: Revisions in progress

## ***Tonight's Focus is on CIVICS: Embed, Enhance, Engage***

- ★ Grade 3: Community Connections
- ★ Grade 5: New Resources
- ★ Grade 8: Transitions
- ★ Grade 10: Curriculum
- ★ Grade 11: Curriculum changes
- ★ Grade 12: Civics elective (4 sections)
- ★ Civics Project Pilots
- ★ Geobee winners!





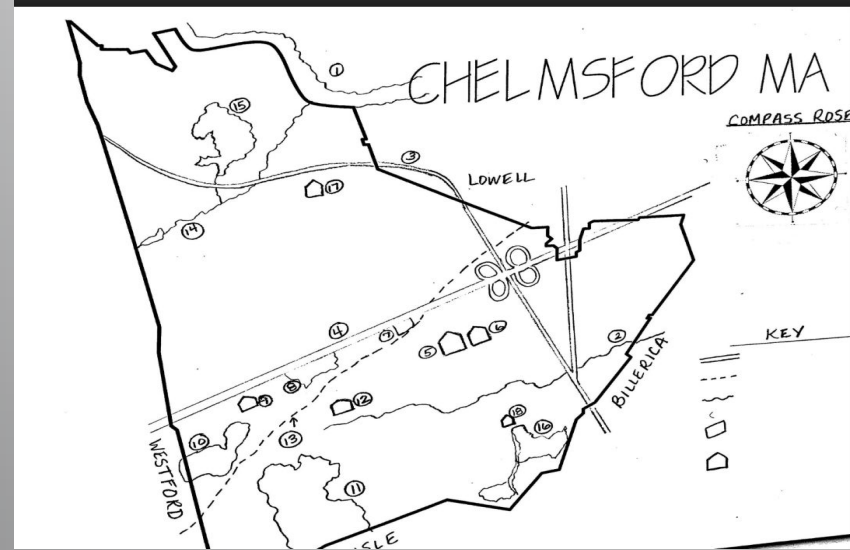
# K-12 work



- Review and revision of curriculum
- Aligning to the [2018 History and Social Science Framework](#)
- Our curriculum spans the social sciences including world history, culture, geography, economics, sociology, psychology
- Gathering resources, lessons, activities to engage

# Grade 3: Chelmsford

## *Connecting with community*



Working with community members to develop resources and activities to help students learn about their town.

\*Historical Society

\*Garrison House

[Chelmsford Virtual Tour](#)

**There is a lot of work to do!** Especially in grades 2, 3 and 4 to refine the curriculum, gather more resources and provide professional development  
Mini-PD courses will be available this spring



NATIONAL ARCHIVES



LIBRARY OF  
CONGRESS

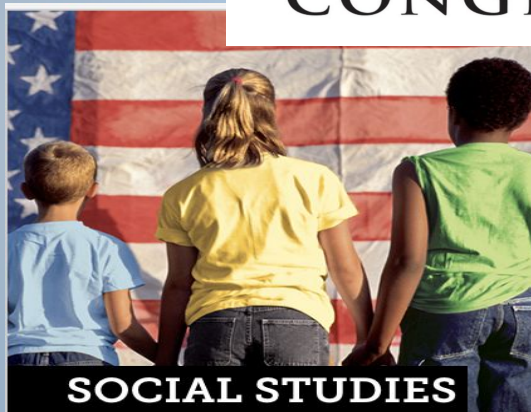
# Grade 5: US History

New curriculum and resources

Anchor text

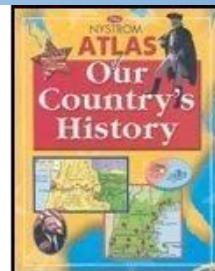
Learning history from a variety of resources

[\\*Library of Congress: Historical Source Sets](#)



**SOCIAL STUDIES**

myWorld Interactive Grade 5  
Building Our Country







# The Commonwealth Museum



Grade 8:



## Civics at Parker and McCarthy

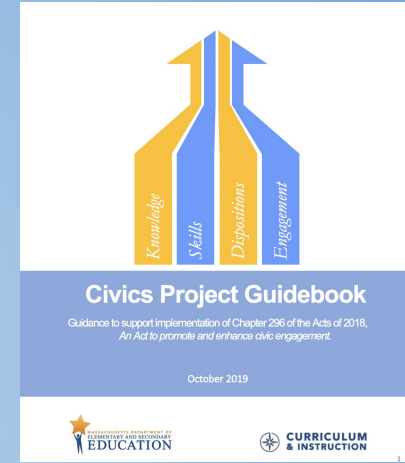
### ★ Grade 8 curriculum changes

- **2019-2020: Quarters 1, 2, 3 World History I: Fall of Rome to French Revolution Quarter 4 Civics Project Pilot**
- **2020-2021: Quarters 1, 2 Evolution of Democracy Quarter 3, 4: US Government, Civics and Civics Project**

# Civics Projects

Based on the format and structure of the Project Citizen program developed by the [Center for Civic Education](#).

- *Task 1 - Conduct research to be able to thoroughly explain the public policy issue*
- *Task 2 - Identify several solutions to the issue and weigh the advantages/disadvantages of each*
- *Task 3 - Propose a public policy solution to the problem that requires action and does not violate provisions of state/federal constitutions*
- *Task 4 - Propose an action plan they can use to influence appropriate government agencies to adopt their public policy*
  - Grade 8: 2019-2020 SY Pilot 4th quarter
  - Grade 11: 2019-2020 SY lessons, activities and tasks embedded throughout the year in the United States History II and AP US History courses
  - We will reflect and make adjustments to lessons, assignments and tasks to fully launch the projects and look to expand elements to other grade levels during the 2020-2021 SY





# US History at CHS

Grades 10 and 11

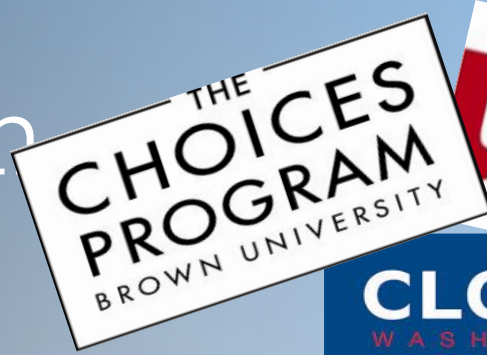
Current efforts:

- ★ Reforming curriculum map
- ★ Revision of Essential Questions
- ★ Collaboration





# Civics Education



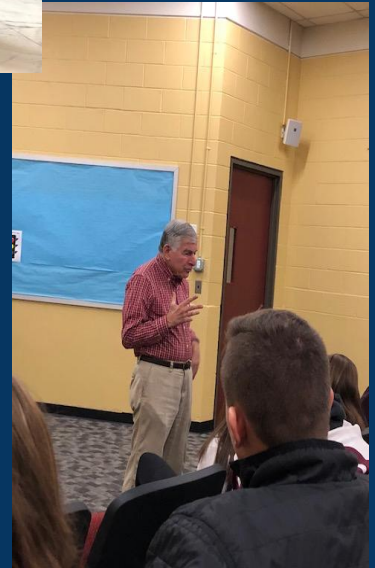
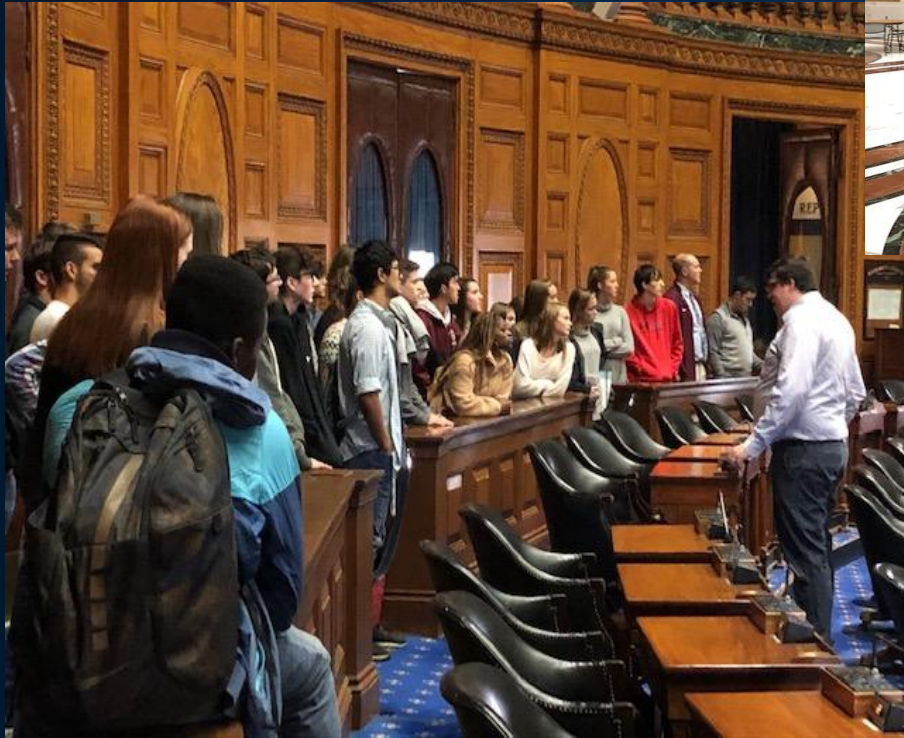
## ★ Civics Courses at Chelmsford High:

- **CHS: Civics Elective** for juniors and seniors, 1 semester (Year 2)

**Hosts and connects with active community leaders to learn about how Chelmsford/Massachusetts government work and discuss key public policy issues at each level. Past guests include Town Manager, Town Clerk, State Representatives, etc.**

- **Spring of 2019 visited the state house and met/lunch with the Chelmsford delegation of legislators.**
- **Participate in Senate Simulation at the Edward M. Kennedy Institute for the United States Senate.**





Parker Winner, Gavin Lambert, 6th Grade

McCarthy Winner, Alex Heater, 7th Grade



National Geographic Geography Bee Winners!

## The work ahead:

- ★ Focus on building curriculum, resources and supports for the elementary and middle school levels.
- ★ Review the pilot projects in grades 8 and 11 and revise as needed.
- ★ Finalize our core curriculum documents and publish for the community.





# Thank you!

Any questions?

You can find me at:

- [quinns@chelmsford.k12.ma.us](mailto:quinns@chelmsford.k12.ma.us)

# CHELMSFORD PUBLIC SCHOOLS

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Jay Lang, Ed.D., Superintendent

## **Memorandum**

To: Members of the School Committee

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

Date: January 6, 2020

Re: Spotlight on the Schools: Byam Elementary School

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Attached please find a PowerPoint presentation and handouts provided by Byam Principal Jason Fredette in advance of the meeting presentation. I look forward to hearing the presentation and discussing the good work that is occurring at Byam Elementary School with the members of the school committee.

# Byam School



School Committee January 7, 2019

# Byam Inspires



- **Reading- Louie's Loot**
- **Mathematics - 4th Grade Math Facts Family Night**
- **Visual Arts and Empathy- Rob Surette BSA Sponsored Enrichment**
- **Culture and Climate - Pride Ambassadors, Student/Staff Roars -**
- **Music- Ukuleles and ATEF Grant**

# Inspiring Reading- Louie's Loot

- Kindergarten literacy program
- Loot bags
- Book exchange
- Literacy games and materials





# Inspiring Math- Family Math Night

- 4th grade staff sponsored math evening for families
- Fun and engaging ways to practice facts
- Staff and CHS volunteers
- Take home activities



# Inspired Art and Empathy - Rob Surette BSA Enrichment

- BSA sponsored enrichment bringing renown speed painter Rob Surette to Byam
- Message of empathy and giving
- Students inspired to contact Mr. Surette



# Inspiring Culture and Climate - Pride Ambassadors, Student/Staff Roars

- PRIDE Ambassadors- 4th grade student recognized for consistently exhibiting core values and 3 R's
- Roars for students are given by staff members and recently PRIDE Ambassadors
- Staff Roars- staff recognizing each other and displayed in weekly staff bulletin



# Inspires Music / Ukuleles ATEF Grant

- Arts Technology and Education Foundation provided grant for ukuleles
- Full class set purchased
- Incorporated into 4th grade music curriculum



BYAM  
PRIDE

A hand-painted banner with the text "BYAM PRIDE" in large, colorful letters. The banner is decorated with various colorful patterns, including swirls, hearts, and small drawings. The letters are outlined in black and filled with different colors: B (dark blue), Y (orange), A (red), M (yellow), P (green), R (red), I (yellow), D (dark blue), and E (green). The banner is displayed against a white tiled wall.

# CHELMSFORD PUBLIC SCHOOLS

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Jay Lang, Ed.D., Superintendent

## **Memorandum**

To: Members of the School Committee  
From: Jay Lang, Ed.D., Superintendent of Schools  
Date: December 14, 2019  
Re: Communication and Media Update

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Attached please find a PowerPoint presentation provided by Jodie Luksha, Director of Communications and Media. Jodie joined us last September in her new role and will review what she has been working on these past few months and plans that are in progress related to general and targeted communication within the Chelmsford Public Schools.



# Communications & Media

September - December Update



# Engaging the Digital Generation





# General Updates

- Learning the Tools
- Visiting All Schools
- Understanding Needs / Requirements
- Establishing Relationships within CPS
  - Within the Town
  - Media
- Preparing Process & Strategy
- Executing Day-to-Day Operations
- Identifying and Overcoming Challenges

# Establishing Relationships

- Technology
  - Blackboard
- Administration
  - Identifying Key Contacts at Schools
- Fine & Performing Arts
  - Showcasing Content, Press Releases, Promotion
- Schools/PTOs
  - Event Coverage, Promotion, Community Engagement
- Chelmsford TV
  - Identifying key personnel and recommending new stories for CPS
- Local Media
  - Submitting News, Press Releases, Media Advisories, General Communication

# Website - Completed

- Updated Carousel Images and Links
- Created District Headlines Section for Press Releases
- Improved Social Share Functionality
- Organized Headshots for each Page
- Updated Staff Directory Link with New Logo on Every School Website
- Created Format to Organize District, Administrator, Teacher Page
- Responded / Updated Content via Help Desk Tickets

# Website

Homepage

The header features the Chelmsford Public Schools logo on the left, with the tagline "Perseverance, Respect, Integrity, Dedication, Empathy". To the right are links for "District Home" and "Choose Your School". A utility bar includes "Translate" and "User Options". The navigation bar contains links for "DISTRICT", "CURRICULUM", "STUDENTS", "PARENTS", "COMMUNITY", "SOCIAL MEDIA", "STAFF", and "CALENDAR", along with a search icon.

### District Announcements | District Headlines | Upcoming Events



From December 9th and December 13th, students in Grades K-12 have the opportunity to experience the thrill of coding during Chelmsford's 2019 Hour of Code Celebration! [Read more here.](#)



### District Info

230 North Road Chelmsford, MA 01824  
Phone: (978) 251-5100  
Fax: (978) 251-5110

Superintendent: Dr. Jay Lang  
Assistant Superintendent: Dr. Linda J. Hirsch



### District Announcements | District Headlines | Upcoming Events

Chelmsford Public School District Offers All Students Project Lead the Way STEM Curriculum

Chelmsford High School Artists Selected for UMass Lowell Regional High School Exhibition

McCarthy Middle School CAN Help Families in Need with Project 300 Drive

Chelmsford Public Schools Physical Education Teacher Receives LionsARK Project Award

Chelmsford Public Schools Receives \$ 50,000 Donation from The Hoyt Foundation

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Phone: (978) 251-5100  
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Assistant Superintendent: Dr. Linda J. Hirsch



### Quick Links

- Employment
- Bus On Facilities
- Lunch Menus
- MCC Pay Online
- Need Tech Assistance?
- How to Chelmsford?
- School Closings & Delays
- Wellness
- X2 Portal

District Headlines

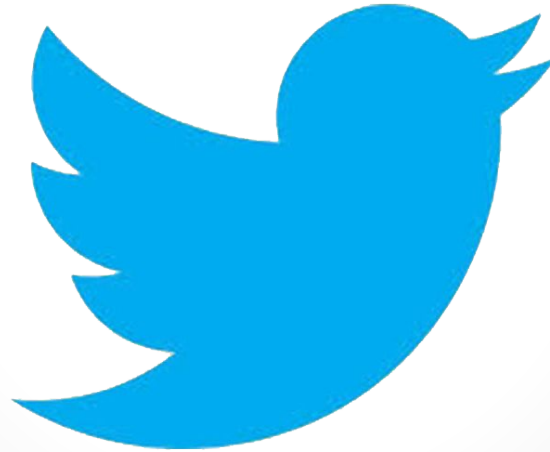
# Website - Next Steps

- Reorganize Information to Align with User Personas
  - Staff, Students, Parents, Community
- Stop Using PDFs & Provide Alternatives to Increase Accessibility for All
- Update / Improve Content & Imagery on Pages at the Department & School Levels
- Update Website Template (Summer 2020)

# How We Stay Connected

- An Integrated Approach to Engage Targeted Audiences
  - Internal Communications
  - External Communications
  - Parent Engagement
  - Community Engagement

# Social Media





# Sharing “Learning In Action”



**Chelmsford Public Schools**

Published by Chelmsford Schools [?] · 18 hrs · 🌐

Harrington Elementary kindergarteners had a great time as they learned and experimented with bubbles from the Discovery Museum staff. #ChelmsfordPS #CPSLionsPRIDE



**Chelmsford Schools** @CPSchoolsMA · 20h

Parker Middle School's social studies students went on an exciting and informative field trip to @massmuseum in Boston where they learned about history through interactive exhibits. What a great way to learn all about Massachusetts! #ChelmsfordPS #CPSLionsPRIDE



**chelmsfordpublicschools**



... would have thought! But here they are, Byam Elementary 2nd graders are coding in Mrs. Dillman's technology lab using Scratch Jr. Why? It's about teaching logic, problem solving, creativity and preparing our students for the jobs of tomorrow. #ChelmsfordPS #CPSLionsPRIDE #learningforthefuture #PLTW

3w



14 likes





# SOCIAL MEDIA

- Facebook
  - Reestablished the Chelmsford Public Schools Page
  - Engagement and Two-Way Communication Began in September
  - Tagging Schools and Encouraging Mentions for Increased Engagement
  - Sharing School & Community Content



# SOCIAL MEDIA

- Twitter
  - Engagement and Two-Way Communication Began in September.
  - Regular Tweeting Includes Engaging Images & Video
  - Tagging Schools, Teachers, Clubs and Encouraging Mentions and Use of #ChelmsfordPS and #CPSLionsPRIDE



# SOCIAL MEDIA

- Instagram
  - Launched District Page on October 9, 2019
  - Informing Students of District Pages
  - Encourage Student Participation & Likes
  - Promote Use of #ChelmsfordPS and #CPSLionsPRIDE



# Facebook Insights

**Chelmsford Public Schools**  
Published by Chelmsford Schools 171 · November 12 · 🌐

We're so proud of our 8th Grade students who have worked so hard on #Project300 at McCarthy Middle! Today the students gathered thousands of cans, loaded a truck, and went to the #SalvationArmyLowellMA where they unloaded the truck and sorted the cans to be distributed to the greater Lowell community. Thanks so the Chelmsford Police Department for helping load the truck! NBC10 Boston came out to cover the story too! Great job McCarthy! #ChelmsfordPS #CPSLionsPRIDE



**5,167**  
People Reached

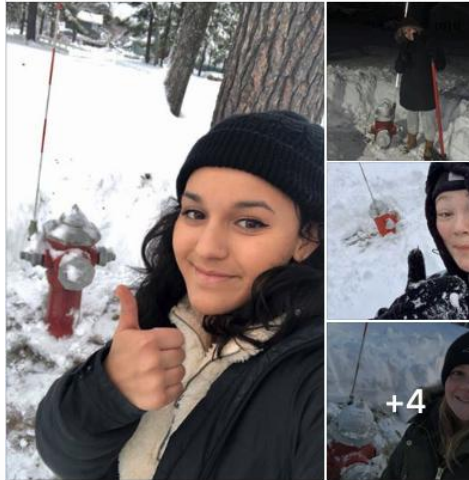
**1,641**  
Engagements

👍👎👉 100

**Most Liked & Shared**  
5,167 Reached  
533 Views  
354 Reactions  
293 Likes

**Chelmsford Public Schools**  
Published by Chelmsford Schools 171 · December 4 at 5:10 PM · 🌐

CHS Field Hockey players made a positive impact on the snow day yesterday as they took part in the 'Field Hockey Fire Hydrant Challenge' clearing their neighborhood hydrants from snow. ❤️👍👉🇺🇸  
#communityservice #ChelmsfordPS #CPSLionsPRIDE



**10,226**  
People Reached

**3,267**  
Engagements

[Boost Post](#)

👍👎👉 241

👍 Like    💬 Comment

All Comments ▾

**Most Comments**  
10,226 Reached  
241 Reactions  
3,267 Engagement

**Chelmsford Public Schools** [Create Event](#) [Last 365 Days ▾](#)

<b>6</b> Events +6 last 90 days	<b>6.1K</b> People Reached +6.1K last 90 days	<b>204</b> Event Responses +204 last 90 days	<b>0</b> Ticket Clicks +0 last 90 days
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**Fan Growth:**  
2,361 to 2,717 (13% Increase)

**Audience:**  
79% F / 20% M

**Response Time / Private Messages**

- 90% Response Rate within 2 hours and 25 minutes
- 48 Messages received and responded to since 9/19

# Tools / Memberships

- New for 2019/2020
  - Membership to National School Public Relations Association (NSPRA)
  - Membership to SocialSchool.edu
- Existing Tools
  - Blackboard (Website)
  - BlackboardConnect / Mass Notification System
- Next Steps
  - Social Media Boosts
    - To Increase Reach Within the Community
  - Social Media Advertising
    - To Showcase Important Events / Community Involvement
  - Upgrade to New Website Template
    - To Update Website
      - Upgrade Theme, Technology (Mobile Feed)



# Processes

- In Progress
  - Blackboard Messaging Templates
    - Early Release
    - No School
    - Half Days
  - Training School Admins / Other Staff on Tools & Best Practices
- Next Steps
  - Messaging Protocol Process
  - Communications SOPs
  - General Communications Plans (Internal & External)
  - Review of Crisis Communications Plan





# Public Relations



## Strategy

- Press Releases Distributed to Targeted List
  - Locally or Broader Depending on Content/Interest
- Media Outlets Tagged on Social Media for Additional Exposure/Awareness.



## Next Steps

- Host a Media Reception for Local Press
- Begin to Think About More Proactive Event Invitations/Media Briefs for Press Coverage



# Looking Ahead

- Communications Surveys
  - Faculty & Staff
  - Parents
  - Community
- Communications Plan & Guidelines
- Increased Two-Way Communications
- New Logo & Template Design
- Newsletter Brand (SMORE)
- Website Template Update
- Long-Term Planning

**THANK YOU!**

**QUESTIONS?**

## MEMORANDUM

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

**From:** Laraine M. Wilson, M.Ed., K-12 Coordinator of Social Emotional Learning and Counseling Services

**Date:** December 9, 2019

**Subject:** Update on Parker Middle School Social Worker Position 2019-2020

### **Background of Position:**

When we were looking at the needs of our middle school students, we wanted to create a position that was consistent with what we were seeing. We saw a need for a case management, family support and social services model to accommodate the needs of families who are new to the country, new to our town, struggling to meet basic needs for food, clothing and housing. These financial, social and emotional issues create barriers to learning and academic progress. In order to support the success of our most vulnerable students, we thought that it was best to seek out an experienced school social worker who would bring a positive, helpful, solution-focused approach to the Chelmsford Public Schools.

### **Background of Social Worker:**

Ms. Julia Vogel comes to the Chelmsford Public Schools from the City Connects Program in the Boston Public Schools. She served as the Student Support Coordinator at Paul A. Dever Elementary School. She earned her undergraduate degree in Psychology from Franklin and Marshall and her Master of Education Degree in Sports Psychology from Boston University. Julia is a licensed mental health counselor and holds a school social worker/school adjustment counselor license from the Massachusetts Department of Elementary and Secondary Education.

As an experienced mental health professional, Julia was ready to hit the ground running. She recognized the importance of meeting the needs of students and families through collaboration with school staff, family, and community resources. She understands that there are a diverse range of strengths and needs shown by students and that it is necessary to establish relationships with students and families in order to effectively boost their success. Building a relationship with each student allows for a deeper understanding of that students' experience and how that experience is impacting their academic and social experience at school. She is positive, capable and able to see each student's strengths with the belief that they have the potential to be successful when given an environment where their strengths are cultivated. Julia views her role as a liaison between the home, school and community providers. Additionally, in this role she values the opportunity to share her expertise in mental health with colleagues and families to improve their understanding of how to support their student.

### **Scope of Work:**

- **Participating actively in school-based meetings**
  - Guidance Team (weekly)
  - Multitiered Systems of Support (MTSS) Tier II: Mindfulness (every 2 weeks)
  - Positive Behavior Interventions and Supports (PBIS) (monthly)
  - Grade-level team meetings – 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> – (when possible)
  - Student Support Team

- **Connecting the School and Families to Community Resources**
  - Created a binder and Google drive folder of community resources (covering the areas of basic needs, adult programs, family support, physical and mental health, holiday assistance, and youth/teen programs)
  - Phone conversation/in-person meetings with 10 community resources to gather more information on what they offer and how families can get connected with them
  - Ongoing research to find new resources as specific needs arise
  - Sharing resource information with administration, counselors, teachers and psychologist
  
- **Collaborating with counselors, psychologist, nurses, and teachers to support students/families, particularly when there is a need for support outside of school (financial, mental health, case management, housing, family stability)**
  - Securing winter clothing for a new student who recently immigrated
  - Reaching out to families when students have reported lack of electricity or housing changes
  - Reaching out to a family when teachers have concerns about lack of clothing/outerwear
  - Reaching out to families to discuss/support with hygiene concerns
  - Supporting families to navigate communication/conflict when parents are divorced or when there are other issues with family dynamics
  - Providing parents with education about and information for outpatient therapy referrals
  - Collaboration with teachers to identify student academic and out of school needs and work together to support families to ensure all needs are addressed
    - Schedule and participate in family meetings as necessary
    - Follow up communication with teachers to ensure necessary information is shared
  - Communication with outside therapists to ensure coordination of treatment for students
  
- **Providing case management for families with complex needs**
  - Home/School communication
  - Particularly supporting lower income, single parent families with organization, connection to resources, parenting education, education on mental health
  - Schedule home visits if/when needed
  
- **Addressing student counseling needs**
  - Provide counseling services as designated by IEPs
  - Weekly scheduled check-ins with students who have ongoing challenges
  - Facilitating two 8-week anxiety groups (5<sup>th</sup> and 6<sup>th</sup> grade). Plan for 7<sup>th</sup> and 8<sup>th</sup> grade groups in the winter
  - Available as needed for students who need support throughout the day
  - Serves as a staff member to check-in with students who may typically see counselors or psychologist if/when those individuals are unavailable
  - Collaboration with 6th grade counselor to review results of students in the “borderline” or “clinically significant” range of the 6<sup>th</sup> Grade RCADS survey. Including checking in with each student individually to discuss needs and available supports

# CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

## Memorandum

To: Members of the School Committee

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

Date: December 14, 2019

Re: FY2021 Capital Plan – TOC Capital Planning Committee Recommendation

At the regular school committee meeting of November 2, 2019, committee members prioritized \$ 2.36 million worth of capital improvement projects related to the schools. Following is the final prioritized list:

Priority	Amount	Project
1	\$ 188,392	Additional Funding Required to Complete FY20 Approved Kitchen Code/Upgrade Projects
2	\$ 270,837	School Security Upgrade - Chelmsford High School
3	\$ 122,928	School Kitchen Code Compliance Upgrade - Parker Middle School
4	\$ 669,332	Renovate Student Auditorium - McCarthy Middle School
5	\$ 110,200	Renovate Student Lecture Hall - McCarthy Middle School
6	\$ 641,355	School Kitchen Upgrade - Parker Middle School
7	\$ 156,354	School HVAC Ductwork Repair/Service
8	\$ 32,600	School Flooring Repair/Replacement
9	\$ 100,000	School Computer Network Firewall Upgrade
10	\$ 75,000	School Classroom Technology Upgrade
	\$ 2,366,998	Total

Mr. John Sousa, Town Finance Director/Treasurer, provided the attached list of FY21 capital projects that were approved at the final Town of Chelmsford Capital Planning Committee meeting on December 5, 2019. Town and school department capital projects totaling \$ 3.8 million will be presented for approval at the April town meeting. The school department capital projects highlighted above in **BLUE** were approved totaling \$ 1,892,844. The remaining school department capital projects highlighted above in **RED** were not approved totaling \$ 364,154. The school computer network firewall upgrade project highlighted above in **GREEN** was withdrawn from consideration.



**From:** [Sousa, John](#)  
**To:** [Michael Curran](#); [Christopher Lavallee](#); [Langford, Ameena](#); [Jill Kenny](#); [Doherty, Jeffrey](#); [Lussier, Darlene](#); [Cohen, Paul](#)  
**Cc:** [Canavan, Kathleen](#); [Dzuris, Tricia](#); [McCall, Michael](#); [Persichetti, Gary](#); [Siriani, Debi](#); [Herrmann, Becky](#); [Ryan, Gary](#); [Spinney, Jim](#); [Lutter, Ted](#); [Lang, Jay](#); [Johnson-Collins, Joanna](#); [Silver, Bill](#); [Virginia Crocker Timmins](#)  
**Subject:** FY21 Capital Improvement Plan  
**Date:** Friday, December 6, 2019 9:29:17 AM  
**Attachments:** [FY21 Capital Planning Recommendation.pdf](#)

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Good Morning:

Please find a copy attached of the FY21 Capital Improvement Plan recommendation that was approved at our meeting last night. This plan will be presented at the Tri-Board meeting on Monday evening, Dec. 9<sup>th</sup>. Finally, the FY21 Capital Budget will be presented to Town Meeting in April 2020 for consideration and approval.

The Committee reviewed 28 projects totaling just over \$4.8M. 17 projects were recommended for funding in FY21. Of those 17 projects, two were approved at a reduced funding level. Nine projects were deferred and two projects were withdrawn. The Committee voted to recommend the total amount financed to not exceed \$3,803,450.

Thank you to our citizen members as well as members representing the School Committee, Finance Committee, and Board of Library Trustees for volunteering your time to assist with the development of the Town's annual capital budget. The attendance of our Board of Selectmen Liaison, Virginia Crocker-Timmins, at all meetings is appreciated.

John

John Sousa, Jr.  
Finance Director/ Treasurer  
Town of Chelmsford  
(978) 244-3390



*Please be advised that the Secretary of the Commonwealth has determined that all email messages and attached content sent from and to this email address are public records unless qualified as an exemption under the Massachusetts Public Records law (MGLc.4,§7(26)).*

## FY2021 Capital Improvement Plan Recommendation

<u>Detail</u>			
<u>Sheet #</u>	<u>Project</u>	<u>Cost</u>	<u>Funded</u>
1	IT - Upgrade FMC - Energy Mgmt.	\$ 25,000	
2	IT - Security Cameras	\$ 105,000	\$ 105,000
3	IT - Security Door Swipe System	\$ 100,000	
4	Town Clerk - Vault Storage Upgrade	\$ 26,500	\$ 20,500
5	Sr. Center - Kitchen Renovation	\$ 244,758	\$ 244,758
6	Library Computer Replacement	\$ 28,380	\$ 28,380
7	Library Carpet Repl. Ph. 3 - Adams	\$ 25,000	\$ 25,000
8	Library Retaining Wall	\$ 70,000	
9	Library Pickup Truck Replacement	\$ 30,000	
10	Police - Public Safety Radio Repeater Upgr.	\$ 176,640	\$ 176,640
11	Fire - Repl. Service 2 Plow Truck	\$ 70,534	\$ 70,534
12	Fire - Mobile Radio System Upgrade	\$ 267,638	\$ 267,638
13	Fire - Staff Vehicle Replacements	\$ 69,568	
14	DPW - Sidewalk Construction	\$ 325,000	\$ 325,000
15	DPW - Road Improvements	\$ 500,000	\$ 500,000
16	DPW - GIS Flyover Update	\$ 150,000	\$ 50,000
17	DPW - Parks Med. Duty Truck	\$ 72,500	
18	Facilities - Replace Vehicles with Hybrids (3)	\$ 165,000	\$ 100,000
19	School - HVAC Ductwork Repair/ Service	\$ 156,354	
20	School - Flooring Repair/Replacement	\$ 32,600	
21	School - Kitchen Upgr. (Byam, Harr, S Row)	\$ 188,392	\$ 188,392
22	School - Parker Kitchen Upgrade	\$ 641,355	\$ 641,355
23	School - Parker Kitchen Code Compliance	\$ 122,928	\$ 122,928
24	School - McCarthy Auditorium	\$ 669,332	\$ 669,332
25	School - McCarthy Lecture Hall	\$ 110,200	
26	School IT - Security/ Surveillance Upgrades	\$ 270,837	\$ 270,837
27	School IT - Firewall Replacement	\$ 100,000	
28	School IT - Classroom Technology	\$ 75,000	
	TOTAL:	\$ 4,818,516	\$ 3,806,294
	LESS: Recaptured Funds		\$ (2,844)
	Child Care Rev. Fund		\$ -
	Other		\$ -
	Net Amount Borrowed		<u>\$ 3,803,450</u>

# CHELMSFORD PUBLIC SCHOOLS

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Jay Lang, Ed.D., Superintendent

## **Memorandum**

To: Members of the School Committee  
From: Jay Lang, Ed.D., Superintendent of Schools  
Date: December 14, 2019  
Re: MSBA Application Status

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As you are aware, during the spring of 2019, the district submitted a Statement of Interest (SOI) to the Massachusetts School Building Authority (MSBA) for consideration of a school construction project under the MSBA **CORE Program**, which is primarily for projects beyond the scope of the Accelerated Repair Program (ARP), including extensive repairs, renovations, addition/renovations, and new school construction.

On Wednesday December 11, 2011 we received notice from the MSBA, a copy of which is attached, notifying us that the Chelmsford High School SOI will not be invited into the MSBA Eligibility Period at this time. I will be reaching out to representatives of the MSBA to discuss our prior submissions in order to determine how we may make a more compelling case for consideration in future submissions. The MSBA will be accepting for funding consideration, new SOIs submitted by April 8, 2020 for the **CORE Program**.



# Massachusetts School Building Authority

**Deborah B. Goldberg**  
*Chairman, State Treasurer*

**James A. MacDonald**  
*Chief Executive Officer*

**John K. McCarthy**  
*Executive Director / Deputy CEO*

December 11, 2019

Mr. Paul E. Cohen, Town Manager  
Chelmsford Town Offices  
50 Billerica Road  
Chelmsford, MA 01824

Re: Town of Chelmsford 2019 Statement of Interest Status

Dear Mr. Cohen:

The Massachusetts School Building Authority (the “MSBA”) would like to thank the Town of Chelmsford (the “District”) for expressing an interest in the MSBA’s program for school building construction, renovation, and repair grants through the 2019 Statement of Interest (the “SOI”) process.

Overall, the MSBA received 61 SOIs from 51 different school districts for consideration in 2019. In reviewing SOIs, the MSBA identifies the school facilities that have the greatest and most urgent need based on an assessment of the entire cohort of SOIs that are received for consideration each year.

Based upon the MSBA’s review and due diligence process, it has been determined that the Chelmsford High School SOI will not be invited into the MSBA’s Eligibility Period at this time. If the District would like this school to be considered for future collaboration with the MSBA, the District should file an SOI in an upcoming year. The MSBA will begin accepting SOIs for consideration in 2020 starting on Wednesday, January 8, 2020. Please see the information below regarding the process as well as on the MSBA’s website.

If the District is planning to submit an SOI in 2020, consider notifying local governing boards of your intentions, as local governing bodies will have to vote to approve submission of an SOI prior to the following closing dates:

- The SOI closing date for Districts submitting under the Accelerated Repair Program, which is primarily for the repair and/or replacement of windows, roofs, and/or boilers in an otherwise structurally sound facility, will be Friday, February 14, 2020.
- The SOI closing date for Districts submitting under the Core Program, which is primarily for projects beyond the scope of Accelerated Repair, including extensive repairs,

Page 2

December 11, 2019

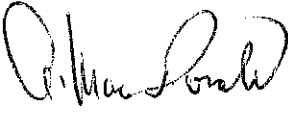
Town of Chelmsford 2019 Statement of Interest Status Letter

renovations, addition/renovations, and new school construction will be Wednesday, April 8, 2020.

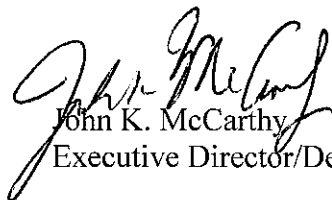
The MSBA is proud to be collaborating with the Town of Chelmsford on the South Row Elementary School project and remains committed to partnering with the District to better understand any other school facility issues. The MSBA will be sending detailed information regarding the 2020 SOI process in the coming weeks.

Please feel free to contact Katie DeCristofaro, Capital Program Manager at (617) 720-4466 should you have any questions.

Sincerely,



James A. MacDonald  
Chief Executive Office



John K. McCarthy  
Executive Director/Deputy Chief Executive Officer

Cc: Legislative Delegation  
Kenneth LeFebvre, Chair, Chelmsford Board of Selectmen  
Dennis F. King II, Chair, Chelmsford School Committee  
Dr. Jay Lang, Superintendent, Chelmsford Public Schools





# CHELMSFORD PUBLIC SCHOOLS SCHOOL IMPROVEMENT PLANS

## School Year: 2019-2020



*Chelmsford Public Schools a Future Ready District*



# CHELMSFORD HIGH SCHOOL

## CHS SIP Grid for 2019-2020

School: Chelmsford High School		Date: December 13, 2019			
<b>SMART Goal #1:</b> <i>Our school will continue reductions in the proficiency gap of all subgroups by 10% during the 2020-2021 school year, as measured by the students' progress and performance index (PPI) on the new MCAS, other standardized test measures, and through common assessments.</i>					
<b>Strategy #1:</b> The school will implement common assessments in each discipline to measure student progress toward intended learning goals to prepare student for demonstrating proficiency on standardized testing.					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Implement data analysis protocols to identify need areas for instructional interventions and support	<ul style="list-style-type: none"> <li>• Common Planning Time</li> <li>• Release Time</li> <li>• Departmental Time</li> </ul>	Staff will analyze results and identify systematic ways of meeting the needs of the students	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Curriculum Coordinators</li> </ul>	Fall - Spring	On-going
Combine Level 3 and H2 classes and retitle the classes College Preparatory	<ul style="list-style-type: none"> <li>• Program of Studies</li> <li>• Release Time</li> <li>• Departmental Time</li> </ul>	By eliminating Level 3 classes, we will be in compliance with DESE regulations as it pertains to the proper ratio of special education students and general education students in the same class.	<ul style="list-style-type: none"> <li>• Building Admin</li> <li>• Curriculum Coordinators</li> <li>• Teachers</li> </ul>	Spring 2020	
<b>Strategy #2:</b> The school will prepare students for demonstrating proficiency on the MCAS, as well as increase participation and performance on the SAT, ACT, and AP exams.					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Continue to review curriculum in other disciplines in alignment with new national standards, Common Core, and other local standards	<ul style="list-style-type: none"> <li>• Professional Time</li> <li>• Electronic Resources</li> </ul>	Revised curriculum documents and/or curriculum maps for disciplines	<ul style="list-style-type: none"> <li>• Dept. Coordinators</li> <li>• Asst. Superintendent</li> <li>• Principal</li> <li>• Special Ed. Chair.</li> <li>• Teachers</li> </ul>	On-going	On-going
Review AP classes that are not meeting the same level of success as other classes and devise strategies to help improve student performance and improve instruction.	<ul style="list-style-type: none"> <li>• Professional Time</li> <li>• AP Testing Data</li> <li>• Departmental Time</li> </ul>	Teachers and/or Departments will analyze the curriculum and the AP exam. Identify learning strands that need more time/emphasis and adjust the class experiences as necessary	<ul style="list-style-type: none"> <li>• Dept. Coordinators</li> <li>• Asst. Superintendent</li> <li>• Principal</li> </ul>	Spring 2020	
Create an in-house AP exam for students who do not take the College Board AP Exam.	<ul style="list-style-type: none"> <li>• Previous AP Exams</li> <li>• PD Time to learn AP Grading</li> </ul>	Using the results of the in-house exams will help inform teacher practice and gauge effectiveness of instruction.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Curriculum Coordinators</li> <li>• Deans</li> <li>• Teachers</li> </ul>	Fall of 2020	

	<ul style="list-style-type: none"> <li>• Departmental Time</li> </ul>				
<b>Strategy #3:</b> The school will continue to implement tiered instructional approaches through the guidelines of MTSS/PBIS to meet the needs of all students inclusive of UDL practices and co-teaching.					
<b>Action Steps</b>	<b>Resources Needed</b>	<b>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Status</b>
Redesign the SST process and meeting	<ul style="list-style-type: none"> <li>• Sub coverage for teachers to attend meetings</li> <li>• Rescheduling when SST are held</li> <li>• Faculty Meeting Time</li> </ul>	Redesigning the SST process to include: <ol style="list-style-type: none"> <li>1. Active teacher participation at the SST meeting</li> <li>2. Using the DCAP will provide important students data that will assist in creating an action plan</li> </ol>	<ul style="list-style-type: none"> <li>• CHS Admin</li> <li>• Director of Student Services</li> <li>• Faculty</li> </ul>	Spring 2020	
Revamp the Co-Teaching model: <ul style="list-style-type: none"> <li>• Keep co-teaching pairs in place for minimum 3 years</li> <li>• Provide professional development on an on-going basis utilizing Susan Hentz (Professional Development Co-teaching leader)</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduling accommodations</li> <li>• Data</li> <li>• Professional Time for analysis</li> </ul>	<ol style="list-style-type: none"> <li>1. All staff will have a shared/common understanding of the purpose and need for co-teaching</li> <li>2. Schedule students into co-teaching classes that keep a consistent ratio of special education students and general education students</li> </ol>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Department Coordinators</li> <li>• Special Education Chairperson</li> <li>• Subject area teachers</li> </ul>	On-going through Spring 2022	

<b>School: Chelmsford High School</b>			<b>Date: December 13, 2019</b>		
<b>SMART Goal #2:</b> <i>By Spring 2020, the school will respond to the remaining recommendations identified in the NEASC “Report of the Visiting Committee” from March, 2012 and start preparations for next accreditation cycle.</i>					
<b>Strategy #1:</b> The school will act on the recommendations contained in the 2012 NEASC report					
<b>Action Steps</b>	<b>Resources Needed</b>	<b>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Status</b>
Continue to meet with the NEASC follow-up committee, appointed by the principal, to address the recommendations brought forward by the NEASC final report.	<ul style="list-style-type: none"> <li>• CHS Staff</li> <li>• NEASC Report</li> </ul>	Prioritize and organize the remaining recommendations contained in the report	<ul style="list-style-type: none"> <li>• Principal</li> <li>• NEASC Follow-Up Committee</li> </ul>	Spring 2020	

model that meets the needs of students from all ability levels	<ul style="list-style-type: none"> <li>Teachers to pilot different ideas</li> </ul>				
Pilot Senior Capstone or Senior Internship opportunities that will include the entire senior class	<ul style="list-style-type: none"> <li>Professional Dev.</li> <li>Committee Groups</li> <li>Time to view other schools with Capstone/Internship programs</li> </ul>	Create a structure for Seniors to gain skills and experiences that they can use in either post-graduate studies or in the work force. them academically and/or social/emotionally.	<ul style="list-style-type: none"> <li>CHS Admin Team</li> <li>CAGS Teachers</li> <li>Faculty</li> <li>Department Coordinators</li> </ul>	Spring 2020	
<b>Strategy #2:</b> In partnership with outside groups (e.g., LiveSmart, Council of Schools, Healthy Chelmsford, etc.), CHS will continue to provide awareness programs for students, parents and staff members in our community					
<b>Action Steps</b>	<b>Resources Needed</b>	<b>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Status</b>
Analyze the most recent YRBS. Identify and analyze trends of our current students	<ul style="list-style-type: none"> <li>Members of the Police, town, health department and school</li> <li>Grant funding from GLHA to administer</li> </ul>	Implementation of two targeted programs for our students and community	<ul style="list-style-type: none"> <li>LIVE SMART Group</li> </ul>	Fall 2020	
<b>Strategy #3:</b> Continue to monitor the maintenance and upkeep of the physical plant on a regular basis.					
<b>Action Steps</b>	<b>Resources Needed</b>	<b>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Status</b>
Regular meetings with co-leads at high school	<ul style="list-style-type: none"> <li>Principal will meet with two leads</li> </ul>	Monitor progress of building cleanliness	<ul style="list-style-type: none"> <li>Principal /head custodian</li> </ul>	Ongoing	
Meetings with Dynamic Cleaning representative	<ul style="list-style-type: none"> <li>Head custodian/principal</li> <li>More training</li> </ul>	Maintain ongoing communication about building status.	<ul style="list-style-type: none"> <li>Principal</li> </ul>	Ongoing	
School Security: Create a processing/greeting area at the main entrance for visitors to be processed	<ul style="list-style-type: none"> <li>CIP Funds</li> <li>Technology</li> <li>Personnel to Staff the vestibule</li> </ul>	This will create a safe area for visitors to be checked in by security before entering the building.	<ul style="list-style-type: none"> <li>Principal</li> <li>Plant &amp; Facilities Dpt.</li> <li>Custodial</li> <li>Security</li> <li>Central Office</li> </ul>	Summer 2020	.
Meetings with Facilities Director for Town and School	<ul style="list-style-type: none"> <li>Meeting Time</li> <li>Monitor progress on school dude requests and completion</li> </ul>	Strategize, prioritize, and implement capital planning as means of prioritizing physical needs of school; including bathroom project, accordion wall replacement, and renovation of Lecture Hall I into seminar space	<ul style="list-style-type: none"> <li>Principal</li> <li>Facilities Department</li> </ul>	Ongoing	
<b>Strategy #4:</b> Continue to focus on social emotional health through MTSS team initiatives.					

<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Support the school goal of increasing student daily attendance and decrease the amount of students arriving tardy to school	*Early Release Time *MTSS PD *Summer MTSS Work *Faculty Meeting Time	Increase the school daily attendance rates by 10% and decrease the number of student tardy instances by 10% by the Spring of 2020	<ul style="list-style-type: none"> <li>• MTSS Team</li> <li>• Teachers</li> <li>• Building Admin</li> <li>• Assistant Superintendent</li> </ul>	Spring 2020	



Continue to review the recommendations from the report and to implement changes to meet the expectations	<ul style="list-style-type: none"> <li>• Meeting Time</li> </ul>	Implementation of programmatic changes in accordance with the NEASC Standards	<ul style="list-style-type: none"> <li>• BLT</li> </ul>	Ongoing	
Begin the process to create a new committee to help guide the upcoming accreditation cycle for CHS	<ul style="list-style-type: none"> <li>• Meeting Time</li> <li>• Early Release Time</li> <li>• PD Time</li> </ul>	Working with our NEASC liaison to create an action plan and timeline for the last three years of the 10 year NEASC plan.	<ul style="list-style-type: none"> <li>• Building Admin</li> <li>• Curriculum Coordinators</li> <li>• Teachers</li> <li>• Assistant Superintendent</li> <li>• Superintendent</li> </ul>	Spring 2020	
<b>Smart Goal #3: The school will continue to expand the number of Dual Enrollment classes offered through Merrimack Community College by 30% by the Spring of 2021</b>					
<b>Strategy #1: Continue to revise the Program of Studies to include more courses from each content area that can be offered for dual enrollment.</b>					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Identify and propose additional classes and teachers to include in the Dual Enrollment Program.	<ul style="list-style-type: none"> <li>• Department Meeting Time</li> <li>• Faculty Meeting Time</li> <li>• Professional Development with MCC</li> </ul>	<ul style="list-style-type: none"> <li>• Working with MCC to create a pathway so that students can earn a diploma and an associate's degree by the time they graduate.</li> </ul>	<ul style="list-style-type: none"> <li>• Building Admin</li> <li>• Curriculum Coordinators</li> <li>• Teachers</li> <li>• Superintendent and Assistant Superintendent</li> </ul>	Fall of 2020	
Create Parent Informational Meetings to inform our school community about Dual Enrollment opportunities and details.	<ul style="list-style-type: none"> <li>• Meeting Space at the high school</li> </ul>	<ul style="list-style-type: none"> <li>• Working with MCC, double the number of students taking Dual Enrollment classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Building Admin</li> <li>• Curriculum Coordinators</li> <li>• Teachers</li> <li>• Counselors</li> </ul>	Spring 2020	

<b>School: Chelmsford High School</b>			<b>Date: December 13, 2019</b>		
<b>SMART Goal #4: CHS will continue to maintain a healthy, positive school climate that promotes emotional well-being and growth for students in a safe, secure environment as measured by an 85% satisfaction rating from student, parent, and faculty survey results.</b>					
<b>Strategy #1: Continue to revise the Student Mentor Program for 9<sup>th</sup> graders and new students to CHS</b>					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Review of the current Flex Block program. Either identify a new schedule, strategy and/or practices that can increase the number of struggling students attending Flex or devise a new support	<ul style="list-style-type: none"> <li>• Time</li> <li>• School Visits</li> <li>• PD Time</li> <li>• Faculty Meetings</li> </ul>	Develop a new intervention model to be implemented fully by the Fall of 2019	<ul style="list-style-type: none"> <li>• Deans</li> <li>• MTSS Committee</li> <li>• Intervention Block Committee</li> </ul>	Fall 2020	



# MCCARTHY MIDDLE SCHOOL

<b>School: McCarthy Middle School</b>	<b>School Year: 2019-20</b>
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**Student Learning SMART Goal**

*By June 2020, the percentage of reading students in the At Risk for Tier 3 intervention will decrease from 17% to 9% as measured by the iReady End of Year Diagnostics Assessment.*

**Content area action steps:**  
**Grade 8: Comprehension- Informational Text, Literature, and Vocabulary**  
**Grade 7: Comprehension- Informational Text**  
**Grade 6: Comprehension- Informational Text**  
**Grade 5: Comprehension- Informational Text**

*By June 2020, the percentage of mathematics students in the At Risk for Tier 3 intervention will decrease from 13% to 7% as measured by the iReady End of Year Diagnostics Assessment.*

**Content area action steps:**  
**Grade 8: Number and Operations, Algebraic Thinking**  
**Grade 7: Number and Operations, Geometry**  
**Grade 6: Geometry**  
**Grade 5: Geometry**

**Strategy #1:** Use data as a means to drive instruction as well as assess all students' learning.

<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Continue to support the creation of additional instructional interventions targeted to support reading and writing skills in students.	<ul style="list-style-type: none"> <li>• iReady Program</li> <li>• Technology Access</li> <li>• Assessment Calendar</li> </ul>	Year-long data meetings to identify and use program interventions.	<ul style="list-style-type: none"> <li>• Department Coordinator</li> <li>• Building Admin</li> <li>• Content Teachers</li> </ul>	Fall-Spring	
Conduct data meetings with grade level general and special education teachers to identify the specific needs of students and make adjustments to instruction to support skill development in the identified specific grade level areas noted above.	<ul style="list-style-type: none"> <li>• Data Team Meeting Protocol</li> <li>• MCAS data</li> <li>• Common Assessment data</li> </ul>	Utilize DTM protocol to analyze MCAS Data as well as common program data reports to, identify student strengths and weaknesses.	<ul style="list-style-type: none"> <li>• Department Coordinators</li> <li>• Building Admin</li> <li>• Content Teachers</li> </ul>	Fall-Spring	

**Strategy #2:** Utilize a mathematics tutor to work with identified grade 5 & 6 students.

<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Identify students in grades 5 & 6 who would benefit from small group mathematics tutoring.	<ul style="list-style-type: none"> <li>• MCAS Scores</li> <li>• iReady Results</li> </ul>	Identifying the type of students who would best benefit from the tutoring	<ul style="list-style-type: none"> <li>• Mathematics Department Coordinators/Coach</li> <li>• Grade 5 &amp; 6 Math teachers</li> </ul>	Fall	
Identify potential times to hold tutoring sessions and schedule tutoring sessions	<ul style="list-style-type: none"> <li>• Schedules</li> </ul>	Teachers identify specific interventions and blocks that support the needs of all students in accessing the curriculum.	<ul style="list-style-type: none"> <li>• Building Admin</li> <li>• Mathematics Department Coordinators/Coach</li> </ul>	Fall	
Hold weekly tutoring sessions	<ul style="list-style-type: none"> <li>• Mathematics materials</li> </ul>	Students fundamental skills are enhanced and students' confidence levels rise	<ul style="list-style-type: none"> <li>• Mathematics tutor</li> </ul>	Fall-Spring	
Assess the success of the program	<ul style="list-style-type: none"> <li>• iReady Scores</li> <li>• Feedback from mathematics teachers</li> </ul>	Hopefully able to determine whether the supports put in place ultimately help student raise their performance level	<ul style="list-style-type: none"> <li>• Mathematics Department Coordinators/Coach</li> <li>• Grade 5 &amp; 6 Math teachers</li> </ul>	Spring	

<b>Strategy #3:</b> Provide additional Literacy Intervention Support to identified grade 7 students.					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Look at schedule to identify when this additional support could be offered.	<ul style="list-style-type: none"> <li>• Middle School Schedule</li> </ul>	Find a suitable time to offer additional literacy support	<ul style="list-style-type: none"> <li>• Reading Department Coordinator</li> <li>• Building Admin</li> </ul>	Fall	
Identify students in grade 7 who would benefit from small group literacy support.	<ul style="list-style-type: none"> <li>• MCAS Results</li> <li>• iReady Results</li> <li>• Teacher recommendation</li> </ul>	Students would be identified who would benefit from small group literacy support intervention	<ul style="list-style-type: none"> <li>• Reading Department Coordinator</li> <li>• Building Admin</li> <li>• ELA Teachers</li> </ul>	Fall	
Have literacy support instruction for these students 2 or 3x per week	<ul style="list-style-type: none"> <li>• Literacy Support Curriculum Materials</li> </ul>	Students Literacy skills are enhanced leading to better performance in all subject areas.	<ul style="list-style-type: none"> <li>• Reading Department Coordinator</li> <li>• Reading Specialists</li> </ul>	Fall-Spring	
<b>Strategy #4:</b> Provide professional development for the expanded use of the iReady Program.					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Schedule and participate in ongoing professional development for teachers of iReady and support teachers during benchmark testing dates.	<ul style="list-style-type: none"> <li>• iReady Program PD Providers</li> <li>• Testing Schedule</li> </ul>	Enhance teacher understanding of iReady platform and tool/resources available to teacher.	<ul style="list-style-type: none"> <li>• Department Coordinator</li> <li>• Building Admin</li> </ul>	Fall-Spring	
Utilize PD time to deepen teacher knowledge and understanding of the reports, interventions and tools available from the program.	<ul style="list-style-type: none"> <li>• Professional Development time.</li> </ul>	Reinforce and enhance teacher skill in utilizing student data to inform instruction.	<ul style="list-style-type: none"> <li>• Department Coordinators</li> <li>• Building Admin</li> </ul>	Fall- Spring	



School: McCarthy Middle School			School Year: 2019-20		
<b>MTSS SMART Goal:</b>					
<i>We are committed to supporting our students in every possible way. By the end of the 2019-20 school year, we hope to have adopted and put in place a systematic office referral process and procedure in order to collect consistent and accurate data. In addition, we will aim to begin to put in place at least one Tier 2 practice.</i>					
<b>Strategy #1:</b> Staff will work to build and maintain connections with their students during everyday instructional routines.					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Professional development will be offered to staff in the area of SEL/PBIS.	<ul style="list-style-type: none"> <li>• PBIS Committee</li> <li>• Information/article s on social-emotional health and mindfulness</li> </ul>	Teaching Staff will become more familiar and comfortable with PBIS principles.	<ul style="list-style-type: none"> <li>• Building Admin.</li> <li>• PBIS Committee</li> </ul>	Fall-Spring	
We will pilot mindful/calming/refocusing stations (“calming caddies”) in a number of classrooms as a Tier 1 intervention for all students	<ul style="list-style-type: none"> <li>• Nondistracting items placed in an area of the class for all to use to help refocus and take a break</li> </ul>	With careful modelling and setting of expectations, hopefully a larger number of students will be able to take a break on their own to recenter themselves to remain in class	<ul style="list-style-type: none"> <li>• Counseling Staff</li> <li>• Pilot teachers</li> </ul>	Fall-Winter	
Establishing a Counselors Corner Bulletin Board	<ul style="list-style-type: none"> <li>• Bulletin Board</li> <li>• Pertinent, relevant materials</li> </ul>	Given students and staff a location to seek out relevant information regarding healthy social emotional coping strategies	<ul style="list-style-type: none"> <li>• Counseling Staff</li> </ul>	Fall-Spring	
Pilot a Tier 2 strategy such as Check In, Check Out (CICO)	<ul style="list-style-type: none"> <li>• Pertinent Behavioral Data</li> <li>• CICO Forms</li> </ul>	Establish a system for Checking In and out with students who may benefit from establishing a relationship with another adult in the building	<ul style="list-style-type: none"> <li>• Building Admin</li> <li>• Counseling Staff</li> <li>• All Teaching Staff</li> </ul>	Winter-Spring	



<b>Strategy #2:</b> Reinforce students’ positive social behavior and support positive student/staff interactions within the school community in order to achieve a safe and rewarding educational experience.					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Share Building wide PBIS Rubric of expected behaviors.	<ul style="list-style-type: none"> <li>• PBIS Behavioral Expectations Rubric</li> </ul>	Staff will have common language to use regarding expected student behavior.	<ul style="list-style-type: none"> <li>• PBIS Committee</li> <li>• Building Admin</li> </ul>	Fall	
Give mini lessons for teachers to deliver on location specific expected behavior (At beginning of year and mid-year booster)	<ul style="list-style-type: none"> <li>• Mini lessons created by PBIS Facilitators</li> </ul>	All students receive Tier 1 instruction on expected behaviors in various locations	<ul style="list-style-type: none"> <li>• PBIS Facilitators</li> <li>• Building Admin</li> <li>• All teaching staff</li> </ul>	Fall-Winter	
Discuss School wide behavioral expectations in grade level assemblies throughout the year.	<ul style="list-style-type: none"> <li>• District PRIDE initiative information</li> <li>• PBIS Behavioral Expectations Rubric</li> </ul>	Our staff and students begin to place more emphasis on what are expected behaviors in various locations in and related to the school setting.	<ul style="list-style-type: none"> <li>• Building Admin.</li> <li>• All staff</li> </ul>	Fall-Spring	
Maintain a building PBIS Team.	<ul style="list-style-type: none"> <li>• PBIS Consultant</li> <li>• PBIS Facilitator Stipends</li> </ul>	Members of the PBIS team build staff competency in the area of PBIS.	<ul style="list-style-type: none"> <li>• Building Admin.</li> <li>• PBIS Committee</li> </ul>	Fall-Spring	
Continue to Grow the Student of the Month and Raffle Recognition Programs.	<ul style="list-style-type: none"> <li>• Google Sheets</li> <li>• Awards for Raffle</li> </ul>	Students will be recognized for their pro-social behaviors not only on teams but in specialist areas.	<ul style="list-style-type: none"> <li>• Building Admin.</li> <li>• PBIS Committee</li> </ul>	Fall-Spring	
Daily PRIDE related expectations reminders on announcements	<ul style="list-style-type: none"> <li>• Morning Announcements</li> </ul>	Everyone receive a daily reminder of expected behaviors	<ul style="list-style-type: none"> <li>• Building Admin</li> </ul>	Fall-Spring	
Provide staff PD on new behavioral referral forms and process, preferably using X2/Aspen.	<ul style="list-style-type: none"> <li>• Behavior forms and flowchart</li> <li>• X2/Aspen</li> </ul>	Staff will correctly label behaviors and know what is a major versus a minor infraction which will allow for greater consistency in data collection.	<ul style="list-style-type: none"> <li>• PBIS Committee</li> <li>• Building Admin</li> </ul>	Winter-Spring	

Determine what the focus for staff will be for the 2020-21 school year.	<ul style="list-style-type: none"> <li>• Survey results from staff PBIS survey</li> </ul>	The PBIS Committee will then know how to focus their efforts in order to set us up for success for the opening of school in the 2019-20 school year.	<ul style="list-style-type: none"> <li>• PBIS Committee</li> <li>• Building Admin</li> </ul>	Spring	
<b>Strategy #3:</b> Analyze student data regarding student safety from various screenings and surveys.					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Implement Youth Risk Behavior Survey for grade 6-8.	<ul style="list-style-type: none"> <li>• Live Smart Committee</li> <li>• Funding through Town Department of Health Services</li> </ul>	Have comprehensive data on grades 6-8 including statewide comparative data.	<ul style="list-style-type: none"> <li>• HE/PE Department Coordinator</li> <li>• MS Building Admin.</li> <li>• Live Smart Committee</li> </ul>	Winter	
Implement grade 7 substance abuse screening.	<ul style="list-style-type: none"> <li>• SBIRT Screening tool</li> <li>• Chromebooks</li> <li>• Additional staff for screening</li> </ul>	Complete mandated screening and offering counseling support to identified students.	<ul style="list-style-type: none"> <li>• HE/PE Department Coordinator</li> <li>• MS Building Admin.</li> <li>• Nurse Leader</li> </ul>	Winter-Spring	
Implement grade 6 RCADS screening.	<ul style="list-style-type: none"> <li>• Online RCADS Screening tool</li> <li>• Chromebooks</li> </ul>	Identify students who may be struggling with anxiety and /or depression that have not already been identified	<ul style="list-style-type: none"> <li>• Building Admin</li> <li>• Counseling Staff</li> <li>• Grade 6 Teachers</li> <li>• Wellness &amp; SEL Department Coordinators</li> </ul>	Fall	
Analyze data from the SBIRT and SOS screenings.	<ul style="list-style-type: none"> <li>• Screening Results</li> </ul>	Making decisions on curriculum and programming to address needs from the YRBS and other current trends.	<ul style="list-style-type: none"> <li>• Guidance/Health/ Nurses</li> <li>• Building Admin</li> </ul>	Spring	
Analyze data from the YRBS survey.	<ul style="list-style-type: none"> <li>• Survey Data and Reports</li> </ul>	Making decisions on curriculum and programming to address needs from the YRBS and other current trends.	<ul style="list-style-type: none"> <li>• Live Smart Committee</li> </ul>	Spring	

Report YRBS findings to School Committee.	<ul style="list-style-type: none"> <li>• Results of YRBS</li> <li>• Presentation</li> </ul>	Make results of the survey public.	<ul style="list-style-type: none"> <li>• HE/PE Department Coordinator</li> <li>• MS Building Admin.</li> </ul>	Spring	
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<b>School: McCarthy Middle School</b>	<b>School Year: 2019-20</b>
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**Communication SMART Goal:**

*We are committed to enhancing home-school communication. By June 2020, we hope to show 10% improvement in communication using a survey tool for parents that indicates they “regularly receive feedback from school staff on how my child is learning.” We will use the superintendent’s survey as our baseline data for this area of communication.*

**Strategy #1:** The area of Communication will be made a priority throughout the year beginning at our opening staff meeting.

<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Stress we need improved communication in three areas: 1. Home-School 2. Staff-Student 3. Staff-Staff	<ul style="list-style-type: none"> <li>• PowerPoint slides regarding communication</li> </ul>	Teaching Staff will make this a priority and realize communicating directly with parents is still necessary even with the open grade book/parent portal.	<ul style="list-style-type: none"> <li>• Building Admin.</li> </ul>	Fall	
Building Admin will attend weekly team meetings on a regular basis	<ul style="list-style-type: none"> <li>• Weekly schedule of Team Meeting</li> </ul>	Administration will be stay informed of on-going issues regarding students and help brainstorm potential solutions.	<ul style="list-style-type: none"> <li>• Building Admin</li> <li>• School Counselors</li> <li>• Team Teachers</li> </ul>	Winter-Spring	

**Strategy #2:** Use the Evaluation Process to emphasize the importance of this school wide goal.

<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Create a Communication Smart Goal for all professional staff to adopt as their professional practice goal.	<ul style="list-style-type: none"> <li>• District PRIDE initiative information</li> <li>• Social Contract</li> </ul>	Our staff and students begin to place more emphasis on the majority of students who do the right thing.	<ul style="list-style-type: none"> <li>• Building Admin.</li> <li>• All staff</li> </ul>	Fall	

# CHELMSFORD PUBLIC SCHOOLS

## SCHOOL IMPROVEMENT PLAN (SIP)

Create the Action Steps related to the goal	<ul style="list-style-type: none"><li>• PBIS Consultant</li><li>• PBIS Facilitator Stipends</li></ul>	Members of the PBIS team build staff competency in the area of PBIS.	<ul style="list-style-type: none"><li>• Building Admin.</li><li>• PBIS Committee</li></ul>	Fall	
Help support teachers in their effort to meet this goal	<ul style="list-style-type: none"><li>• TeachPoint</li><li>• Dialogue</li></ul>	Teachers will feel supported and encouraged to meet this school wide goal	<ul style="list-style-type: none"><li>• Building Admin</li></ul>	Fall-Spring	





# PARKER MIDDLE SCHOOL

School: Parker Middle School			School Year: 2019-2020		
<p><b>Student Learning SMART Goal # 1</b>  <i>By June 2020, the percentage of reading student in the At Risk For Tier 3 intervention will decrease from 23% to 11% as measured by the iReady End of Year Diagnostic Assessment.</i></p> <p><b>Student Learning SMART Goal # 2</b>  <i>By June 2020, the percentage of mathematics students in the At Risk For Tier 3 intervention will decrease from 15% to 7% as measured by the iReady End of Year Diagnostic Assessment.</i></p>					
<b>Strategy #1: Training and support.</b>					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Implement and participate in ongoing training for teachers in use of iReady and support teachers during benchmark testing. (Fall-spring 2019-2020)	<ul style="list-style-type: none"> <li>iReady Universal Screener Platform</li> <li>Testing Schedule</li> </ul>	Continue to support staff growth and development in iReady implementation.	<ul style="list-style-type: none"> <li>Department Coordinator</li> <li>Building Admin</li> </ul>	Fall - Spring	
Utilize PD time to deepen teacher knowledge and understanding of the reports available from the program. (Fall-spring 2019-2020)	<ul style="list-style-type: none"> <li>Professional Development time.</li> </ul>	Continue to support staff growth and development in iReady data analysis.	<ul style="list-style-type: none"> <li>Department Coordinators</li> <li>Building Admin</li> </ul>	Fall - Spring	
<b>Strategy #2: Focused professional development.</b>					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Utilize PD time for teachers to engage with the program and be afforded the opportunity to discuss developments and implementation of the program (Fall-spring 2019-2020)	<ul style="list-style-type: none"> <li>Professional Development time.</li> </ul>	Continue to support staff growth and development in iReady data analysis and implementation.	<ul style="list-style-type: none"> <li>Building Admin</li> <li>ELA Coordinator</li> <li>Math Coordinator</li> </ul>	Fall/Winter	



Survey teachers on their use of iReady and its effectiveness (Spring 2020)	<ul style="list-style-type: none"> <li>• Survey instrument</li> </ul>	Gather and analyze teacher feedback.	<ul style="list-style-type: none"> <li>• Building Admin</li> <li>• ELA Coordinator</li> <li>• Math Coordinator</li> </ul>	Fall-early winter	
<b>Strategy #3: Evaluate intervention programs.</b>					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Support interventionists and coaches to deliver effective instruction for students.	<ul style="list-style-type: none"> <li>• Varied curriculum materials.</li> </ul>	Support the growth and development of the interventionists and increase program effectiveness.	<ul style="list-style-type: none"> <li>• Department Coordinators</li> <li>• Building admin.</li> <li>• Interventionists/ coaches</li> </ul>	Winter-Spring	
Gather feedback from interventionists and coaches.	<ul style="list-style-type: none"> <li>• Survey instrument.</li> </ul>	Gather and analyze staff feedback.	<ul style="list-style-type: none"> <li>• Building Admin</li> <li>• ELA Coordinator</li> <li>• Math Coordinator</li> <li>• Interventionists/ coaches</li> </ul>	Spring	
Measure student progress/movement between tiers.	<ul style="list-style-type: none"> <li>• iReady Universal Screener Platform</li> </ul>	Analyze program effectiveness and examine student movement between tiers.	<ul style="list-style-type: none"> <li>• Building Admin</li> <li>• ELA Coordinator</li> <li>• Math Coordinator</li> <li>• Interventionists/ coaches</li> </ul>	Spring	

School: Parker Middle School		School Year: 2019-2020			
<p><b>Social Emotional SMART Goal:</b>  <b>School Climate: Throughout the 2019-2020 school year, we will enhance our school wide Positive Behavioral Intervention Support System (PBIS) that will promote positive social, emotional, and academic behaviors.</b></p>					
<p><b>Strategy #1:</b> Strengthen school level commitment to supporting the effective implementation of tiered systems and practices.</p>					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Support PBIS facilitators in leading Parker's Tier 1 PBIS Leadership Team.	*Staff Volunteers from the PBIS Team.	PBIS/MTSS liaison to school and district administration, staff and community stakeholders. Guide team to oversee processes for developing and implementing school PBIS/MTSS initiatives.	*Parker Administration *Parker staff	Fall-Spring	
Provide ongoing support for facilitators to develop leadership skills.	*Distric MTSS consultant *MTSSTier 1 Team Manual	Ensure team is well-organized, has appropriate representation, and meetings are well facilitated. Ensure PBIS/MTSS data are gathered and reviewed regularly. Ensure PBIS/MTSS data are shared periodically with staff.	*Principal *Assistant Principal *Parker PBIS Tier 1 Team	Fall-Spring	
Establish meeting times, procedures, and maintain a record of planning and decisions.	*Distric MTSS consultant *MTSS Tier 1 Team Manual	Team operating procedures and action plan are developed and utilized.	*Principal *Assistant Principal *Parker PBIS Tier 1 Team	Fall-Spring	
Identify and provide professional development for tier 1 team members.	*Distric MTSS consultant *District MTSS *Professional development Session	MTSS and PBIS overview is provided and utilized to develop the mission of the team. Team members understand and share mission.	*Principal *Assistant Principal *Parker PBIS Tier 1 Team	Summer-Fall	

Assess readiness to implement Tier 2 systems and practices school wide.	*Distric MTSS consultant *Tiered Fidelity Inventory: School Assessment Survey	Readiness Criteria identified and baseline commitment rating established.	*Principal *Assistant Principal *Parker PBIS Tier 1 Team	Spring	
<b>Strategy #2: Support the expansion of the behavioral support system by implementing programs developed by PBIS Subgroups.</b>					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Finalize and implement new “Parker Planner” developed by Executive Function subgroup.	*Parker Planner *Professional development *Staff input	Roll out new Parker Planner to all staff. Deliberately teach all students to use planner and monitor throughout year.	*Parker PBIS Tier 1 Team *Tier 1 team subgroups *All staff	Summer-Fall	
Finalize and implement “Student Homeroom Ambassador” program developed by Building Connections subgroup.	*Professional development *Staff Input *Student participation	Roll out Student Homeroom Ambassador program to all staff and students. Implement program. Monitor throughout year and adjust as needed.	*Parker PBIS Tier 1 Team *Tier 1 team subgroups *All staff	Fall-Spring	
Support/encourage staff to incorporate mindfulness strategies into classrooms.	*Professional development *Staff Input *Student participation	Utilize learned “mindful” strategies and practices introduced by Tier 1 subgroup. Support student social/emotional wellness through the academic process.	*Parker PBIS Tier 1 Team *Tier 1 team subgroups *All staff	Fall-Spring	
Develop an implementation plan to expand SEL into the behavioral support system for the 2020-2021 school year..	*Professional development *Research Material	Set up infrastructure to try out practices, work out details so that successful implementation can take place and be supported.	*Distric MTSS consultant *Parker PBIS Tier 1 Team *Tier 1 team subgroups	Spring	

<b>Strategy #3: Provide professional development for all teachers in the area PBIS and social and emotional learning to support a common philosophy and language that build upon a school wide commitment to Tier 1 strategies and practices.</b>					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Provide professional development for all staff in executive functioning.	*Executive Function expert. *Executive Function team.	Build Commitment to Tier 1 E.F for all students by establishing common philosophy, language, and understanding	*District MTSS consultant *Administration *Parker PBIS Tier 1 Team *All staff	Fall- Winter	
Develop and teach a behavioral matrix to identify positively-stated expected behaviors for key building locations.	PowerPoint *District MTSS consultant *Matrix	Review definitions of both Major and Minor disciplinary infractions, staff response to behavioral concerns and process/support for at risk students with repetitive behavioral concerns.	*District MTSS consultant *Administration *Parker PBIS Tier 1 Team *All staff	Fall	
Continue to explore Social-Emotional Learning (SEL) Curricula that pertain to emotional regulation/Stress management, Executive function, and building connections.	*Professional development workshops	Tier 1 team subgroups will have opportunity to attend workshops and other professional development opportunities. Subcommittees will have opportunity at Parker building based professional development to survey staff and explore practices and strategies.	*Principal *Assistant Principal	Fall - Spring	





# BYAM ELEMENTARY SCHOOL

School: Byam		Date: 2019-2020			
<b>SMART Goal:</b>					
<i>During the 2019-2020 school year, 90% of Byam students in grades 1-4 will make typical average annual growth or greater in reading as measured by their fall and spring iReady benchmark assessments.</i>					
<b>Strategy #1:</b> 85% of Byam students will be identified at Tier 1 (on or above grade level) in reading as measured by the iReady end of year diagnostic assessment.					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
All teachers will participate in district trainings related to both iReady and blended learning as support for all levels of readers	<ul style="list-style-type: none"> <li>● PD Time</li> <li>● iReady Consultants</li> </ul>	Teachers will continue to learn and understand iReady program and capabilities in order to implement effective assessment and instruction	<ul style="list-style-type: none"> <li>● Classroom Teachers</li> <li>● Support Staff</li> <li>● Assistant Supt.</li> <li>● Reading Coordinator</li> <li>● Principal/Asst. Principal</li> </ul>	Fall - Spring	
All teachers will evaluate data during each diagnostic period and participate in data meetings to develop action-oriented outcomes	<ul style="list-style-type: none"> <li>● Extension Block</li> <li>● iReady Diagnostic Reports</li> </ul>	Students will receive matched instruction and interventions developed at data meetings	<ul style="list-style-type: none"> <li>● Reading Specialists</li> <li>● Classroom Teachers</li> <li>● Principal/Asst. Principal</li> </ul>	Fall - Spring	
Teachers will utilize resources of the iReady toolbox to match lessons to student needs	<ul style="list-style-type: none"> <li>● iReady Toolbox</li> <li>● 45 Minutes per/week of iReady</li> </ul>	Students will exhibit individualized progress based on their targeted needs	<ul style="list-style-type: none"> <li>● Classroom Teachers</li> <li>● Support Staff</li> </ul>	Fall - Spring	



Teachers will work in grade level teams to identify instructional groupings and share out iReady strategies	<ul style="list-style-type: none"> <li>● Staff Meeting Time</li> <li>● Extension Block</li> </ul>	Teachers will collaborate and expand their repertoires of tiered supports	<ul style="list-style-type: none"> <li>● Principal/Asst. Principal</li> <li>● Classroom Teachers</li> <li>● Support Staff</li> </ul>	Winter-Spring	
<p><b>Strategy #2:</b> The percentage of reading students in the At-Risk for Tier 3 intervention category will decrease from the fall to spring benchmarks from 12% to 3% as measured by the iReady end of year diagnostic assessment.</p>					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
The following content areas will be targeted during tier 3 interventions and iReady lessons: Grade 4- Comprehension, Informational, Phonics and Literature Comprehension Grade 3- Phonics, Comprehension, Informational Text	<ul style="list-style-type: none"> <li>● 45 Minutes/Week of iReady Time</li> <li>● iReady Tool Box</li> </ul>	Instruction and interventions will be provided for targeted content domains	<ul style="list-style-type: none"> <li>● Classroom Teachers</li> <li>● Special Education Teachers</li> <li>● ELL Teacher</li> </ul>	Fall - Spring	
Use of iReady during pull-out services and intervention blocks	<ul style="list-style-type: none"> <li>● iReady Lessons/Toolbox</li> </ul>	Students will receive iReady and blended learning opportunities across settings	<ul style="list-style-type: none"> <li>● Special Education Teachers</li> </ul>	Fall - Spring	

<b>School:</b> Byam Elementary School		<b>Date:</b> 2019-2020			
<b>SMART Goal:</b>					
The Byam Elementary School will continue to implement a systematic PBIS tiered model to strengthen school-wide social-emotional supports and interventions, as measured by the action steps below.					
<i>Strategy #1 Continue and broaden PBIS tier 1 model</i>					
<b>Action Steps</b>	<b>Resources Needed</b>	<b>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Status</b>
The Byam PBIS Tier 1 Team will meet monthly to lead and monitor implementation	Meeting Time Team Membership	Tier 1 supports and initiatives will be utilized with fidelity	PBIS Tier 1 Team Facilitator	Fall - Spring	
Provide students with an expectations orientation to the school year that will include passport tours, video modeling and an all-school PRIDE assembly	Passports Schedule Expectation Videos	Students will begin the year with clear 3 R expectations (Be Respectful, Responsible, Ready) in all six school locations	Tier 1 and 2 Teams	Summer - Fall	
Provide PD for all staff on Social Emotional Learning and Positive Behavior Interventions and Supports	PD Time	Grow staff understanding of the PBIS model and indentify SEL strategies to utilize in current practice	Principal Asst. Principal Tier 1 and 2 Facilitators	PD Schedule Dates	
Include Zones of Regulation program as a tier 1 support for all students	Zones Program Class Time Zones Visuals	Students will be able to indentify "zone" they are in and use strategies to regulate back to the green zone	Guidance Counselor Occupational Therapist	Fall - Spring	
Recognize staff for positive contributions to the school with staff "roars"	Roar Slips Staff Bulletin	Staff will recognize other staff as part of a positive school climate	Staff Asst. Principal	Fall - Spring	

Create expectation checkpoints with visuals for the bus, recess and dining room locations	Boards Signage	Students will have visuals to review expectations in larger more unstructured locations	Tier 1 Team Facilitator	Winter-Spring	
Provide an expectations reboot utilizing passports, video modeling and PRIDE all-school assembly	Meeting Times Passports Expectation Videos	Students will receive refreshers on 3 R expectations to maintain and improve PBIS best practices	PBIS Teams Principal Asst. Principal	Winter	
Launch a door greeting program to start of the school day	Identified Week	Students' day will start with personalized greeting to assist in monitoring student transition into school, classroom, and student learning	Principal Asst. Principal PBIS Teams Staff	Winter-Spring	
<i>Strategy #2 Continue and broaden PBIS tier 2 and 3 systems</i>					
<b>Action Steps</b>	<b>Resources Needed</b>	<b>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Status</b>
Conduct a universal screening for all students to determine tier 2/3 needs	Survey Second Step Replacement Kits	By using multiple nomination methods, staff will identify students who can enter the process of determination of tier 2/3 supports	District MTSS Team Principal Asst. Principal	Fall	
Develop and provide Tier 2/3 opportunities and supports for students	Meeting Time Team Membership	Students who are in need of additional opportunities and practice of social emotional skills will receive individualized or small group supports	Tier 2 Team Facilitators	Winter -Spring	
Conduct school wide decision days for each classroom teacher to meet with Tier 2 team	Meeting Times Substitutes	Tier 2 team and classroom teachers will match identified students with tier 2/3 support	Principal Asst. Principal Tier 2 Facilitator	Fall	

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Conduct program evaluations after each 8 week cycle of the tier 2 opportunity to monitor effectiveness and make recommendations	Grade level Schedules	Tier 2/3 team will receive feedback to make decisions on next steps for each student involved in a tier 2/3 support	Tier 2/3 Team Teachers	Winter -Spring	
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# CENTER ELEMENTARY SCHOOL

<b>School: Center Elementary School</b>		<b>School Year: 2019-2020</b>			
<b>SMART Goal:</b>					
<i>By June of 2020, 90% of Center School students in grades 1-4 will increase their reading and math scores with typical annual growth, as measured by I Ready end-of-year diagnostic, and the percentage of students in the at risk range will decrease from 10%(ELA) and 13%(Math) to 2%. Students in the at risk range will increase by at least 25 growth points by the end of the year I Ready Assessment.</i>					
<b>Strategy #1:</b> 90% of students will increase their reading scores with typical annual growth and the percentage of students in the at risk range will decrease from 10% to 2%. Students in the at risk range will demonstrate a 25 point growth by the end of the year iReady assessment.					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
All teachers (classroom, special education, ELL and reading) will participate in trainings related to both iReady and blended learning as leveled intervention support for all levels of readers.	<ul style="list-style-type: none"> <li>• iReady Program</li> <li>• iReady Trainers</li> <li>• PD time</li> </ul>	Teachers of ELA will have knowledge of iReady resources and the pedagogy needed to provide sound instruction and support student growth.	<ul style="list-style-type: none"> <li>• Principal, AO</li> <li>• Department Coordinator</li> <li>• Teachers</li> </ul>	On-going	
Develop and administer curriculum integrated activities related to: Grade 4: Comprehension-Informational Text, Vocabulary Grade 3: Comprehension-Literature, Vocabulary Grade 2: Comprehension-Informational Text and Literature Grade 1: Comprehension - Literature	<ul style="list-style-type: none"> <li>• PD</li> <li>• Other Information/Texts</li> </ul>	Teachers will deliver integrated lessons on these topics, as evidenced by lesson plans, observations, and teacher submitted artifacts.	<ul style="list-style-type: none"> <li>• Principal, AP</li> <li>• Department Coordinators</li> <li>• Teachers</li> </ul>	Fall - Spring	



All teachers (classroom, special education, ELL and reading) will evaluate data during each diagnostic period and participate in data meetings that have action-oriented outcomes.	<ul style="list-style-type: none"> <li>• Data meeting time</li> <li>• Guidance and support from writing coach, reading specialists, and ELA coordinator</li> </ul>	Teachers will implement differentiated support based on student need.	<ul style="list-style-type: none"> <li>• Principal, AP</li> <li>• Reading Specialists</li> <li>• ELA coordinator</li> <li>• Teachers</li> </ul>	Fall - Spring	
All teachers will utilize the resources of the iReady toolbox to assign lessons.	<ul style="list-style-type: none"> <li>• iReady Program</li> </ul>	Teachers will implement differentiated support based on student need.	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Principal, AP</li> </ul>	Fall - Spring	

**Strategy #2:** 90% of students will increase their math scores with typical annual growth and the percentage of students in the at risk range will decrease from 13% to 2%. Students in the at risk range will demonstrate a 25 point growth by the end of the year iReady assessment.

<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
All teachers (classroom, special education, ELL and reading) will participate in trainings related to both iReady and blended learning as leveled intervention support for all levels of mathematicians.	<ul style="list-style-type: none"> <li>• iReady program</li> <li>• iReady trainers</li> <li>• PD meeting time</li> </ul>	Teachers of Math will have knowledge of iReady resources and the pedagogy needed to provide sound instruction and support student growth.	<ul style="list-style-type: none"> <li>• Principal, AP</li> <li>• Teachers</li> <li>• Department Coordinator</li> </ul>	Fall	
Develop and administer curriculum integrated activities related to:	<ul style="list-style-type: none"> <li>• PD</li> <li>• Think Central /Envision Resources</li> </ul>	Teachers will deliver integrated lessons on these topics, as evidenced by lesson plans,	<ul style="list-style-type: none"> <li>• Principal. AP</li> <li>• Teachers</li> </ul>	Fall -Spring	

<p>Grade 4: Geometry, Numbers and Operations                  Grade 3: Geometry and Numbers and Operations                  Grade 2: Geometry and Numbers and Operations                  Grade 1: Geometry and Measurement and Data</p>	<ul style="list-style-type: none"> <li>• iReady Program</li> </ul>	<p>observations, and teacher submitted artifacts.</p>	<ul style="list-style-type: none"> <li>• Department Coordinator</li> </ul>		
<p>All teachers (classroom, special education, ELL and reading) will evaluate data during each diagnostic period and participate in data meetings that have action-oriented outcomes.</p>	<ul style="list-style-type: none"> <li>• Guidance and support from Math Coach and Math Curriculum Coordinator</li> <li>• Data meeting time</li> </ul>	<p>Teachers will implement differentiated support based on student need.</p>	<ul style="list-style-type: none"> <li>• Principal, AP</li> <li>• Department Coordinator</li> <li>• Teachers</li> </ul>	<p>Fall -Spring</p>	
<p>All teachers will utilize the resources of the iReady toolbox to assign lessons.</p>	<ul style="list-style-type: none"> <li>• iReady program</li> <li>• Reports</li> </ul>	<p>Teachers will implement differentiated support based on student need.</p>	<ul style="list-style-type: none"> <li>• Principal, AP</li> <li>• Curriculum Coordinator</li> <li>• Teachers</li> </ul>	<p>Spring</p>	


<b>School: Center School</b>	<b>Date: 2019 - 2020</b>
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**SMART Goal:**

*In order to ensure that students' social and emotional learning needs are addressed, the Center School will pilot a comprehensive system of Tier II supports that promotes our school expectations of "Show your PRIDE by being Ready and Safe", using our PBIS framework and the Second Step Social Emotional Learning Curriculum, as measured by the creation of a Tier II universal screening tool, Tier II artifacts, meeting agendas, data collection results, and survey samples.*

<i>Strategy #1</i> Pilot implementation of Tier II supports					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Provide support and supervision to our new Tier II PBIS coach	Guidance and support from PBIS consultant	The Tier II coach will have the knowledge and resources to guide the implementation of Tier II interventions and supports.	<ul style="list-style-type: none"> <li>● Principal</li> <li>● District consultant</li> </ul>	Fall - Spring	
Form a Tier II PBIS team	Staff volunteers	A Tier II PBIS team will be formed	<ul style="list-style-type: none"> <li>● Principal</li> </ul>	Fall	
Identify a Grade Level team to Pilot Tier II	PBIS staff members team time	The pilot team will provide feedback regarding the Tier II process to inform enhancements or modifications.	<ul style="list-style-type: none"> <li>● Principal</li> <li>● PBIS team</li> </ul>	Fall	
Implement methods for identifying students who are non-responsive to Tier I supports and who may be candidates for Tier II level supports	Guidance and support from PBIS consultant	Identification or creation of a universal screening tool.	<ul style="list-style-type: none"> <li>● Administration</li> <li>● PBIS Tier II team</li> </ul>	Fall	
Identify and match students to Tier II interventions that address student needs with consideration of the function of the behavior, skill strengthening and increased structure.	PBIS Tier II team and pilot grade level team time	A menu of Tier II interventions and supports will be created and offered.	<ul style="list-style-type: none"> <li>● PBIS Tier II team</li> </ul>	Fall	

<p>Establish and implement methods for assessing fidelity of implementation and effectiveness of Tier II systems.</p>	<p>PBIS Tier II team time Guidance and support from PBIS consultant</p>	<p>Staff will use consistent language when sharing behavioral expectations with students.</p>	<ul style="list-style-type: none"> <li>● PBIS Tier II team</li> </ul>	<p>Fall - Spring</p>	
<p>Establish a communication and dissemination plan for caretakers.</p>	<p>PBIS Tier II team time Guidance and support from PBIS consultant</p>	<p>Caretakers will have an understanding of PBIS and Tier II supports</p>	<ul style="list-style-type: none"> <li>● PBIS Tier II team</li> </ul>	<p>Fall - Spring</p>	



CHARLES D. HARRINGTON SCHOOL



HARRINGTON ELEMENTARY SCHOOL

<b>School: Harrington Elementary School</b>		<b>Date: 2019-20</b>			
<b>SMART Goal:</b>					
<i>By May of 2020, 90% of Harrington School students in grades 1-4 will increase their reading and math scores with typical annual growth, as measured by I Ready end-of-year diagnostic, and the percentage of students in the at risk range will decrease from 10%(ELA) and 14%(Math) to 5%. Students in the at risk range will increase by at least 25 growth points by the end of the year I Ready Assessment.</i>					
<b>Strategy #1:</b> 90% of students will increase their reading scores with typical annual growth and the percentage of students in the at risk range will decrease from 10% to 5%. Students in the at risk range will demonstrate a 25 point growth by the end of the year iReady assessment.					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
All teachers (classroom, special education, ELL and reading) will participate in trainings related to both iReady and blended learning as leveled intervention support for all levels of readers.	<ul style="list-style-type: none"> <li>● iReady Program</li> <li>● iReady Trainers</li> <li>● PD time</li> </ul>	Teachers of ELA will have knowledge of iReady resources and the pedagogy needed to provide sound instruction and support student growth.	<ul style="list-style-type: none"> <li>● Principal, AP</li> <li>● Department Coordinator</li> <li>● Teachers</li> </ul>	Fall	
Develop and administer curriculum integrated activities related to: Grade 4: Comprehension-Informational Text, Vocabulary Grade 3: Comprehension-Literature, Vocabulary Grade 2: Comprehension-Informational Text and Literature Grade 1: Comprehension - Literature	<ul style="list-style-type: none"> <li>● PD</li> <li>● Other Information/Text</li> </ul>	Teachers will deliver integrated lessons on these topics, as evidenced by lesson plans, observations, and teacher submitted artifacts.	<ul style="list-style-type: none"> <li>● Principal, AP</li> <li>● Department Coordinators</li> <li>● Teachers</li> </ul>	Fall - Spring	
All teachers (classroom, special education, ELL and reading) will evaluate data during each diagnostic period and participate in data meetings that have action-oriented outcomes.	<ul style="list-style-type: none"> <li>● Data meeting time</li> <li>● Guidance and support from writing coach, reading specialists, and ELA coordinator</li> </ul>	Teachers will implement differentiated support based on student need.	<ul style="list-style-type: none"> <li>● Principal, AP</li> <li>● Reading Specialists</li> <li>● ELA coordinator</li> <li>● Teacher</li> </ul>	Spring	



<p>All teachers will utilize the resources of the iReady toolbox to assign lessons.</p>	<ul style="list-style-type: none"> <li>● iReady Program</li> </ul>	<p>Teachers will implement differentiated support based on student need.</p>	<ul style="list-style-type: none"> <li>● Principal, AP</li> <li>● Teachers</li> <li>● Department Coordinator</li> </ul>	<p>Spring</p>	
<p><b>Strategy #2: Strategy #2:</b> 90% of students will increase their math scores with typical annual growth and the percentage of students in the at risk range will decrease from 14% to 5%. Students in the at risk range will demonstrate a 25 point growth by the end of the year iReady assessment.</p>					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
<p>All teachers (classroom, special education, ELL and reading) will participate in trainings related to both iReady and blended learning as leveled intervention support for all levels of mathematicians.</p>	<ul style="list-style-type: none"> <li>● iReady program</li> <li>● iReady trainers</li> <li>● PD meeting time</li> </ul>	<p>Teachers of Math will have knowledge of iReady resources and the pedagogy needed to provide sound instruction and support student growth.</p>	<ul style="list-style-type: none"> <li>● Principal, AP</li> <li>● Teachers</li> <li>● Department Coordinator</li> </ul>	<p>Fall</p>	
<p>Develop and administer curriculum integrated activities related to: Grade 4: Geometry, Numbers and Operations Grade 3: Geometry and Numbers and Operations Grade 2: Geometry and Numbers and Operations Grade 1: Geometry and Measurement and Data</p>	<ul style="list-style-type: none"> <li>● PD</li> <li>● Think Central /Envision Resources</li> <li>● iReady Program</li> </ul>	<p>Teachers will deliver integrated lessons on these topics, as evidenced by lesson plans, observations, and teacher submitted artifacts.</p>	<ul style="list-style-type: none"> <li>● Principal, AP</li> <li>● Teachers</li> <li>● Department Coordinator</li> </ul>	<p>Fall - Spring</p>	
<p>All teachers (classroom, special education, ELL and reading) will evaluate data during each diagnostic period and participate in data meetings that have action-oriented outcomes.</p>	<ul style="list-style-type: none"> <li>● Guidance and support from Math Coach and Math Curriculum Coordinator</li> <li>● Data meeting time</li> </ul>	<p>Teachers will implement differentiated support based on student need.</p>	<ul style="list-style-type: none"> <li>● Principal, AP</li> <li>● Department Coordinator</li> <li>● Teachers</li> </ul>	<p>Fall - Spring</p>	

All teachers will utilize the resources of the iReady toolbox to assign lessons.	<ul style="list-style-type: none"><li>● iReady program</li><li>● Reports</li></ul>	Teachers will implement differentiated support based on student need.	<ul style="list-style-type: none"><li>● Principal, AP</li><li>● Curriculum Coordinator</li><li>● Teachers</li></ul>	Fall - Spring	
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School: Harrington Elementary School			School Year: 2019-2020		
<b>SMART Goal:</b>					
<i>By May 2020, the Harrington School will implement a comprehensive system of Tier 2 supports that promotes our school expectations of Respect, Responsibility and Safety, using our PBIS framework and the Second Step Social Emotional Learning Curriculum. These will be integrated into the school through the use of a universal screening and the formalization of Tier 2 social emotional interventions.</i>					
<i>Strategy #1 Implementation of Tier 2 support</i>					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Established team will continue to meet based on mission, process and continual evaluation of effectiveness	<ul style="list-style-type: none"> <li>• Time</li> <li>• Team Membership</li> </ul>	Our Tier 2 facilitators will implement Tier 2 PBIS interventions at Harrington	<ul style="list-style-type: none"> <li>• Facilitators</li> <li>• Asst. Principal</li> </ul>	Fall - Spring	
Utilize district PBIS/MTSS consultant	<ul style="list-style-type: none"> <li>• Meeting Time</li> <li>• Work with parents, community, staff and students to develop, promote and implement a school wide Expected Behavior Matrix</li> </ul>	The district consultant will work with staff to create professional development and guide steps for school-wide implementation	<ul style="list-style-type: none"> <li>• Facilitators</li> <li>• Asst. Principal</li> </ul>	Fall - Spring	
Implement methods for identifying students who are non-responsive to Tier 1 support and who may be candidates for Tier 2 level supports.	<ul style="list-style-type: none"> <li>• Team Time</li> </ul>	Staff will identify students who will benefit from Tier 2 intervention strategies	<ul style="list-style-type: none"> <li>• Facilitators</li> <li>• Asst. Principal</li> </ul>	Fall - Spring	
Student expectation tours during the first week of school in all school settings	<ul style="list-style-type: none"> <li>• Grade level Schedules</li> </ul>	Students will receive explicit instruction in the school-wide expectations and the onset of the school year	<ul style="list-style-type: none"> <li>• Asst. Principal</li> <li>• Counselor</li> <li>• BCBA</li> </ul>	Fall	
Utilize classroom specific expectation/routine matrices (Passports) utilizing 3 R's language	<ul style="list-style-type: none"> <li>• Time</li> <li>• Passports</li> </ul>	Classroom expectations will align with school-wide expectations and language	<ul style="list-style-type: none"> <li>• Staff</li> </ul>	Fall - Spring	

<p>Teach, model and encourage expected behaviors of Respectful, Responsible and Ready (RRR).</p>	<ul style="list-style-type: none"> <li>• Grade Level Meetings</li> <li>• Staff PD</li> </ul>	<p>Students will understand how to demonstrate expected behaviors using the rules of being respectful, responsible and ready.</p>	<ul style="list-style-type: none"> <li>• Staff</li> </ul>	<p>Fall - Spring</p>	
<p>Implement Tier 2 interventions that address student needs with consideration of the function of the behavior, skill strengthening and increased structure.</p>	<ul style="list-style-type: none"> <li>• ODRs</li> <li>• Team Time</li> </ul>	<p>By using the ODRs and data tracking systems, and team meeting time, we will be able to monitor the transition from Tier 1 to Tier 2 with the implementation of the positive behavioral supports and interventions</p>	<ul style="list-style-type: none"> <li>• Facilitators</li> <li>• Asst. Principal</li> <li>• BCBA</li> <li>• Staff</li> </ul>	<p>Fall - Spring</p>	
<p>Establish and implement methods for assessing fidelity of implementation of T2 systems and implementation.</p>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Team</li> <li>• SWIS</li> </ul>	<p>Review SWIS Data will help gauge school readiness and areas of focus for continued implementation</p>	<ul style="list-style-type: none"> <li>• Asst. Principal</li> <li>• School</li> <li>• Facilitators</li> <li>• Consultant</li> </ul>	<p>Fall - Spring</p>	

School: South Row Elementary School			School Year: 2019-2020		
<b>SMART Goal:</b>					
<i>During the 2019-2020 school year, South Row students in grade 1-4 will make typical average annual growth in reading and math as measured by their fall and spring iReady benchmark assessments.</i>					
<b>Strategy #1:</b> All Tier 1 and Tier 2 students will make at least the typical average annual growth in reading and math as measured by their fall and spring iReady benchmark assessment.					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
All teachers (classroom, special education, ELL and reading) will participate in trainings related to both iReady and blended learning as leveled intervention support for all levels of readers.	<ul style="list-style-type: none"> <li>• iReady program</li> <li>• Chromebooks</li> <li>• iReady trainers</li> <li>• PD Time</li> </ul>	Teachers will gain knowledge of iReady resources and the pedagogy needed to provide sound individualized instruction and support of student growth.	<ul style="list-style-type: none"> <li>• Principals</li> <li>• Coordinators</li> <li>• Teachers</li> </ul>	Ongoing, see PD Calendar	
All teachers (classroom, special education, ELL and reading) will evaluate data during each diagnostic period and participate in data meetings that have action-oriented outcomes.	<ul style="list-style-type: none"> <li>• Time for data meetings</li> <li>• Training on data analysis</li> </ul>	Teachers will implement differentiated support based on student need.	<ul style="list-style-type: none"> <li>• Principals</li> <li>• Coordinators</li> <li>• Teachers</li> </ul>	Fall, Winter, Spring	
All teachers will utilize the resources of the iReady toolbox to assign lessons	<ul style="list-style-type: none"> <li>• Training on toolbox</li> <li>• Chromebooks</li> </ul>	Teachers will implement differentiated support based on student need.	<ul style="list-style-type: none"> <li>• Principals</li> <li>• Coordinators</li> <li>• Teachers</li> </ul>	Ongoing throughout the school year	



# SOUTH ROW ELEMENTARY SCHOOL



**Strategy #2:** The percentage of students in the At Risk for Reading Tier 3 intervention will decrease from 7% to 2% and for Math Tier 3 intervention from 10% to 2 % as measured by the iReady End of Year Diagnostics Assessment.

<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
<p>The following Content areas will be directly addressed through reading Tier 3 interventions provided through iReady toolbox and lessons</p> <ul style="list-style-type: none"> <li>Grade 4: Comprehension-Informational Text, Vocabulary</li> <li>Grade 3: Comprehension-Literature, Vocabulary</li> <li>Grade 2: Comprehension-Informational Text and Literature</li> <li>Grade 1: Comprehension-Literature</li> </ul>	<ul style="list-style-type: none"> <li>• iReady toolbox</li> <li>• iReady training on assigning specific lessons</li> </ul>	<p>Teachers will deliver integrated lessons on these topics as evidenced by lesson plans, observations and teacher submitted artifacts</p>	<ul style="list-style-type: none"> <li>• Principals</li> <li>• Coordinators</li> <li>• Teachers</li> </ul>	<p>Fall - Spring</p>	
<p>The following content areas will be directly addressed through math Tier 3 interventions provided through iReady toolbox and lessons</p> <ul style="list-style-type: none"> <li>Grade 4: Geometry</li> <li>Grade 3: Geometry</li> <li>Grade 2: Number and Operations</li> <li>Grade 1: Algebraic Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• iReady toolbox</li> <li>• iReady training on assigning specific lessons</li> </ul>	<p>Teachers will deliver integrated lessons on these topics, as evidenced by lesson plans, observations and teacher submitted artifacts.</p>	<ul style="list-style-type: none"> <li>• Principals</li> <li>• Coordinators</li> <li>• Teachers</li> </ul>	<p>Fall - Spring</p>	
<p>All teachers (classroom, special education, ELL and reading) will participate in trainings related to both iReady and blended learning as leveled intervention support for all levels of readers and mathematicians.</p>	<ul style="list-style-type: none"> <li>• iReady program</li> <li>• Chromebooks</li> <li>• iReady trainers</li> <li>• PD Time</li> </ul>	<p>Teachers will gain knowledge of iReady resources and the pedagogy needed to provide sound individualized instruction and support of student growth.</p>	<ul style="list-style-type: none"> <li>• Principals</li> <li>• Coordinators</li> <li>• Teachers</li> </ul>	<p>Fall - Spring, see PD Calendar</p>	

<p>All teachers (classroom, special education, ELL and reading) will evaluate data during each diagnostic period and participate in data meetings that have action-oriented outcomes.</p>	<ul style="list-style-type: none"> <li>• Time for data meetings</li> <li>• Training on data analysis</li> </ul>	<p>Teachers will implement differentiated support based on student need.</p>	<ul style="list-style-type: none"> <li>• Principals</li> <li>• Coordinators</li> <li>• Teachers</li> </ul>	<p>Fall, Winter, Spring</p>	
<p>All teachers will utilize the resources of the iReady toolbox to both assign lessons and create interventions for students at risk</p>	<ul style="list-style-type: none"> <li>• Training on toolbox</li> <li>• Chromebooks</li> </ul>	<p>Teachers will implement differentiated support based on student need.</p>	<ul style="list-style-type: none"> <li>• Principals</li> <li>• Coordinators</li> <li>• Teachers</li> </ul>	<p>Fall - Spring</p>	

School: South Row Elementary School			School Year: 2019-2020		
<p><b>SMART Goal:</b></p> <p><i>During the 2019-20 school year, the South Row School will implement a comprehensive system of Tier 2 supports that promotes our school expectations of Respect, Responsibility and Safety, using our PBIS framework and the Second Step Social Emotional Learning Curriculum. These will be integrated into the school through the use of a universal screening and the formalization of Tier 2 social emotional interventions. The Tier 2 implementation will be demonstrated through the completion of the following action steps.</i></p>					
<b>Strategy #1:</b> Tier 2 Pilot Implementation					
Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Established team will continue to meet based on mission, process and continual evaluation of effectiveness	<ul style="list-style-type: none"> <li>• Tier 2 Resources</li> </ul>	Established team, written mission and written process.	<ul style="list-style-type: none"> <li>• Tier 2 team</li> <li>• PBIS facilitators</li> <li>• Principal</li> </ul>	Fall - Spring	
Implement methods for identifying students who are non-responsive to Tier 1 supports and who may be candidates for Tier 2 level supports.	<ul style="list-style-type: none"> <li>• Screener</li> <li>• Pathways to Tier 2</li> <li>• Parent opt-out</li> </ul>	Systematic screener, behavioral monthly benchmarking system and a process for teacher nomination.	<ul style="list-style-type: none"> <li>• Tier 2 team</li> <li>• PBIS facilitators</li> <li>• Principal</li> </ul>	Fall - Spring	
Implement procedures for matching students to Tier 2 interventions.	<ul style="list-style-type: none"> <li>• Intervention guides</li> <li>• Use of processes for matching students</li> <li>• Tier 2 team member expertise</li> </ul>	Written criteria that help match students to interventions.	<ul style="list-style-type: none"> <li>• Tier 2 team</li> <li>• PBIS facilitators</li> <li>• Principal</li> </ul>	Fall - Spring	
Implement Tier 2 interventions that address student needs with consideration of the function of the	<ul style="list-style-type: none"> <li>• Intervention guide</li> <li>• Tier 2 team member expertise</li> </ul>	Identified research-based interventions that address the function of behavior and are able to increase emotional regulation,	<ul style="list-style-type: none"> <li>• Tier 2 team</li> <li>• PBIS facilitators</li> <li>• Principal</li> </ul>	Fall - Spring	

behavior, skill strengthening and increased structure.		social skills or executive functioning.			
Establish and implement methods for assessing fidelity of implementation of T2 systems and implementation.	<ul style="list-style-type: none"> <li>• Criteria for fidelity of implementation</li> </ul>	A completed options list to vet out with the school for exploration processes.	<ul style="list-style-type: none"> <li>• Tier 2 team</li> <li>• PBIS facilitators</li> <li>• Principal</li> </ul>	Fall - Spring	
Establish and implement methods of assessing effectiveness of T2 systems and interventions.	<ul style="list-style-type: none"> <li>• Criteria for assessment of effectiveness</li> </ul>	A completed options list to vet out with the school for exploration processes.	<ul style="list-style-type: none"> <li>• Tier 2 team</li> <li>• PBIS facilitators</li> <li>• Principal</li> </ul>	Winter - Spring	

**Community Forum: Multi-Year Strategic Planning Process**  
**Tuesday December 10, 2019**

Public/Open Comments from Participants:

Communications: website refresh, new teachers to parents “onboarding process,” standards of what gets reported/at-a-glance in X2. Standardize (calendar), integrated messages, app driven communications. w/community. Set expectations for communication levels. Available tools.

Climate: student, parent, teacher perspectives?

Diversity and global integration – awards and recognition reflect an inclusive culture – hiring to reflect student body.

Measuring school success by student-teacher ratios – what should academic goals be based upon? What do we want our students to be able to accomplish after high school? College, career and beyond? What should the measurables be? How do we know we are/will be successful?

Academics: high standards (rigor) – SEL push – maintain balance

Support staff

New school building - CHS

Exceptional (gifted) level programming?

# CHELMSFORD PUBLIC SCHOOLS

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Jay Lang, Ed.D., Superintendent

## **Memorandum**

To: Members of the School Committee  
From: Jay Lang, Ed.D., Superintendent of Schools  
Date: December 14, 2019  
Re: Multi-Function School Activity Bus Usage

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As previously reported, we acquired a Multi-Function School Activity Bus (MFSAB) for use in the Chelmsford Public Schools last summer. A procedure manual was developed and the bus has received great reviews and use in the few months it has been on the road.

Our staff are excited about this vehicle and the flexibility it provides in transporting small groups (clubs, athletic teams, etc.) of student and staff to/from approved events. I indicated I would work closely with the business office to monitor and track the vehicle usage and compile regular reports to document the cost effectiveness of this purchase as we look to see if additional vehicles may serve to provide a cost effective and reliable source of transportation for many of our small clubs/teams in the future. Your support on the purchase of this vehicle was greatly appreciated.

Attached please find the first usage report on the vehicle for the fall athletic season (September – November 2019). A total of thirty (30) trips were logged with a projected savings of just under \$ 10,000 for reporting period. This savings is projected based upon the cost to rent a bus under the terms of our contract with our contracted service provider, North Reading Transportation. I did not project a savings on a few trips, such as the CHS TV Club trips, as the bus was used as a convenience due to its availability. In prior years, students would need to arrange for their own transportation to/from such events.



**Multi-Function School Activity Bus  
Usage Report Savings Projection  
Fall 2019 Athletic Season**

Request	Department	Team / Club	Date	Savings (No Rental)	Odometer Begin	Odometer End	Notes
CHS	Athletics	CHS Golf Team	9/5/2019	\$ 270.00	806	862	
CHS	Chelmsford Telemedia	CHS TV Club	9/13/2019		862	894	
CHS	Athletics	CHS Golf Team	9/16/2019	\$ 270.00	894	940	
CHS	Athletics	CHS Golf Team	9/17/2019	\$ 270.00	943	981	Vehicle Cleaning / Fuel (D Hart) 3 Miles
CHS	Special Education	Special Education - PAVE Program	9/18/2019	\$ 270.00	981	983	
CHS	Athletics	CHS Golf Team	9/19/2019	\$ 270.00	983	1003	
CHS	Athletics	CHS Cheer Team	9/19/2019	\$ 270.00	1003	1055	
CHS	Athletics	CHS Rugby Team	9/28/2019		1056	1066	
CHS	Athletics	CHS Golf Team	10/1/2019	\$ 270.00	1066	1095	
CHS	Athletics	CHS Boys Soccer (JVB)	10/3/2019	\$ 270.00	1095	1111	
CHS	Athletics	CHS Boys Soccer (JVB)	10/4/2019	\$ 270.00	1111	1127	
CHS	Athletics	CHS Boys Soccer (JVB)	10/7/2019	\$ 270.00	1127	1143	
CHS	Athletics	CHS Cross Country Team	10/8/2019	\$ 270.00	1143	1158	
CHS	Special Education	Special Education - PAVE Program	10/9/2019	\$ 270.00	1158	1174	
CHS	Athletics	CHS Golf Team	10/9/2019	\$ 270.00	1174	1217	
CHS	Athletics	CHS Golf Team	10/10/2019	\$ 270.00	1217	1224	
CHS	Social Studies	CHS Student Council	10/11/2019	\$ 270.00	1224	1308	Vehicle Cleaning / Fuel (D Hart) 2 Miles
CHS	Athletics	CHS Cross Country Team	10/11/2019	\$ 3,200.00	1310	1752	
CHS	Special Education	Special Education - PAVE Program	10/15/2019	\$ 270.00	1752	1755	Vehicle Cleaning / Fuel (D Hart) 2 Miles
CHS	Athletics	CHS Cross Country Team	10/15/2019	\$ 270.00	1757	1963	Vehicle Cleaning / Fuel (D Hart) 5 Miles
CHS	Superintendent's Office	Superintendent	10/19/2019		1968	1986	
CHS	Athletics	CHS Golf Team	10/21/2019	\$ 270.00	1986	2046	
CHS	Athletics	CHS Boys Soccer (JVB)	10/23/2019	\$ 270.00	2049	2065	
CHS	Athletics	CHS Golf Team	10/24/2019	\$ 270.00	2065	2079	
CHS	Social Studies	CHS Speech and Debate Team	10/25/2019	\$ 270.00	2079	2165	
CHS	Chelmsford Telemedia	CHS TV Club	11/1/2019		2165	2217	
CHS	Social Studies	CHS Speech and Debate Team	11/9/2019	\$ 270.00	2218	2228	
CHS	Mathematics	CHS National Honor Society	11/13/2019	\$ 270.00	2288	2373	
CHS	Social Studies	CHS Speech and Debate Team	11/16/2019	\$ 270.00	2373	2409	
CHS	Special Education	Special Education - PAVE Program	11/19/2019	\$ 270.00	2409	2412	Vehicle Cleaning / Fuel (D Hart) 6 Miles
			<b>Total Savings:</b>	<b>\$9,950</b>			

# CHELMSFORD PUBLIC SCHOOLS

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

TO: Dr. Jay Lang, Superintendent

FROM: Dr. Cheryl Kirkpatrick, Director of Personnel and Professional Learning

DATE: December 11, 2019

**RE: Personnel Report – November, 2019**

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

## Personnel Report – November 2019

### New Hires

**Avila, Linda**

**Lunch/Recess Aide**

**Parker Middle School**

Effective date: 12/3/19

**Baro, Edith**

**Lunch/Recess Aide**

**Parker Middle School**

Effective date: 12/2/19

**Donnelly, Leeann**

**Clerk, Main Office**

**Chelmsford High School**

Effective date: 11/12/13

**Jeganathan, Meera**

**Paraprofessional**

**Byam Elementary School**

Effective date: 11/12/19

**Johanson, Nicole**

**Paraprofessional**

**Harrington Elementary School**

Effective date: 11/25/19

### Resignations:

**Breault, Melissa**

**Lunch/Recess Aide**

**Byam Elementary School**

Effective date: 11/26/19

**Hilberg, Keri**

**Lunch/Recess Aide**

**Parker Middle School**

Effective date: 11/8/19

**Infantino, Brenda**

**Lunch/Recess Aide**

**South Row Elementary School**

Effective date: 11/20/19

**Lee, Esther**

**Lunch/Recess Aide**

**Harrington Elementary School**

Effective date: 11/27/19

**Smith, Regina**

**Lunch/Recess Aide**

**South Row Elementary School**

Effective date: 11/20/19

**Retirements:**

**None**

**Assignment Changes:**

**Losso, Deborah (formerly Lunch/Recess Aide @ Parker Middle School)**

**Copy Clerk**

**Parker Middle School**

Effective date: 11/13/19

## **Conference and Field Trip Requests**

1.) Chelmsford High School

World Language Student Exchange

February 10 – 21, 2021

Malaga, Spain

2.) Chelmsford High School

Band, Chorus & Orchestra Students

February 12 – 16, 2021

Orlando, Florida

3.) Chelmsford High School

World Language Student Tour

April 16 – 24, 2021

Cuzco, Machu Picchu & Lake Titicaca, Peru

4.) Chelmsford High School

Fine Arts Student Tour

April 17 – 25, 2021

Rome, Italy

# EXCHANGE PROGRAM IN MÁLAGA & TOUR OF ANDALUCIA



**FEBRUARY 10 – 21, 2021\***

12 DAYS / 10 NIGHTS

*\*Travel dates to be confirmed upon flight booking*





### DAY 1: USA | SPAIN (Wednesday)

- Fly overnight to **Málaga**, Spain.

### DAY 2: MÁLAGA (Thursday)

- *¡Bienvenidos a España!* Your **Forum Representative** will greet you at the airport.
- Transfer by private bus to your exchange school.
- Upon arrival, start your exchange program. While living with a host family, you will discover that Spanish is more than just a textbook language as you fully immerse into the daily life of your family and school community. You will attend school with your exchange partner, apply your language skills in real-life situations, and experience life as a true local.
- Dinner and evening with your host family.



### DAY 3: EXCHANGE PROGRAM (Friday)

- Spend the day at school with you exchange partner.
- Afternoon activities and workshops may be organized at the school during your visit (*to be confirmed with your partner school*).
- Evening with your host family.

### DAYS 4 - 5: WEEKEND WITH YOUR HOST-FAMILY (Saturday - Sunday)

- Spend the weekend with your Spanish family and exchange partner.



### DAY 6: EXCHANGE PROGRAM (Monday)

- Spend the day at school with you exchange partner.
- Afternoon activities and workshops may be organized at the school during your visit (*to be confirmed with your partner school*).
- Evening and weekend with your host family.

### DAY 7: MALAGA | SEVILLE (Tuesday)

- This morning after breakfast, meet your **Forum Tour Manager** and board your private bus to **Seville**, capital of Andalusia.
- Head to a vibrant **local market**, where you will get some of the best ingredients you need for the following **cooking workshop**. Before starting to cook, enjoy an Extra Virgin Olive Oil Tasting of different local and award-winning olive oils and some snacks like roasted almonds. You will then learn how to cook a delicious paella and a traditional gazpacho.





- This afternoon, take a **guided tour of Seville**. Begin at the **Real Alcázar**, a palace fortress with stunning examples of Mudéjar architecture. Visit the **Santa Cruz Quarter** and explore the narrow streets and alleys of the old **Judería** (Jewish quarter). End up your tour at the impressive **Plaza de España**.
- For dinner, sample some traditional **tapas** at a local restaurant.
- Night accommodation in Seville.

### DAY 8: SEVILLE | GRANADA | MÁLAGA (Wednesday)

- This morning after breakfast, board your private bus to **Granada**.
- Meet your **local guide** and visit the magnificent **Alhambra**. Enjoy a guided tour through the Alcazaba (the fort), the Generalife (gardens), Charles V's Palace, and the Nasrid Palaces.
- Later explore the **Albaycín quarter**, across the gorge from the Alhambra. Walk up the calle de las teterías, lined with tea rooms, to the Mirador de San Nicolás. Enjoy the amazing view of the Alhambra palace and the Sierra Nevada Mountains in the distance.
- Return to Málaga for dinner and night accommodation with host families.

### DAYS 9 & 10: EXCHANGE PROGRAM (Thursday - Friday)

- Spend the day at school with you exchange partner.
- Afternoon activities and workshops may be organized at the school during your visit (*to be confirmed with your partner school*).
- Evening and weekend with your host family.

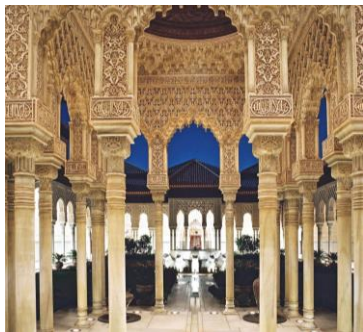
### DAY 11: SATURDAY WITH YOUR HOST FAMILY (Saturday)

- Enjoy your last day with your Spanish family and exchange partner.

### DAY 12: DEPART (Sunday)

- Today, say a fond "*¡adiós!*" to your exchange partners and transfer by private bus to the airport for your flight back to the USA.

**¡Hasta luego y buen viaje!**





### **YOUR EXCHANGE PARTNER:**

**Colegio San Estanislao de Kostka**

Av. Juan Sebastián Elcano, 185, 290017 Málaga

An exchange program is a once-in-a-life time opportunity for students to truly explore, understand, and dive deep into another culture and language! As students fully immerse into the life of their host family and school, they'll experience a type of personal growth and empowerment that can only happen in this unique setting. Students not only travel but host their exchange partners resulting in a lifelong bond between both students and families.

### **HOSTING A VISITING STUDENT**

Your primary responsibility as a host family is to create a welcoming and safe environment for your visiting student. We encourage you to get to know your student and spend time with her/him both inside and outside the home. Visiting students look forward to learning about American culture and customs and practicing their English in daily life. In addition to providing three daily meals for their visiting student, families also provide transportation for the Spanish students between their homes and the school. Prior to hosting, you will receive a profile form with information about your student.

### **SCHOOL EXCHANGE UNDERSTANDING**

Your exchange is organized directly between your school and the partner school. Schools are responsible for the exchange program portion of the itinerary and for selecting and organizing host families. Forum is responsible for flight bookings, optional excursions not organized by the schools, insurance and collecting trip payments. In regard to the exchange partnership, Forum only serves to match the partner schools and advise the schools as they organize their program together. Forum cannot be held responsible for the components organized directly by the schools.

Teachers should agree beforehand what hosting arrangements will be made if the final number of students participating in the exchange differs between schools (e.g. additional host families are recruited, the number of students traveling is reduced to match the partner school). Forum cannot guarantee that schools will have the same number of participants traveling and, therefore, cannot be held responsible if the number of traveling students differs between schools.

*This is your tailor-made travel experience – you will not be combined with another group!*

**PRICE PER PERSON**

20+ participants	\$ 2,010
15 to 19 participants	\$ 2,100
12 to 14 participants	\$ 2,190
10 to 11 participants	\$ 2,280

**PAYMENT SCHEDULE**

January 15 <sup>th</sup> , 2019	\$ 300
March 15 <sup>th</sup> , 2020	\$ 500
June 15 <sup>th</sup> , 2020	\$ 500
September 15 <sup>th</sup> , 2020	\$ 500
December 15 <sup>th</sup> , 2020	Balance

*Monthly Payment Plan Available*

**PRICE INCLUDES:**

- ✓ Round-trip airfare\* from Boston to Málaga
- ✓ Departure taxes and airline fuel surcharges of \$545 per traveler
- ✓ Associated transportation costs while in Europe
- ✓ 2 nights multiple occupancy (3/4 students per room with private bath) in quality three-star hotels
- ✓ 2 Breakfasts / 1 Lunch / 2 Dinners (includes one beverage and a vegetarian option)
- ✓ All cultural and aforementioned visits, activities, tours, and admissions as per itinerary
- ✓ Service of a dynamic professional bilingual Forum Tour Manager with the group on tour

**EXCHANGE PROGRAM:**

- ✓ Spanish host family stay with your exchange partner’s family
- ✓ Meals with the host family (exceptions might apply)
- ✓ Classes and workshops during the exchange program (confirmed between the partner schools prior to departure)

**PRICE DOES NOT INCLUDE:**

- ✓ Meals not indicated in your itinerary
- ✓ Tips are at your discretion – these are standard guidelines:
  - Forum Tour Manager: 5 Euros per day, per traveler
  - Bus Drivers: 1 Euro per day, per traveler
- ✓ Rooming and Adult Supplements:
  - Twin Room Guarantee Supplement \$40 pp/night or Single Room Guarantee Supplement \$80 pp/night
  - Adult Activity Supplement \$10 pp/day

**NOTES**

- \*Airlines have the legal right to increase fuel surcharges to flight tickets after bookings have been made. In the event of an increase in airline taxes and/or fuel surcharges, Forum reserves the right to update prices accordingly.
- **Forum Language Experience** has purchased the **Student Protection Plan** from Travel Insured International on behalf of all participants. **Cancel For Any Reason** is an available **option** that must be purchased at the time of trip deposit. **\*CFAR is not available to residents of NY\***
- Forum has quoted this package at an exchange rate of 1 Euro = 1.13 USD. In the event of a significant change in the exchange rate, Forum reserves the right to update prices accordingly.

Date of quote: September 16<sup>th</sup>, 2019 | Prices are valid until: First payment deadline | Your Forum Tour Consultant: **Anaïs Boschet**

Forum Language Experience, Forum by Prométour and Forum are all used interchangeably.  
Forum Language Experience is a member company of Prométour Inc.  
California Seller of Travel License number: 2061627-40

To Enroll go to:

<https://enrollmentbyprometour.com/travel/885/tk/wsHtr6>

The **enrollment deadline** for this trip is **January 15<sup>th</sup>**. All interested travelers must register with a **\$300** deposit by this date.

The process will take you about 10-15 minutes. It is as easy as 1,2,3:

- 1. Create an account** with Forum Language Experience
- 2. Verify & activate your account**
- 3. ENROLL** all travelers in your family wishing to participate

Please have the following information at hand:

- **Payment method** (*Forum Language Experience accepts credit / debit card, checks or money orders*)
  - **Valid passport\*** (*Don't have a passport yet? – Enroll now and enter passport details later*)
- \*Passports must be valid at least 6 months after your trip return date*  
*\*Passport information must be entered no later than 3 months before departure. If you do not have a passport entered at that time, your trip may be cancelled. Forum cancellation fees will apply.*

*If you do not have a passport we advise that you apply for it as soon you finish enrolling for your trip.*

**Don't forget you can make payments, review your traveler information, and view trip details by logging into your account.**

**Forum Language Experience** has purchased the **Student Protection Plan** from Travel Insured International on behalf of all participants. If you would like to purchase the optional **Cancel For Any Reason** benefit, you must choose it at the time of enrollment, and the additional fee MUST be included with your first trip deposit. The total cost for this upgrade is **\$25.50**.

We look forward to providing you with the travel experience of a lifetime!

**Customer Support | Forum Language Experience**  
2700 Adams Avenue, Suite 205, San Diego, CA 92116  
Tel 888-282-0991 / 619-432-0249 - Fax 619-432-0261  
Monday-Friday, from 8AM to 4:30PM PST  
[www.forumlanguageexperience.com](http://www.forumlanguageexperience.com)

**FIELD TRIP APPLICATION FORM**  
CHELMSFORD PUBLIC SCHOOLS

230 North Road, Chelmsford, MA 01824  
Phone (978) 251-5100

Teacher Sub(s) Needed:  
YES  NO   
 Full-Day Sub(s)  
 Half Day Sub(s)  
needed for: AM / PM

Please fill out application form completely. Please print. \* Apply for only one trip per form.

School Requesting Permission:  CHS  PARKER  McCARTHY   
 BYAM  CENTER  HARRINGTON  SOUTH ROW

Day(s) of Week for Trip: MON  TUE  WED  THR  FRI  SAT  SUN

Trip Date: 2 / 12 / 21 If Overnight Trip, Return Date: 2 / 16 / 21

Requests for school day field trips should be made at least thirty calendar days in advance. All overnight trip requests should be two months in advance and will be submitted to the School Committee for final approval.

Faculty Trip Sponsor: Kate Comeau, Amanda Roeder, Matt Sexauer Cell Phone: 978-930-1874 (Sexauer)

Grade, Group, Class(es) or Course(es): Band, Chorus, & Orchestra, grades 9-12

Total Number of Students: 180 (estimated) Number of Male 90 Number of Female 90

Number of Students Assigned Per Chaperone: 8

Total Number of Chaperones: 20 Number of Male 10 Number of Female 10

Non-faculty chaperones must be over 25 years of age and must have a CORI submitted at time of application.

Faculty/Chaperones (Names): Kate Comeau, Amanda Roeder, Matt Sexauer, Sean Wright, Roslyn Bonnar, Jen Orsini  
additional chaperones TBD Cell Phone #: 978-930-1874 (Sexauer)

Faculty/Chaperone with Epi-Pen Designation (Name): Kate Comeau, Amanda Roeder, Matt Sexauer  
If applicable

Is a Nurse Needed? Yes  No

Prior to booking a field trip, speak to your building school nurse to evaluate if there are individuals with special or medical needs participating in this trip. If yes, the nurse will need to evaluate whether a parent, staff member, or nurse will be required to attend the trip with student.

Reviewed by:

*Cove Roeder*  
Signature of School Nurse

11/21/19  
Date

Event/Purpose of the Trip: Performance workshops, public performance

Curriculum Standard Addressed by Trip (Reason for the Trip)  
Public performance, musical enrichment



**Destination:** Walt Disney World Resort ( 407 ) 560-7834  
 Facility Facility Telephone  
1413 Buena Vista Dr. Lake Buena Vista FL  
 Facility Street Address City State

**Estimated Leave Time:** 2:00 am a.m. / p.m. **Estimated Return Time:** 10:00 pm a.m. / p.m.

**No. of Regular School Buses Needed:** NA **No. of Wheel Chair Accessible Buses Needed:** TBD

District Transportation Department will try to secure bus(es) from Transportation Company. Transportation to and from school takes precedent over any other field trip transportation request. After your bus request is processed, you will receive a quoted price and written confirmation from the Transportation Department. If no Chelmsford buses are needed, what are your alternate transportation arrangements?

**(Changes in plans must be reported to the Principal's Office before the day of the trip.)**

**Bus Pick-Up Location (be specific)** Chelmsford High School, front entrance

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

**Equipment:** musical instruments, color guard equipment, personal luggage  
 Please indicate if bus space is needed for equipment. All equipment (athletic, music, or luggage) must be secured, must not obstruct the vision of the bus driver, and the bus aisle must be kept clear.

**Meal Plans:** Meal plan is factored into the trip experience, cash on hand for meals stated at student cost.

**TRIP COST/FUNDING**

Please see attached tour proposal

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

**School/Org. to pay for:** \_\_\_\_\_ **\$** \_\_\_\_\_

**Student paying \$** \_\_\_\_\_ **per person for:** \_\_\_\_\_ **\$** \_\_\_\_\_

**Please list any other circumstances that may affect the trip:**

**Submitted by:**  
Wendy Sylva 11/21/19  
 Signature of Trip Sponsor Date

**Approved by:**  
Chris White 11/20/19 [Signature] 12-3-19  
 Signature of Dept. Head/Coordinator Date Signature of Building Principal Date

**If an overnight trip, attach an itinerary and lodging information complete with name, location, & phone**



**TOUR PROPOSAL**

**TOUR FEATURES**

**MOTOR COACH**

- Local Motor Coach Transportation as needed per the Itinerary
- Round Trip Transportation to Airport From School
- Gratuities for your motor coach driver(s)

**HOTEL**

- 4 Nights' accommodations at a Local Area Hotel
- Breakfast at hotel
- All Students will pay Quad Occupancy Price (Quad Occupancy must be maximized)

**SECURITY**

- 2 Dedicated overnight chaperone(s)

**MEALS**

- Group Pizza Dinner
- 4 - \$15 Disney World Dining Cards

**THEATER / ATTRACTION TICKETS**

- Disney Performing Arts Performance 4 Day Premium (Park Hopper® and Water Park) Ticket to the Walt Disney World® Resort

**CLINICS**

- Participation in Disney's You're Instrumental Workshop
- Participation in Disney Sings Workshop

**PERFORMANCES**

- Performance at the Walt Disney World Resort (pending acceptance and availability)

**OTHER**

- IPS - Individual Payment System
- \$3,000 Allotted for Equipment Truck
- 5 Complimentary Director Package(s) (based on single occupancy)
- BRT Drawstring bag for every participant
- BRT Luggage Tags
- BRT Video Souvenir & Tracking/Messaging App
- 2 Onsite Company Tour Director(s)
- Company representative for airport check-in

Contact **David Brachmann** at (800) 373-1423 ext. 245 or [dbrachmann@bobrogerstravel.com](mailto:dbrachmann@bobrogerstravel.com)



**TOUR PROPOSAL**

**TOUR PRICING**

Occupancy	Paying Participants	
	160-169 Land Only	150-159 Land Only
Quad	\$1,179	\$1,205
Triple	\$1,279	\$1,305
Double	\$1,379	\$1,405
Single	\$1,779	\$1,805

**Airfare Costs not included in above pricing:**

- Roundtrip Airfare (estimated around \$450 per person) (first comes available around March 2020)

**Non-inclusions/Options**

- Meals stated at student cost
- Rental costs for chairs, stands, instruments or keyboards for performances/clinics (BRT can assist in arranging the rental of these items)
- Travel Protection is optional (though highly suggested) and available for purchase. We offer two options through Travel Insured International – Student Protection Plan with or without the CFAR\* (Cancel For Any Reason) benefit. \*CFAR coverage is 75% of the nonrefundable trip cost. Trip cancellation must be 48 hours or more prior to scheduled departure. CFAR must be purchased at the time of plan purchase and within 14 days of initial deposit. This benefit is not available to residents of New York. Link to purchase Travel Protection Plan: <http://www.travelinsured.com/agency?agency=49046>
- Baggage Fees for checked baggage, oversize/overweight luggage or instruments\*
- Workshop participation is limited to 1 per student. Students participating in multiple workshops would result in additional fees.

**\*AIRLINE BAGGAGE FEES:** Most airlines charge additional fees for checked baggage. Checked baggage fees are NOT included in your estimated tour package costs (unless otherwise noted).

Fees vary by airline and can range from \$60 for the first checked bag (round trip) to over \$200 for an overweight or over sized item (round trip). BRT strongly recommends considering an equipment truck to reduce your costs. Please ask your BRT representative for more information.

**\*\*DISNEY TICKET PRICING:** With the opening of *Star Wars - Galaxy's Edge*®, there are many unknowns in regard to Disney ticket pricing. The above pricing is based on estimated 2021 ticket pricing.

Contact **David Brachmann** at (800) 373-1423 ext. 245 or [dbrachmann@bobrogerstravel.com](mailto:dbrachmann@bobrogerstravel.com)





Education First

# Educational Tours

Watch videos, read reviews and enroll on your teacher's Tour Website

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This is also your tour number



# PERU: CUZCO, MACHU PICCHU & LAKE TITICACA

9 or 11 days | Lima | Sacred Valley | Cuzco | Puno | Extension to Paracas

From the shores of the Pacific Ocean to the banks of Lake Titicaca in Puno, immerse yourself in the natural splendor and rich history of Peru. This land has been home to some of the world's most ancient civilizations. You'll retrace the roots of the Inca Empire in Cuzco and at Machu Picchu, a destination like no other on Earth, while also exploring the Spanish Empire's reign in Lima.

## EVERYTHING YOU GET:



**Full-time Tour Director**



**Sightseeing:** 4 sightseeing tours led by expert, licensed local guides; 1 walking tour



**Entrances:** San Francisco Monastery; Larco Museum; Korikancha Temple; Cuzco Cathedral; Sacsayhuaman Fortress; Machu Picchu; Ollantaytambo; Raqhi Temple; Boat excursion Lake Titicaca; *With extension: Islas Ballestas boat cruise; Paracas National Park*



**weShare**, our online platform that taps into each student's interests for a more engaging learning experience



**All of the details are covered:** Round-trip flights on major carriers; Internal flight; Comfortable motorcoach; 7 overnight stays in hotels (9 with extension); Breakfast and dinner daily



Sacred Valley





Anyone can see the world.

# YOU'RE GOING TO EXPERIENCE IT.

As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

And the experience begins long before you get your passport stamped and meet your **Tour Director** in your arrival city. It begins the moment you decide to go. Whether it's connecting with other travelers on Facebook, Twitter, or Instagram, or delving deeper into your destinations with our personalized learning experience, **weShare**, the excitement will hit you long before you pack your suitcase.

When your group arrives abroad, everything is taken care of so you can relax and enjoy the experience. Your full-time Tour Director is with your group around the clock, handling local transportation, hotels, and meals while also providing their own insight into the local history and culture. **Expert local guides** will lead your group on sightseeing tours, providing detailed views on history, art, architecture, or anything you may have a question about.

When your journey is over and you're unpacking your suitcase at home, you'll realize the benefits of your life-changing experience do not end. They have just begun.

*@EFtours I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school #traveltuesday*

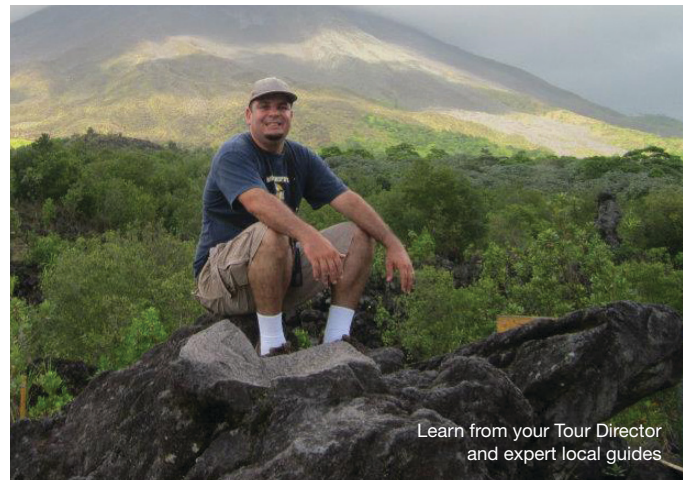
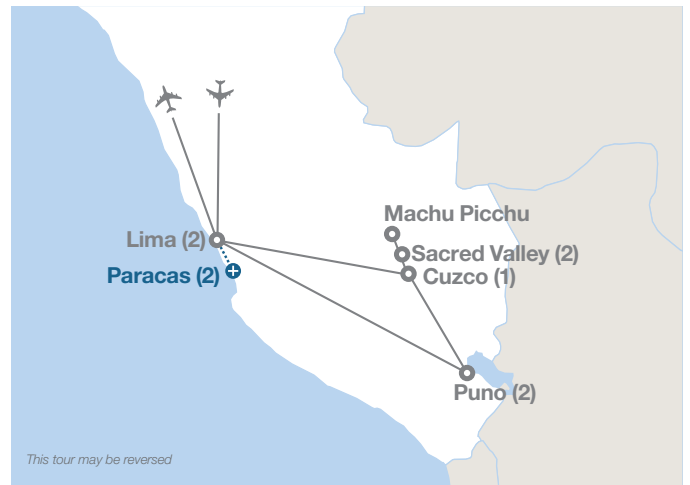
– MELISSA, TRAVELER



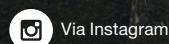
## CHECK OUT WHAT A TOUR IS ALL ABOUT

Watch the videos at [eftours.com/](http://eftours.com/)

Your teacher's Tour Website



Learn from your Tour Director and expert local guides



## What you'll experience on your tour

### Day 1: Fly to Peru

- Meet your Tour Director at the airport in Lima. Built on a coastal oasis at the foot of the Andes, Lima has served as Peru's capital since 1535. See vestiges of the city's rich colonial heritage, including the Government Palace, the Cathedral and the 17th-century San Francisco monastery. Prior to the Spanish conquest, the area was home to several Indian civilizations. You'll get a taste of contemporary Lima in the suburbs of San Isidro and Miraflores, which overlook the Pacific. At the Larco Museum, located in an 18th-century mansion built over a 7th-century pre-Columbian pyramid, you'll find the finest gold and silver collection from Ancient Peru, along with other outstanding examples of art and archaeological artifacts.

### Day 2: Lima

- Take an expertly guided tour of Lima: Government Palace; Archbishop's Palace; City Hall; Lima Cathedral
- Visit the San Francisco Monastery
- Visit the Larco Museum
- Take a walking tour of Miraflores

### Day 3: Lima | Cuzco

- Fly to Cuzco, the "navel of the Earth" and the former epicenter of a vast empire stretching from Colombia to Chile. Once you've adjusted to the altitude, journey to the exquisitely preserved canals and narrow streets of Ollantaytambo.
- Take an expertly guided tour of Ollantaytambo

### Day 4: Sacred Valley

- Travel by train to Machu Picchu
- Visit Machu Picchu, the fabled "Lost City of the Inca" and one of the New Seven Wonders of the World. A 35-mile-long trail winds through desert, cloud forest and an orchid-filled jungle before reaching this UNESCO World Heritage Site. Archaeologists have yet to determine why the site, perched atop a mist-shrouded peak, was abandoned. See remnants of temples and terraces that have yet to reveal the true purpose of Machu Picchu—some believe only an elite Incan priesthood knew of its former existence. Your visit will consist of both a guided tour and free time to explore on your own.
- Return by train to Sacred Valley

### Day 5: Sacred Valley | Pisac | Cuzco

- Travel to Cuzco by way of Pisac
- Free time to explore the Indian market in Pisac
- Take an expertly guided tour of Cuzco: Korikancha Temple; Cuzco Cathedral
- Visit the Sacsayhuaman Fortress

### Day 6: Raqchi | Puno

- Visit Raqchi Temple
- Travel to Puno

### Day 7: Puno

- Enjoy a boat ride on Lake Titicaca
- Visit Taquile and Uros islands
- Enjoy hiking and visiting native communities

### Day 8: Lima | Depart for home

- Travel to Juliaca
- Fly to Lima, then depart for home

### Day 9: Arrive home

## 🔗 2-DAY TOUR EXTENSION

### Day 8: Travel to Paracas

### Day 9: Paracas

- Enjoy an Islas Ballestas boat cruise
- Visit the Julio C. Tello Site Museum
- Take a walk through the desert to the Morón oasis

### Day 10: Lima | Depart for home

- Visit Paracas National Park
- Transfer to Lima, and board an overnight flight for home

### Day 11: Arrive home

*Watching the sun set while looking over Incan Ruins in Peru. It was breath taking!*

– JORDEN, TRAVELER



*The itinerary was educational, creative, and perfectly paced. The sites were more amazing in person than I had ever dreamed. If you want to take a trip to a place that is vibrant, alive, and exhilarating, you can't go wrong with Peru.*

– CAITLIN, GROUP LEADER



## TOP THREE THINGS I WILL SEE, DO, TRY OR EXPLORE

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



— The easiest ways to —  
**ENROLL TODAY**



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eftours.com/enroll



**Enroll by phone**  
800-665-5364



**Enroll by mail**  
EF Educational Tours  
Two Education Circle  
Cambridge, MA 02141

*My daughter has gained such an amazing view of the world and history from this experience. She has not stopped talking since I picked her up at the airport. Thank you for all the organization, helpful hints, flexible payment plan, and knowledgeable tour guides.*

—CHARLOTTE, PARENT OF TRAVELER

“ Tour review

## THE WORLD LEADER IN INTERNATIONAL EDUCATION

For over 50 years EF has been working toward one global mission: *Opening the World Through Education*. Your teacher has partnered with EF because of our unmatched worldwide presence, our focus on affordability, and our commitment to providing experiences that teach critical thinking, problem solving, collaboration, and global competence. What's more:

- **We always offer the lowest prices, guaranteed** so more students can travel.
- **We're fully accredited, just like your school**, so you can earn credit while on tour.
- **All of our educational tours feature experiential learning activities** and visits to the best sites.
- **We're completely committed to your safety.** We have more than 600 schools and offices in over 50 countries around the world, so local EF staff members can react quickly and in person wherever you travel.
- **Your full-time Tour Director is with your group** every step of the way on tour, providing insight about your destinations as well as great local tips.



EducationFirst

**FIELD TRIP APPLICATION FORM**  
CHELMSFORD PUBLIC SCHOOLS

230 North Road, Chelmsford, MA 01824  
Phone (978) 251-5100

Teacher Sub(s) Needed:

YES  NO  *Mark*  
Full-Day Sub(s) \_\_\_\_\_  
Half Day Sub(s) \_\_\_\_\_  
needed for: AM / PM *2 PM*

Please fill out application form completely. Please print. \* Apply for only one trip per form.

School Requesting Permission:  CHS  PARKER  McCARTHY

BYAM  CENTER  HARRINGTON  SOUTH ROW

Day(s) of Week for Trip: MON  TUE  WED  THR  FRI  SAT  SUN

Trip Date: *April Vacation 2021*     /    /     If Overnight Trip, Return Date: *April 2021 TBA*     /    /    

Requests for school day field trips should be made at least thirty calendar days in advance. All overnight trip requests should be two months in advance and will be submitted to the School Committee for final approval.

Faculty Trip Sponsor: LAUREN Cochran Cell Phone: 978-500-0069

Grade, Group, Class(es) or Course(s): Fine Arts Trip

Total Number of Students: 40 Number of Male      Number of Female TBA

Number of Students Assigned Per Chaperone:     

Total Number of Chaperones: 1 per six students Number of Male      Number of Female     

Non-faculty chaperones must be over 25 years of age and must have a CORI submitted at time of application.

Faculty/Chaperones (Names): TBA

Cell Phone #:     

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

If applicable

Is a Nurse Needed? Yes  No

Prior to booking a field trip, speak to your building school nurse to evaluate if there are individuals with special or medical needs participating in this trip. If yes, the nurse will need to evaluate whether a parent, staff member, or nurse will be required to attend the trip with student.

Reviewed by:

Cord Rieley 12/5/19  
Signature of School Nurse Date

Event/Purpose of the Trip: Fine Arts Trip - April Vacation 2021

Curriculum Standard Addressed by Trip (Reason for the Trip) All

Destination: Italy ( )  
Facility Facility Telephone

Facility Street Address City State

Estimated Leave Time: \_\_\_\_\_ a.m. / p.m. Estimated Return Time: \_\_\_\_\_ a.m. / p.m.

No. of Regular School Buses Needed: \_\_\_\_\_ No. of Wheel Chair Accessible Buses Needed: \_\_\_\_\_

District Transportation Department will try to secure bus(es) from Transportation Company. Transportation to and from school takes precedent over any other field trip transportation request. After your bus request is processed, you will receive a quoted price and written confirmation from the Transportation Department. If no Chelmsford buses are needed, what are your alternate transportation arrangements?

(Changes in plans must be reported to the Principal's Office before the day of the trip.)

Bus Pick-Up Location (be specific) High School

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

Equipment: \_\_\_\_\_  
Please indicate if bus space is needed for equipment. All equipment (athletic, music, or luggage) must be secured, must not obstruct the vision of the bus driver, and the bus aisle must be kept clear.

Meal Plans: \_\_\_\_\_

**TRIP COST/FUNDING**

Price per Bus: \$ \_\_\_\_\_ Total Cost of Bus Transportation \$ \_\_\_\_\_

Total Price of event \$ \_\_\_\_\_

Additional Costs \$ \_\_\_\_\_

Total Cost of Trip \$ 3800 *10/1/17*

School/Org. to pay for: \_\_\_\_\_ \$ \_\_\_\_\_

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

Please list any other circumstances that may affect the trip:

Submitted by: [Signature]  
Signature of Trip Sponsor Date Dec 5, 2017

Approved by: [Signature] 12/6/17 Date  
Signature of Dept. Head/Coordinator Date  
[Signature] 12/12/17 Date  
Signature of Building Principal Date

**If an overnight trip, attach an itinerary and lodging information complete with name, location, & phone**



# Educational Tours

Watch videos, read  
reviews, and enroll on your  
teacher's Tour Website

[eftours.com/](http://eftours.com/)







This is also your tour number

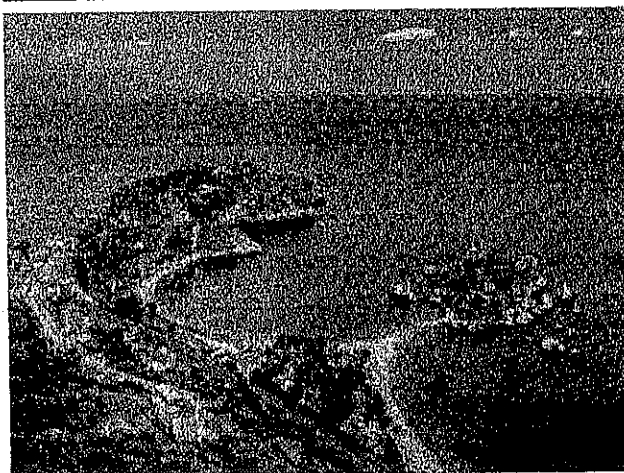
## FROM ROME TO SICILY

11 or 14 days | Italy

See the varied cultures of Italy. Rome is one of the world's most historically rich cities, a portal to an ancient empire. On the island of Sicily, diverse influences in Palermo and Taormina lend each city a unique character. Though Sicily has always been a world unto itself, it is undeniably Italy—amazing food, stunning cathedrals, and a picture-perfect countryside.

### EVERYTHING YOU GET:

-  Full-time Tour Director
-  Sightseeing: 6 sightseeing tours led by expert, licensed local guides (7 with extension)
-  Entrances: Sistine Chapel; St. Peter's Basilica; Colosseum; Roman Forum; Greek theater; Palermo Cathedral; Cathedral of Monreale; Siracusa; Pompeii
-  weShare: Our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project for academic credit.
-   All of the details are covered: Round-trip flights on major carriers; comfortable motorcoach; night ferry; 8 overnight stays in hotels with private bathrooms (11 with extension); 1 night cabin accommodation; European breakfast and dinner daily



Anyone can see the world.

# YOU'RE GOING TO EXPERIENCE IT.

As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

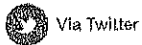
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*@EFtours I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school #traveltuesday*

— MELISSA, TRAVELER

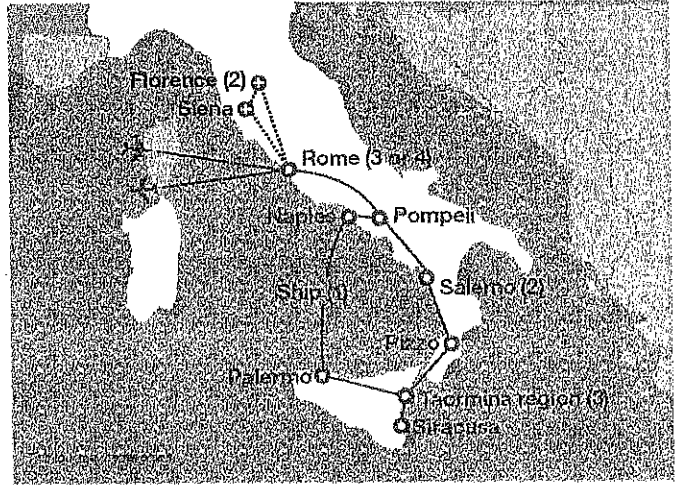


Via Twitter

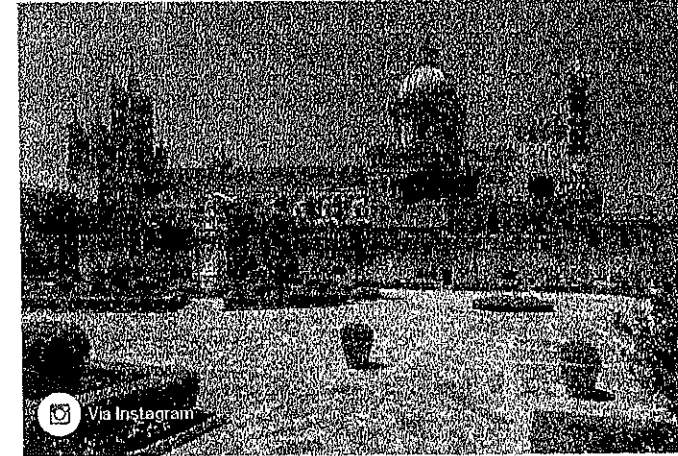
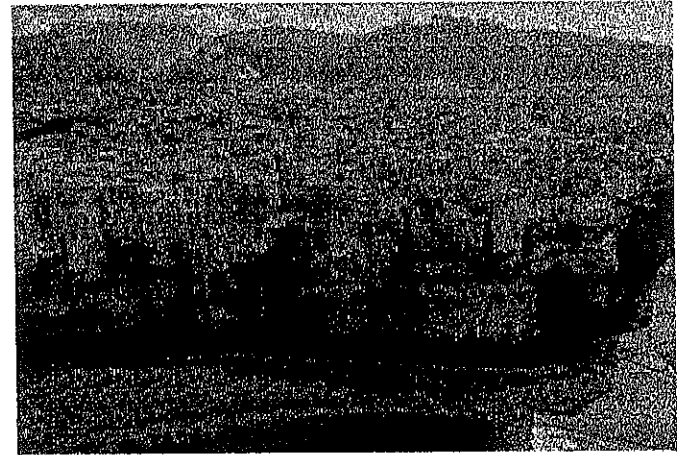
**CHECK OUT WHAT A TOUR IS ALL ABOUT**

Watch the videos at [effours.com/](http://effours.com/)

Your teacher's Tour Website



Learn from your *Tour Director* and expert local guides.



Via Instagram



## What you'll experience on your tour

### Day 1: Fly overnight to Italy

#### Day 2: Rome

- Meet your Tour Director at the airport in Rome, a city that integrates its past into the present better than any other. During your stay, explore the world's most famous arena, the Colosseum, where you can almost hear the stamping feet of the crowds gathered for gladiatorial combat. Nearby, the Roman Forum marks the former heart of the Roman Empire. Julius Caesar gave many of his great political speeches there. On your visit to the Vatican City, marvel at Michelangelo's breathtaking ceiling in the Sistine Chapel and look out for the colorful uniforms of the Swiss Guard, protectors of the Vatican City. Before you say "arrivederci," toss a coin into the Trevi Fountain to ensure a return trip to the Eternal City.

#### Day 3: Rome

- Take an expert-led tour of Vatican City.
- Visit the Sistine Chapel.
- Visit St. Peter's Basilica.
- Take an expertly guided tour of Rome.
- Take a self-guided walking tour of Rome.

#### Day 4: Rome | Night ferry

- Visit the Colosseum.
- Visit the Roman Forum.
- Travel to Naples and board your night ferry to Palermo.

#### Day 5: Palermo | Taormina region

- Arrive to Palermo.
- Take an expert-led tour of Palermo: Cappella Palatina; Palazzo dei Normanni.
- Visit Palermo Cathedral.
- Continue on to Monreale.
- Visit the Cathedral of Monreale.
- Travel to the Taormina region of Sicily.

#### Day 6: Taormina region

- Explore the Taormina region, which offers spectacular vistas of Sicily's coastline. Visit the Church of San Nicola, built around 1400 atop the ruins of an ancient church. The Church of San Nicola is called "the fortress cathedral," since its imposing medieval façade resembles a castle. You'll also see the 15th-century Palazzo Corvaja, which once housed the Sicilian Parliament of Nobles. Then make your way to the town's 3rd-century Greek theater, which still hosts performances.
- Take an expert-led tour of Taormina: Duomo; Palazzo Corvaja.
- Visit the Greek theater.
- Time to see more of Taormina or visit Mount Etna.

#### Day 7: Taormina region

- Take a day trip to Siracusa.
- Tour the area's archeological sites and explore the historic town.
- Return to the Taormina region.

#### Day 8: Taormina region | Messina | Salerno

- Travel to Messina, and board a ferry to Villa San Giovanni.
- Make a photo stop in Pizzo.
- Continue on to Salerno.

#### Day 9: Salerno

- Enjoy free time to explore Salerno or visit the Amalfi Coast.

#### Day 10: Pompeii | Rome

- Travel to Pompeii. Once a city of ancient prosperity, many wealthy Romans established their homes here thousands of years ago. When neighboring Mount Vesuvius erupted in A.D. 79, it cloaked the Roman resort in volcanic ash, perfectly preserving the minutiae of daily life. The buildings and artifacts left behind make this one of the richest archaeological sites in the world. See the fully excavated ruins of the town's ancient temples, forum and theatre. Of Pompeii's three bathhouses, the Stabian Baths was the largest complex. Learn about their ingenious heating method—one of the earliest examples of its kind—that brought hot water to visitors.
- Take an expert-led tour of Pompeii.
- Visit the Pompeii Roman Ruins.
- Return to Rome.

#### Day 11: Depart for home

### 3-DAY TOUR EXTENSION

#### Day 11: Siena | Florence

- Travel via Siena to Florence.

#### Days 12-13: Florence | Rome

- Take an expert-led tour of Florence: Piazza della Signoria; Ponte Vecchio; Duomo.
- Time to see more of Florence or visit Pisa.
- Return to Rome.

#### Day 14: Depart for home



*Last day in Italy. I'm gonna miss you. #eftours #trevifountain*

- JOSEPH, TRAVELER



Via Instagram

*It gave me a great taste of the Italian and Sicilian culture, not to mention some of the best tasting pizza, and I know good pizza, I'm from NY :) I know I will never forget the trip.*

- DIANA, STUDENT



Tour review

### TOP THREE THINGS I WILL SEE, DO, TRY, OR EXPLORE

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



— The easiest ways to —  
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eftours.com/enroll



**Enroll by phone**  
800-665-5364



**Mail your Enrollment Form to:**  
EF Educational Tours  
Two Education Circle  
Cambridge, MA 02141

*Our child came home a citizen of a global community with a greater understanding of their part in the world. Now, they understand that there is so much more out there than our everyday.*

—CHARLOTTE, DAUGHTER TRAVELED JUNE 2015



Tour review

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- All of our educational tours feature experiential learning activities and visits to the best sites.
- We're completely committed to your safety. We have more than 500 schools and offices in over 50 countries around the world, so local EF staff members can react quickly and in person wherever you travel.
- Your full-time Tour Director is with your group every step of the way on tour, providing insight about your destinations as well as great local tips.

