



Chelmsford School Department School Committee

Notice of Public Meeting

Email Posting to townclerk@townofchelmsford.us Thank you.

Filed with Town Clerk:

As required by G.L. c. 30 A, §18-25

DATE: Tuesday January 8, 2019 TIME: 6:00 p.m. ROOM: Conf. Room 1

PLACE: CPS Central Administration Office ADDRESS: 230 North Road

AGENDA

CALL TO ORDER

PLEDGE OF ALLEGIANCE

CHAIR OPENING STATEMENT

CONSENT AGENDA

1. Approval of the minutes of the regular school committee meeting of December 18, 2018

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. Spotlight on the Schools: Byam Elementary School
2. Update: STRIVE Program (Elementary) Level
3. Update: Elementary Level Assistant Principal Positions
4. Follow-Up: January 29, 2019 School Committee Public Forum Agenda
5. Follow-Up: New School Committee Member Handbook
6. FY20 Capital Plan – TOC Capital Planning Committee Recommendation
7. Personnel Report: November 2018
8. Public Input: FY20 Budget Process & Priorities
9. Approval of Conference and Field Trip Requests
10. Executive Session: M.G.L. Ch. 30A, Section 21(a)(3) - The Chelmsford School Committee provides public notice of its intent to convene in executive session to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares.

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 18, 2018
Meeting Minutes**

Members Present: Mr. Dennis King (Chair), Mr. Al Thomas (Vice Chair), Ms. Donna Newcomb (Secretary), Mr. John Moses and Ms. Barbara Skaar

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

Mr. King opened the meeting at 6:00 p.m. and led those in attendance in the Pledge of Allegiance. Tonight's meeting is being televised and recorded by Chelmsford Telemedia. The chair also thanked Hanna Barker and Teresa Evans for interviewing Committee members tonight in preparation for the upcoming "Meet the School Committee" program to be aired on CTV in the near future.

Consent Agenda

1. Approval of the minutes of the regular school committee meeting of December 4, 2018

Mr. Thomas motioned to approve the School Committee minutes of December 4, 2018. Ms. Skaar seconded. Motion carries 5-0.

CHS Student Representative Announcements

Kate shared that Selectman Lefebvre came to speak to the civics classes about local government. The ATWE concert will be this Thursday, December 20th and the String Fest will be held on January 5, 2019, for grades four through 12.

Clare spoke to say the CHS After-Schools Ensemble Concert will be held on January 10th. Choral Fest for grades four through 12 will be held on January 12, 2019, and on January 18th, the Hawaiian dance for CHS will take place. Grades close for term two on January 18, 2019.

Good News

Dr. Hirsch shared that holiday concerts throughout the schools have been wonderful. Vacation is coming soon. She also praised the CHS football team for their win on Thanksgiving at home. She shared a PSA from the Billerica Schools Superintendent who congratulated CHS for beating Billerica 6-0. The Chair also praised the district on the success of the recent ALICE training.

Public Comments

None

New Business

1. Spotlight on the Departments: History and Social Science Department

Stephanie Quinn, Social Science Department Coordinator, came to the table to share what “is new in history”. She shared information about the new frameworks for history and social science. There are also seven new skills for students in grades K through 12. The next professional development day will focus on how these skills will be taught in grades 5-12. Her slide show and reprints in tonight’s agenda packet clearly articulate the current status and plans going forward to adhere to the new frameworks. This will be a multi-year process. “Inquiry” will have an increased focus in the elementary schools. New legislation S.2631 will require high school and middle schools (containing an 8th grade class) to participate in a student led civics project. There will be a focus on voter registration for high school students as well. Mr. Dan Richter, civics teacher at CHS, provided additional information about civics class activities. Students in the new AP research course at CHS spoke about the research they have been doing. Lastly, Ms. Quinn spoke of the two Geography Bee winners, Ryan McElligott from Parker and Jassi Dukes from McCarthy.

2. Follow-Up: January 29, 2019, School Committee Public Forum Agenda

Ms. Newcomb briefly outlined the topics that she and Ms. Skaar plan to be discussed at this upcoming forum. Dr. Lang would like the agenda to be formalized at the January 8, 2019, meeting.

3. Follow-Up: new School Committee member Orientation/School Committee Handbook

At the last Committee meeting the Chair presented a draft of the handbook. The members agreed to look at it and discuss it at tonight’s meeting. The draft met with overall approval. It will be checked for any grammatical errors and reformatted. At the January 8, 2019, meeting it will be presented again for approval.

4. Discussion on School Committee Policy Website

Currently the old policies appear on the district website. The revised policies will be ready to upload to the site by early February at the latest. Currently a bound, hard copy of the revised policies resides at Central Office. The Committee decided to remove the outdated policies from the website, post a temporary PDF file of the revised policies, until the revised policies will be officially uploaded in late January or early February.

5. Academic Update: AP/SAT/ACT Performance

Dr. Hirsch provided an update both verbally and through a slide show included in tonight’s agenda packet. AP courses when followed by a score of three or higher (on a five point scale) on the AP exam may allow the student to acquire some credits toward their college education. She stated that between 26 and 29 different AP classes are offered at CHS. The SAT tests reading, writing, math and includes an optional essay. The SAT is taken by high school juniors and seniors, while the PSAT is taken by sophomores as a preparation for the SAT. Many colleges still use the SAT as a criteria for admission. The scores for CHS students continue to be above the state and national averages. The ACT (American College Test) measures college ready skills. Testing is done in English, math, reading and science.

6. CPS Evaluation Process Review

Dr. Hirsch presented a comprehensive update of the Massachusetts Framework for Educator Evaluation, implemented in 2012, which includes both one year and two year plans. Most Chelmsford teachers are on a self-directed growth plan. The standards are scored on a four point scale. The evaluations are similar for administrators. Evidence needs to be submitted for their chosen goals. Team goals and collaboration are encouraged. Support is provided for teachers who need it. The evaluation cycle contains five steps, beginning with self-assessment. The second step is goal setting followed by plan implementation, formative evaluation and summative evaluation. Some changes have occurred in the evaluation rubrics. Dr. Hirsch's slide show and presentation in tonight's packet clearly articulate the process, observations and the changes to the evaluation language.

7. ALICE & School Safety Update

Dr. Lang included a memo in tonight's packet articulating ALICE training and drills that have taken place in the month of December. He is thankful to all for the time and effort that has gone in to this by not only school district personnel, but also police and fire department members. Comments he has received have been positive. SafePlans has been working with the district and will return during February to integrate the SafePlans software.

8. Student Enrollment Report: October 1, 2018

Included in tonight's packet is a memorandum from Dr. Lang and a spread sheet detailing enrollment data sent to DESE and certified by DESE. Dr. Lang presented the highlights of the data.

9. MSBA Application Status

Dr. Lang shared that MSBA has determined that the Chelmsford High School SOI will not be invited to the MSBA eligibility period at this time. Dr. Lang has reached out to the MSBA for feedback. He is comfortable that the current plan for the school district is still the best one. A new SOI needs to be submitted by April 12, 2019.

10. Approval of Conference and Field Trip Requests

None

Reports

1. Liaison Reports

Ms. Newcomb reported that the Friends of Chelmsford Music will meet Thursday. The Wellness Committee met last week and continues to explore after school enrichment programs at the elementary level. SEPAC will be presenting to the Committee in the February. The Dyslexia Bill was passed and discussion continues on where to go next.

Ms. Skaar attended the Chelmsford Capital meetings and felt that the process was well done. She also attended McCarthy and Harrington PTO meetings. Harrington is trying a new drop-off/pick-up routine.

Action/New Items

Ms. Skaar asked if there is anything in the student manual that would apply to the recent situation with a bullet being brought to Harrington School. Incidents like these are reported to the police, the parents of the student involved are brought in and the situation is dealt with by the district, taking into consideration the age of the student and the intent.

Public Comments

None

Adjournment

Mr. Thomas motioned at 8:29 p.m. that the School Committee adjourn to convene in Executive Session (and not return to public session) to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the Chair so declares. Ms. Skaar seconded. A roll call vote was taken. 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

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: January 4, 2019
Re: Spotlight on the Schools: Byam Elementary School

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 Committee Presentation

January 8, 2019



Agenda

- Positive Behavior Interventions and Supports (PBIS)/PRIDE at Byam
- Tier 2 Supports
- PRIDE Ambassadors

PBIS Highlights

- Tier 1
 - Passport and Tours
 - Expectation Videos
<https://www.youtube.com/watch?v=ejROsdedZ44&feature=youtu.be>
 - Grade Level Meetings
 - Second Step Integration

PBIS Tier 2 Supports

- Tier 2 Team Make-Up
- Universal Screening for Social/Emotional
- Decision Day Meetings
- 6-8 Week Sessions to Support Skill Building
- Tier 2 Opportunities
- Monitoring the progress of supports

PRIDE Ambassadors

- Creation and selection of Ambassadors
- Fourth grade student representatives who provide a student perspective
- Decision making input
- Ambassador Video

Questions



Byam Expectations

CLASSROOM/SPECIALISTS

Be Respectful

- Level 0-2 Voices
- Use kind words and actions
- Wait patiently until an adult is ready to help you
- Listen while others are speaking

Be Responsible

- Follow directions
- Take care of classroom environment
- Try your best

Be Ready

- First time listening
- Have a ready workspace

HALLWAY/CUBBIES

Be Respectful

- Level 0-1 voices
- Give others space
- Hands at side

Be Responsible

- Keep cubbies neat
- Stay in a line on the right
- Hold materials at your side
- Go directly to where you are heading

Be Ready

- Face forward
- Calm body
- Line up quickly and quietly

DINING ROOM

Be Respectful

- Level 0-2 voices
- Use manners
- Include everyone at the table
- Give space to others

Be Responsible

- Raise your hand for help
- Clean up after yourself
- Use your time for eating
- Don't share food

Be Ready

- Follow directions
- Stay seated with feet under table
- Keep hand, feet and objects to self

RECESS

Be Respectful

- Level 0-3 voices
- Use kind words and actions
- Share equipment and include others

Be Responsible

- Follow Rules
- Use equipment appropriately
- Play safely in designated areas
- Get help from adults for big problems

Be Ready

- Line up with whistles
- Take care of and put equipment away

BUS

Be Respectful

- Level 0-2 voices
- Listen to driver
- Body to self
- Be kind

Be Responsible

- Stay sitting in your seat
- Keep belongings close to you
- Exit safely in a line

Be Ready

- Sit quickly
- Stay seated until your stop

BATHROOM

Be Respectful

- Level 0-1 voice
- Give others privacy
- Go, wash hands and leave

Be Responsible

- Use stalls and sinks appropriately
- Keep the bathroom clean
- Keep hands, feet and objects to self

Be Ready

- Return to class quickly
- Report issues to an adult

BUS

Be Respectful

- **Level 0-2 voices**
- **Listen to driver**
- **Body to self**
- **Be kind**

Be Responsible

- **Stay sitting in your seat**
- **Keep belongings close to you**
- **Exit safely in a line**

Be Ready

- **Sit quickly**
- **Stay seated until your stop**

Byam Elementary School

Jason N. Fredette
Principal



Elizabeth Dolan
Assistant Principal

January 3, 2019

Dear Byam Families,

As part of our Byam School Improvement Plan and our continued implementation of a system of Positive Behavior Interventions and Supports (PBIS), we will be rolling out tier 2 supports/opportunities this new calendar year. These supports are more targeted small group or simple individualized interventions to give students additional support beyond the school-wide tier 1 program. Our tier 2 team and staff have been working hard to identify students who would benefit from these additional opportunities designed to bolster school success. These supports will typically run for 6-8 weeks and then will be evaluated for next steps. Classroom teachers will be reaching out to families with students who have been selected for this first 6-8 week round of supports. They will then follow up with a permission slip for you to sign if you would like your child to participate. We are excited to add this enhancement to our school program and if you should have any questions, please don't hesitate to contact me.

Sincerely,

Jason Fredette

Betsy Dolan

Byam is a community where we are ready for learning, treat others with respect and take responsibility for keeping a safe and positive school for all.

Tier 2 Teacher Nomination Process

Gate 1 Student Support: Concern/Needs Assessment
<ul style="list-style-type: none">• Teachers Will bring their “Externalizer” and “Internalizer” form with the top ten students of concern on October 25th.• They will break into grade level teams after a quick discussion with the Tier 2 Team and fill out the Behavior Concern/Needs Assessment Form for the top three students in their class. Those students can be comprised of one or from both of the lists.• Holly will collect each teacher’s forms to create a “Decision Day Case” folder for Each Student.• The Tier 2 team will divide the student’s up and assign a Tier 2 Case Manage (T2CM) who will complete a Data Summary Form
Gate 2 Decision Day Case Review
<ul style="list-style-type: none">• During the Month of November at least 2 members of the Tier 2 Team (one administrator and one behavioral health specialist) will meet with each grade level team to review the Student Case for approximately 5 minutes per student• Decisions that can be made during this meeting are the following<ul style="list-style-type: none">○ The teacher does not feel that further intervention is needed and they can meet the student’s needs at this time. A T2CM will check with the teacher at 2, 4 and 6 weeks to follow up on student’s status○ Teacher feels that some additional Tier 1 supports may be added to the daily routine and would like to review some various strategies or have a T1 coach collaborate/consult with them. Support ideas can be made at this time or an additional meeting can be arranged○ Additional T2 supports can be added such as Check-In/Check-Out (CICO) with teacher or with external CICO Coach. This would run for 6 weeks with bi-weekly discussion/review with teacher by T2 Case Manager○ Morning Movement Group is an additional T2 Support that could be decided on at meeting.○ Teacher and T2 team may decide that a more indepth meeting is needed at which point the teacher would contact the parent and enter student into Gate 3 of Nomination Process
Gate 3 Individual Student Meeting or Behavioral SST
<ul style="list-style-type: none">• After the teacher has contacted the parent to discuss the concerns regarding their child’s behavior and the parent approves; the T2CM will set up a meeting with the teacher and the T2 Team. They will review the file as well as ongoing concerns and strategies to help support the student in the classroom. They will review data collected by the teacher, if relevant and decide on what supports are needed such as:

- A simple behavior support plan with a schedule of reinforcement
 - Additional Social Skills Groups
 - More intense CICO
 - Mindfulness Meeting
 - Zone's Booster
- There will be a follow up meeting with the T2CM or the T2 Team and the teacher to review the programs and supports as well as data collected after weeks 2, 4, and 6 to address any adjustments that need to be made and or progress of the student.
 - Determination for Gate 4 can be assessed at the final meeting if the data collected demonstrates a lack of progress and all plans have been followed with fidelity.

Gate 4
Formal Behavioral Needs Assessment

- If a student continues to have significant interfering behavior and data reflects all strategies have been exhausted at Tier 1 and 2 an additional meeting and formalized assessment maybe needed such as
 - Functional Behavior Assessment
 - Behavior Observation
 - Parent Meeting

Teacher: _____

Grade: _____

Date: _____

Rank Ordering on Internalizing Dimension

Internalizing refers to all behavior problems that are directed inwardly (i.e., away from the external social environment) and that represent problems with self. Internalizing behavior problems are often self-imposed and frequently involve behavioral deficits and patterns of social avoidance. **Non-examples** of internalizing behavior problems would be all forms of social behavior that demonstrate social involvement with peers and that facilitate normal or expected social development.

Examples include:

- having low or restricted activity levels
- not talking with other children,
- being shy, timid, and/or unassertive,
- avoiding or withdrawing from social situations,
- preferring to play or spend time alone,
- acting in a fearful manner,
- not participating in games and activities,
- being unresponsive to social initiations by others, and
- not standing up for one's self.

Non-Examples include:

- initiating social interactions with peers,
- having conversations,
- playing with others, having normal rates or levels of social contact with peers,
- displaying positive social behavior toward others,
- participating in games and activities,
- resolving peer conflicts in an appropriate manner, and
- joining in with others.

COLUMN ONE
List Internalizers

	Student Name
Most Exemplifying Internalizing Behavior	

COLUMN TWO
Rank Order Internalizers

	Student Name
Most ↑ Internalizing ↓ Least	1
	2
	3
	4
	5
	6
	7
	8
	9
	10

Instructions:

1. Review the definition of internalizing behavior and the list of all students in your class.
2. In Column One, enter the names of the 10 students whose characteristic behavior patterns most closely match the internalizing behavioral definition.
3. In Column Two, rank order the students listed in Column One according to the degree or extent to which each exhibits internalizing behavior. The student who exhibits internalizing behavior to the greatest degree is ranked first and so on until all 10 students are rank ordered.

Teacher: _____

Grade: _____

Date: _____

Rank Ordering on Externalizing Dimension

Externalizing refers to all behavior problems that are directed outwardly, by the child, toward the external social environment. Externalizing behavior problems usually involve behavioral excesses, (i.e., too much behavior) and are considered inappropriate by teachers and other school personnel. **Non-examples** of externalizing behavior problems would include all forms of adaptive child behavior that are considered appropriate to the school setting.

Examples include:

- displaying aggression toward objects or persons,
- arguing,
- forcing the submission of others,
- defying the teacher,
- being out of seat,
- not complying with teacher instructions or directives,
- having tantrums,
- being hyperactive,
- disturbing others,
- stealing, and
- not following teacher or school imposed rules.

Non-Examples include:

- cooperating, sharing,
- working on assigned tasks,
- making assistance needs known in an appropriate manner,
- listening to the teacher.
- interacting in an appropriate manner with peers,
- following directions,
- attending to task, and
- complying with teacher requests.

COLUMN ONE
List Externalizers

	Student Name
Most Exemplifying Externalizing Behavior	

COLUMN TWO
Rank Order Externalizers

	Student Name
Least Externalizing ↑ Most	1
	2
	3
	4
	5
	6
	7
	8
	9
	10

Instructions:

1. Review the definition of externalizing behavior and then review a list of all students in your class.
2. In Column One, enter the names of the ten students who characteristic behavior patterns most closely match the externalizing behavioral definition.
3. In Column Two, rank order the students listed in Column One according to the degree or extent to which each exhibits externalizing behavior to the greatest degree is ranked first and so on until all 10 students are rank ordered.

Concerns/Needs/Stressors Assessment

Mann, 2013; 2017

(used to help determine Tiered interventions, grade-transition placement, or for general teacher information)

Student: _____ Grade: _____ Date: _____

Domain	CONCERN(S)/ NEED(S)/ STRESSOR(S) that apply to this student <div style="border: 1px solid black; padding: 2px; margin: 5px auto; width: 80%;">Rank <i>no more</i> than 3 concerns; Rank for priority of importance: "1" as the most important</div>	Priority (1,2,3)
Emotional Regulation	• Managing stress	ER:
	• Coping with or Regulating anxiety/worries (e.g., over-thinking; negative thinking; fixating)	ER:
	• Coping with or Regulating anger/frustration	ER:
	• Coping with or Regulating sad feelings	ER:
Executive Skills	• Distractibility	ES:
	• Ability to Sustain Attention	ES:
	• Impulsivity/ Response Inhibition (i.e., impulse control or ability to inhibit responses)	ES:
	• Organizational Skills (includes time management, planning, prioritizing)	ES:
	• Flexibility/ Ability to Shift (i.e., "go with the flow"; handle change or mistakes; deal with unexpected conditions)	ES:
	• Task Initiation (ability to get started on tasks)	ES:
	• Goal-Directed Persistence / Stamina (ability to persisting to a goal vs. giving up easily)	ES:
Behavioral Concerns	• Unexpected (problematic; concerning) Behaviors - Externalized	BC:
	• Unexpected (problematic; concerning) Behaviors - Internalized	BC:
Function of Behavior	• To Gain or Access: ___ Adult Attention ___ Peer Attention ___ A Task/Activity ___ An Object ___ Sensory Input	FB:
	• To Avoid or Escape: ___ Adult Attention ___ Peer Attention ___ A Task/Activity ___ An Object ___ Sensory Input	FB:
Social / Interpersonal Skills	• Social avoidance or withdrawal	SS:
	• Making positive social contacts with peers	SS:
	• Building positive relationships with adults	SS:
	• Social Communication Skills (ability to effectively get social needs met)	SS:
Academic Skills	• ___ Math ___ Reading ___ Writing ___ Other: (_____)	AS:
	• Task or Homework Completion	AS:
Health / Energy Concerns	• Attendance issues (including tardiness, leaving class, or early dismissals) for health reasons	HC:
	• Energy – needs to slow down (Constant Motor)	HC
	• Energy – needs to 'rev' up (Lethargy; Fatigue)	HC:
Stressors that trigger negative thinking or emotion for this student (list stress triggers/ use back if needed):		

Byam Expectations

CLASSROOM/SPECIALISTS

Be Respectful

- Level 0-2 Voices
- Use kind words and actions
- Wait patiently until an adult is ready to help you
- Listen while others are speaking

Be Responsible

- Follow directions
- Take care of classroom environment
- Try your best

Be Ready

- First time listening
- Have a ready workspace

HALLWAY/CUBBIES

Be Respectful

- Level 0-1 voices
- Give others space
- Hands at side

Be Responsible

- Keep cubbies neat
- Stay in a line on the right
- Hold materials at your side
- Go directly to where you are heading

Be Ready

- Face forward
- Calm body
- Line up quickly and quietly

DINING ROOM

Be Respectful

- Level 0-2 voices
- Use manners
- Include everyone at the table
- Give space to others

Be Responsible

- Raise your hand for help
- Clean up after yourself
- Use your time for eating
- Don't share food

Be Ready

- Follow directions
- Stay seated with feet under table
- Keep hand, feet and objects to self

RECESS

Be Respectful

- Level 0-3 voices
- Use kind words and actions
- Share equipment and include others

Be Responsible

- Follow Rules
- Use equipment appropriately
- Play safely in designated areas
- Get help from adults for big problems

Be Ready

- Line up with whistles
- Take care of and put equipment away

BUS

Be Respectful

- Level 0-2 voices
- Listen to driver
- Body to self
- Be kind

Be Responsible

- Stay sitting in your seat
- Keep belongings close to you
- Exit safely in a line

Be Ready

- Sit quickly
- Stay seated until your stop

BATHROOM

Be Respectful

- Level 0-1 voice
- Give others privacy
- Go, wash hands and leave

Be Responsible

- Use stalls and sinks appropriately
- Keep the bathroom clean
- Keep hands, feet and objects to self

Be Ready

- Return to class quickly
- Report issues to an adult

BUS

Be Respectful

- **Level 0-2 voices**
- **Listen to driver**
- **Body to self**
- **Be kind**

Be Responsible

- **Stay sitting in your seat**
- **Keep belongings close to you**
- **Exit safely in a line**

Be Ready

- **Sit quickly**
- **Stay seated until your stop**

List of Interventions attempted: Please check all strategies that were implemented and identify if these strategies were helpful (Y) or these strategies were not successful (N)

This list may also be useful as a resource in the interim. Tier 1 & 2 lists below found at <http://www.pbisworld.com>

Tier 1 Interventions:

Breaks	√	Y/N	other Tier 1 support strategies	√	Y/N
Break, moving position in class			Explain directions		
Have student take frequent breaks or activity change			Frequent eye contact		
Send student on errand			Frequent home contact		
Sensory break			Give choices		
Take a break (within/outside of class)			Have student repeat directions back		
			Headphones		
Consequences			Helping Students With Home Work		
Avoid power struggles			Help student start assignment		
Call parent or note home			Ignore		
Clear, consistent, and predictable consequences			Individual work space		
Do unfinished work during recess or unstructured time			Listen to music		
Have student say a nice thing to the student they offended			Model appropriate language		
Logical consequence			More structured routine		
Natural consequences			Move to new location in the classroom		
Office referral			Non verbal cues		
Reflection sheet			Organize materials daily		
Remove from room			Pause before giving a direction		
Speak in calm and neutral tone			Provide a container for the student's belongings		
Take away privileges			Proximity to students		
Take away unstructured or free time			Reassurance		
			Redirection		
Praise			Reduce assignment		
Acknowledging positive behavior			Reflective listening		
Praise student frequently			Review PBIS expectations and rules		
Praise when cooperative and well behaved			Speak in calm and neutral tone		
Praise when good attitude and involvement occur			Speak with student in hallway		
Praise when on task			Stand while working		
			Start Commands		
Rewards	√	Y/N	other (continued)	√	Y/N
Rewards, Simple Reward Systems, & Incentives			Talk one on one with student		
Call parent or positive note home			Talk Ticket		
other (continued)			Stress ball or fidget		
Alternate Seating			Talk to parent		
Alternative modes of completing assignments			Teach conflict resolution skills		

Assign a buddy or partner			Teach coping skills		
Assign a classroom job			Teach organizational skills		
Break down assignment			Teach relationship skills		
Break down directions			Teach relaxation techniques		
Call on student frequently			Teach social skills		
Clear and concise directions			Teach substitute words		
Count to 10			Touch base with student		
Daily planner			Touch student on shoulder		
Deep breathing			Turn desk around		
Draw a picture or write in a journal			Use seating disk		
Encourage interaction with a more self confident student			Use timer		
Engage student			Visual schedule		
Explain assignment					

Tier 2 Interventions:

More Intensive Support Strategies	√	Y/N	More Intensive Support Strategies	√	Y/N
Behavior Contract			Teach Relationship Skills		
Problem solving			Teach Relaxation Techniques		
Structured Breaks			Teach Social Skills		
Check In Check Out (CICO)					
Classroom Management Support			Alternatives To Suspension		
Counselor Referral			in-school suspension		
Daily Behavior Form			school community service		
Reinforcement Survey			parent supervision		
Individual & Visual Schedules			counseling		
Mentoring			community service		
Non-Verbal Cues & Signals			behavior monitoring		
Organizational Tools			restitution		
Peer Tutoring			alternative programming		
Response To Intervention (RTI)			loss of privileges (lunch, recess, social time)		
Reward System			time out		
Self Monitoring			detention (before or after school)		
Sensory Tools			mentoring (adult from school before, during or after school)		
Social Stories			send homes		
Teach Conflict Resolution Skills			referral to community mental health services		
Teach Coping Skills					

Byam Student Record Summary Form

Student Name: _____ DOB: _____ Grade: _____

Teacher: _____ Case Manager: _____

Student has a current: IEP: _____ 504 Plan _____

From Screening Concerns/Needs/Stressors Assessment

1. Behavior of Concern: _____
Define Behavior: _____

How Often Does it Occur? _____ How long does the behavior last? _____

2. Behavior of Concern: _____
Define Behavior: _____

How Often Does it Occur? _____ How long does the behavior last? _____

3. Behavior of Concern: _____
Define Behavior: _____

How Often Does it Occur? _____ How long does the behavior last? _____

Absences: Frequency of:
_____ Absence _____ Tardy _____ Dismissal _____ Suspension _____ Exclusion

Nurse Visits: ___ Concern _____ Not a Concern If a concern; frequency of visits _____
Types of concerns brought to nurse: _____

Number of Office Discipline Referrals: _____ Minor _____ Major

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: January 4, 2019
Re: Update: STRIVE Program (Elementary) Level

Attached please find a PowerPoint presentation developed by Dr. Molly McMahon, Principal of South Row Elementary School, and Amy Reese, Director of Student Support Services pertaining to the new elementary level therapeutic program housed at the South Row Elementary School. As you are aware, this program was included as a recommendation in the FY19 budget to address the need for a continuum of services with regard to students requiring behavioral/therapeutic services at the elementary grade levels of our district. This was identified as a programmatic need within our recently completed MA DESE Coordinated Program Review.

Dr. McMahon and Ms. Reese will be attending the regular school committee meeting next Tuesday January 8, 2019 to share the presentation and answer any questions committee members may have regarding the program implementation.



ELEMENTARY STRIVE PROGRAM UPDATE

School Committee – January 2019



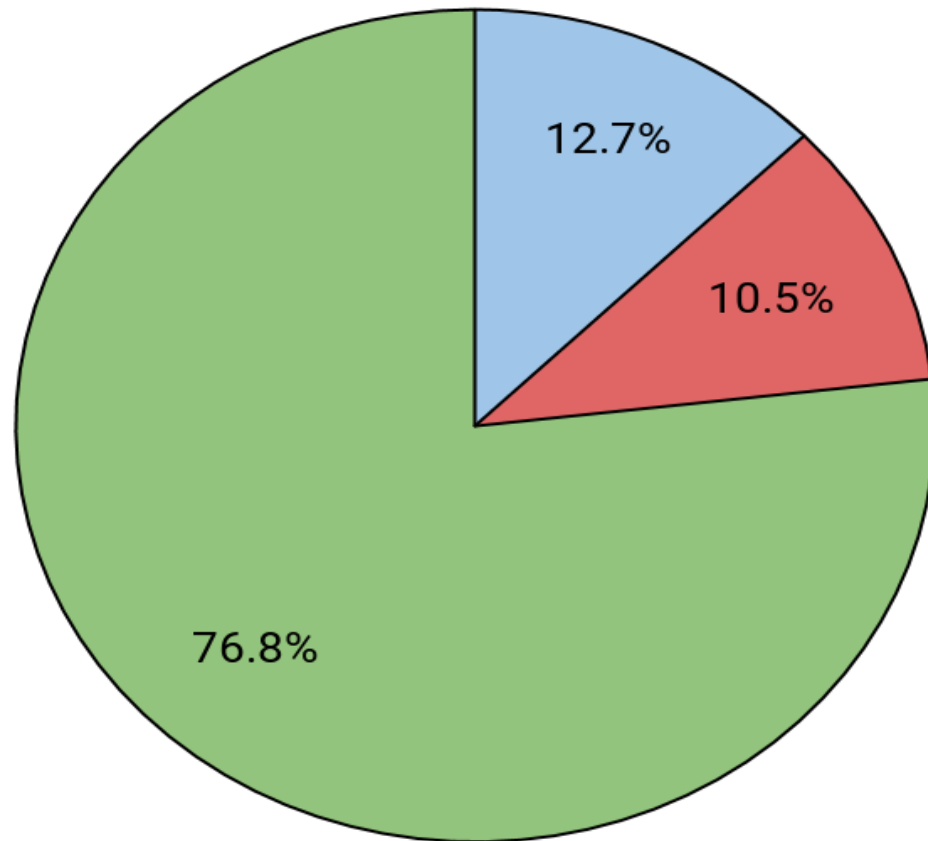
Mission

- Through a rigorous and supportive educational program, we strive to prepare and motivate each student to develop socially, emotionally, academically, and physically. We recognize that students need to have their social and emotional needs met in order to be ready to learn. Positive behavior supports are used as a means to encourage mutual respect and a safe learning environment.

- Striving for Independence

Quantitative Data – Success!

STRIVE Student Total Duration Percentages of Time in Inclusion, Break & Timeout/Removal from Inclusion



- Percentage of time spent out of class utilizing break coping strategy
- Percentage of time spent removed from class due to challenging behaviors
- Percentage of time spent in the general education inclusion setting

Levels of support

- Inclusion in general education - reinforced
- Choice to “take a break” – neutral (so not rewarding)
- Remind that might need a break - neutral
- “Time out” – Remove student from environmental factors
- Pull out services for academic goals
- Potential for sub-separate, but not using currently

Continuous data review

- Taking data all day long
 - *Based on function of behavior – in order to create appropriate replacement behaviors*
 - *Based on goals for individual students*
- Challenging those students consistently meeting goals
 - *Less reminders / tougher criteria / More independence*
- Those students struggling
 - *Have we really addressed the function of behavior?*

Forms of evaluation

- Records review
- FBA for each child
- Behavior Plan for each child (with function)

- Push into other buildings to evaluate
- 45 day assessment

Purposes of the program

- Identified students at the elementary level needing SEL support
- Students who move into the district requiring this level of support
- Students identified within the district during the school year
- 45 day assessments within the district

Home-School Communication

- Daily communication regarding the day
 - *Full summary*
- Outreach to parents regularly
 - *Meetings (Conferences, IEP meetings)*
 - *Phone calls*
- Coordination of services with outside providers

Quote - Parent

- My grandson has had a difficult time in school from the very beginning with preschool, Kindergarten and first grade. With the South Row program, the teachers, and staff, his self esteem has grown significantly. He takes greater responsibility for his behavior. I believe the daily feedback from the school has helped him and us talk about his day. He is proud to be at South Row.

Quote - Parent

- My child is enrolled in Chelmsford Public Schools Strive Program at South Row Elementary. We are actually a new family in town this school year. We came from a School district who runs a similar program. Finding out this school system had a similar program was a big reason for selecting Chelmsford as the town to have my children grow up in.
- Your program has assisted my child in many different ways. Socially I see a huge uptick in his social awareness and ability to interact with children in the general education classroom. Emotionally you're strive teachers have made my student more aware of how the feelings interact with the day and how to cope with them. I have been used at our old school weekly as a way to calm or interject. Your staff has been wonderful in using me as a resource but not involving me to break the chain of behavior. I truly believe your staff are the ones that assisted my student getting to the point of where we are today.
- My student's behavior academically and at home has seen a major 180. The willingness to self-improve or self asses has actually been able to work. Where in previous years it was a very self-destructive environment. The work rest cycle has increased from 7 minutes of work to 15-20 minutes of rest, to over a half a day's work with little to no breaks at all. Through your staffs diligent work with my student to make him more aware of himself and his emotions I believe that he has developed some of the best internal coping strategies.
- My family thanks the school board and the Chelmsford School System for the efforts in creating such an effective staff for this Strive program. I hope other families get the same results I did.

Quote – General Education Teacher

- The STRIVE program has many benefits in my general education classroom. The Student receiving strive services has supports necessary to effectively participate in as many classroom activities as possible. By having behavior goals, a space for sensory breaks and academic support my student can remain in the classroom more often. The student learns classroom routines, has positive peer models and is able to develop friendships with classmates. Students in my classroom who do not receive strive services gain: an awareness of their own strengths and weaknesses, patience and empathy. My students all benefit from the diversity present in our school. I am very pleased with the expertise, flexibility, hard work and giant hearts in the strive program. It means so much to me that we can support children who struggle with socially and emotionally.

Quote – General Education Teacher

- I am really pleased by the impact the STRIVE program has had on my student. My student has shown successes in many areas across the curriculum. My student is able to work with classmates in a meaningful way while having adult support to keep the student's discussions on task. The STRIVE staff have been easy to work with and very flexible around changes in our classroom schedule. The staff are very respectful and supportive of our student and give him opportunities to reflect on and process his behaviors. They give my student goals to help him correct problematic behaviors that can get in the way of his learning but the goals are also realistic so that he can see successes and feel good about himself. Working with the STRIVE staff has been a very positive experience for my student and me.

Quote - Paraprofessional

- When I read the job description for STRIVE, I didn't know what to expect. I didn't know that I would find a new confidence in myself, didn't know that I would be such an intricate part of a close-knit team, or that I would love the kids I work with so much. While the program is new, the types of people that it caters to are not. STRIVE is allowing kids that would previously be completely separate build confidence, independence, and self regulation skills. The improvement I have seen in my students within these first few months is better than I had ever imagined, and I could not be more proud to be a part of a program that has given these kids the tools they need to live a happy and successful life.

Work in Progress...

- Inclusion / teacher support
- Common language - - aides, paras, counselor/psychologist, specialists etc.
- Educating the building
- Transitions in and out of program – and back to home school
- Build capacity in other elementary schools for prevention OR the transition back

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: January 4, 2019
Re: Update: Elementary Level Assistant Principal Positions

Attached please find a memo prepared by the elementary level principals describing some of the benefits of the recently added Assistant Principal positions at the elementary level of the district. I have been very impressed with both hires, Ms. Betsy Dolan and Mr. Jason Ramalho have acclimated well to the district and are making a significant impact at their respective schools. The Byam Elementary School happens to be presenting Tuesday evening, as well as the South Row Elementary School providing an update on the new therapeutic STRIVE program implemented this year. I have asked Jason Fredette and Molly McMahan to review their memo, discuss with the committee the impact of these new positions on their school communities, and answer any questions committee members may have on the new positions.

To: Dr. Jay Lang, Superintendent

From: Robert Asselin, Jason Fredette, Dianna Fulreader, Dr. Molly McMahon

cc: Dr. Linda Hirsch, Assistant Superintendent

Date: December 16, 2018

Re: Benefits of the Elementary Assistant Principal Positions

The elementary principals would like to express our appreciation to you and the school committee for recommending and supporting the addition of elementary assistant principals. They have been invaluable in fulfilling our school and district missions. As requested, we wanted to share some of the specific benefits below.

District Strategic Plan and School Improvement Goals –

- Assistant Principals have played an integral role in supporting the implementation of PBIS and supporting social emotional learning in the schools. They have been supporting our coaches, leading professional development activities for staff, and facilitating meetings and action plans with students.
- Assistant Principals provide another layer of support to students with social, emotional and behavioral needs.

Instructional Leadership / Evaluation –

- The addition of Assistant Principals at the elementary level has better distributed the number of staff members each administrator evaluates, allowing each administrator to focus on and provide more meaningful feedback to staff they evaluate and support
- Better support of the SST / Support team process to assist and work with teachers to develop instructional plans for students
- More frequent walk-throughs in classrooms to be present and available to assist with student or staff matters
- Increased administrative presence at data meetings and common planning time meetings

Family Communication –

- The addition of Assistant Principals has allowed for increased parent communication through social media (twitter, websites and newsletters), monitors in the school, phone or in-person contact following events in school that need to be shared with the home
- Families now have more than one administrator to contact with concerns, questions or to provide feedback about student programming and/or issues school staff should be knowledgeable of regarding their children

Attendance –

- Assistant Principals are playing a critical role in working families to support improved student attendance, now a determining factor in MCAS accountability

Support of Specialized Programs –

- Assistant Principals are supportive of and available to assist the ASD, Strive and/or functional academic programs in the schools
- Chair 504 meetings
- Provide an increased administrative presence at special education and SST Meetings

Incident Management –

- Assistant Principals have been an integral partner in the safety drill planning, practice and response protocols enacted this past fall

The elementary principals plan to be at the January 8th school committee meeting to further discuss these benefits involved with the new positions in the schools and to answer any questions or provide clarification on any of the points noted above.

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee

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

Date: January 4, 2019

Re: Follow-Up: January 29, 2019 School Committee Public Forum Agenda

Attached please find a copy of the final draft agenda for the upcoming Public Forum scheduled for Tuesday January 29, 2019 at 7:00 p.m. to be held at the Chelmsford Police Department. After the full school committee approves of the meeting agenda posting at the January 8, 2019 regular meeting, I will begin advertising the date and meeting topics in the community.



Chelmsford School Committee Public Forum

TUESDAY JANUARY 29, 2019

7:00 PM

CHELMSFORD POLICE DEPARTMENT TRAINING ROOM

NEW WAYS OF LOOKING AT THE SCHOOL DAY



What it's all about:

Over the past few years several changes to the traditional school schedule have been suggested to improve student achievement, alleviate problems associated with lost learning time due to weather cancellations, and increase continuity in instructional practice.

The goal of this public forum is to discuss some of these options and examine some of the positives and negatives of considering such changes with all stakeholders in the district. While none of these options are currently being considered, they may worth examining more closely for future academic years depending on the feedback that comes from all stakeholders.

Topics for Discussion

I. Alternative Structured Learning Activities/Blizzard Bags and Extended Learning

Idea: Create alternative learning opportunities for students during weather related cancellations or other unexpected changes to the school year schedule.

II. Later School Start Times

Idea: Move the start time for high school students to a later time in the morning based on studies suggesting that such a change may positively impact student learning.

III. Changes to Vacation Scheduling

Idea: Replace the February and April school vacation weeks with a single break in March to improve continuity in instruction and provide more flexibility in scheduling.

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

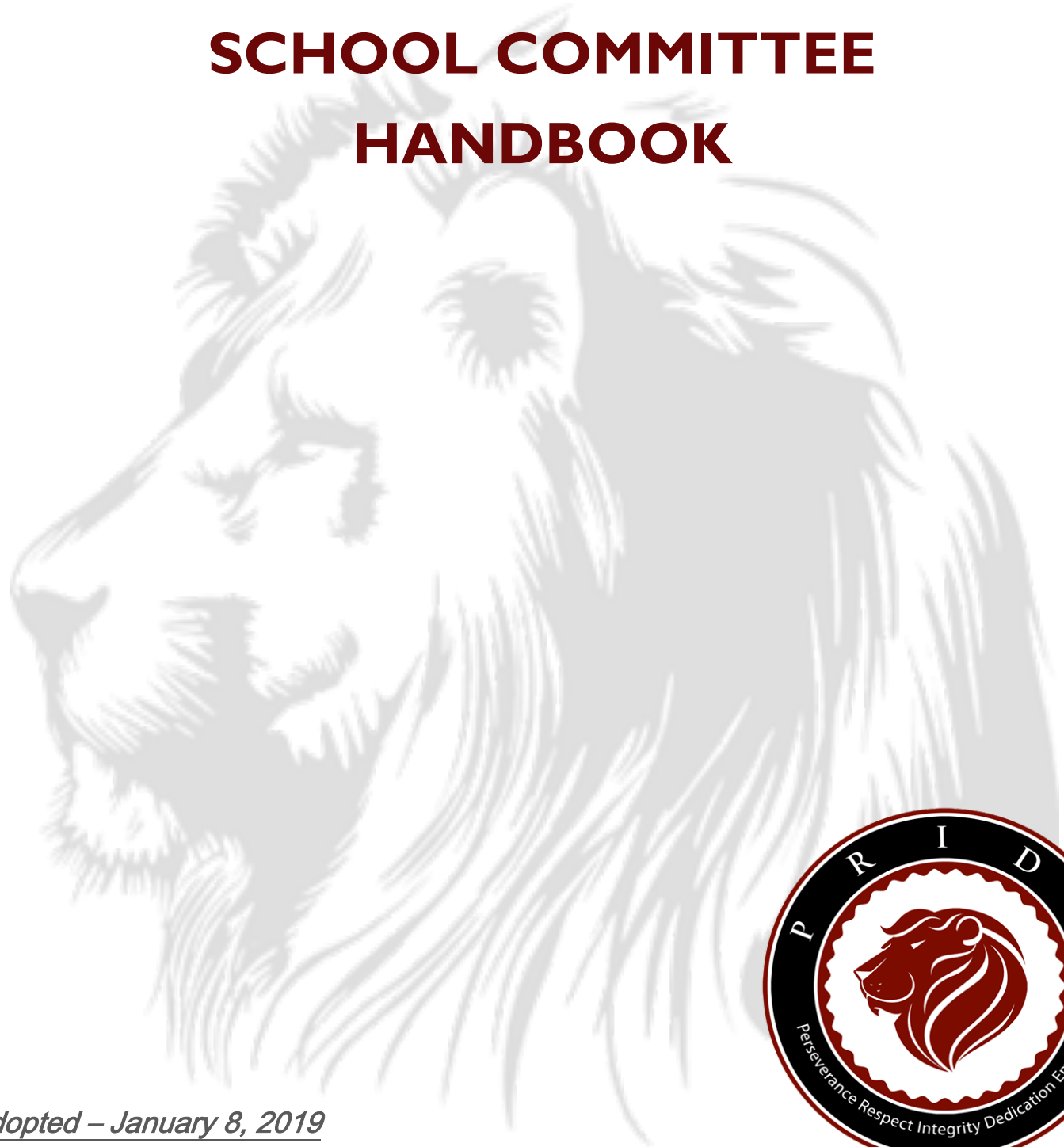
To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: January 4, 2019
Re: Follow-Up: New School Committee Member Handbook

The new school committee member handbook has been edited and formatted for your final review. Upon approval of the full school committee at the January 8, 2019 regular meeting, I will have the handbook uploaded to the CPS website under the School Committee section.



Chelmsford Public Schools
A FUTURE READY DISTRICT

**SCHOOL COMMITTEE
HANDBOOK**



Adopted – January 8, 2019

Chelmsford School Committee Handbook

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Welcome to the Chelmsford School Committee

Thank you for serving on the Chelmsford school committee! Your commitment to serve the children of Chelmsford is one of the most important responsibilities you can undertake.

In your role as a school committee member you will work with the other committee members on complex issues, including setting goals and policy, deciding the budget, negotiating contracts, supervising the superintendent, and advocating at the local, state, and federal levels for our students. Central to your success as a committee member is your ability to create and maintain effective working relationships with your fellow committee members, the superintendent, other administrators and school staff, municipal leaders and staff, parents, students, and the community at large.

You are expected to share a commitment with the other committee members to provide an exceptional educational experience for all students, to be willing to become well versed in public education and the Chelmsford Public Schools, and to have a sincere desire to be a part of a high-functioning governing body that takes the responsibilities of public service seriously.

You can expect to work with the other school committee members as part of a team despite any differences. We welcome your commitment and contributions.

Mission and Vision

The mission of the school committee, superintendent, administrative personnel, and staff of the Chelmsford Public Schools is to cultivate inspired, creative, and well-rounded lifelong learners who possess the integrity and self-direction necessary to be contributing community members.

The Chelmsford Public Schools offer all students multiple pathways to optimize their own potential for academic excellence, leadership, and social and emotional wellness. Teachers work from a rigorous curriculum aligned with state standards that incorporate the Common Core standards, and they use forms of data that support innovative approaches to teaching. Student success is anchored in the high expectations of teachers who are part of a professional, collaborative culture that demands a continuous focus on instructional improvement. Every student feels safe, cared for, and appropriately challenged and supported in schools that are fully staffed and technologically integrated. Student successes are celebrated within and across schools as well as throughout the broader community. Parents and the community are connected to the daily life of Chelmsford Public Schools through consistent, multidirectional, and multimodal communication, which builds external support for and pride in the district, schools, teachers, and students. As a result of high-quality teaching, meaningful partnerships, and well-resourced schools, students contribute to the Chelmsford community as self-directed, creative, and inspired learners who are ready to tackle contemporary issues.

Overview of the Chelmsford School Committee

For the purpose of enhancing teamwork among members of the school committee and between the school committee and administration, we, the members of the Chelmsford School Committee, do hereby publicly commit ourselves to the following operating protocols.

The People We Represent

The school committee is responsible to the people of Chelmsford to represent the needs and interests of all children in the district. It is the school committee's responsibility to set the tone and promote a positive image for the school system. We accept our roles as ambassadors of the school system, promote support for public education, spread news of the district's successes, and always look for ways to improve.

How We Conduct Business

The committee conducts its business through a set agenda. As much as possible, all materials relevant to the meeting are made available in advance. Emerging items will be addressed in a future agenda, as required by the Massachusetts Open Meeting Law. We acknowledge that a school committee meeting is a meeting held in public, not a public meeting. The school committee approaches decision-making with open minds. Research, best practice, public input, and financial impact are all considered. We uphold and support the decision of the majority of the school committee once a decision has been made. We maintain the confidentiality of privileged information and respect the Open Meeting Law. The school committee helps establish vision, create policies, and ensure accountability to sustain continuous improvements in teaching and learning. The superintendent and administration manage the daily operations of the district. Individual school committee members do not have authority; only the school committee as a whole has authority. When school committee members attend meetings of other committees or boards as liaisons from the school committee, they speak as individuals and not for the committee, except when reporting a decision of the majority of the school committee. We recognize the importance of working collaboratively with town officials to improve our schools and seek ways to enlist their support for our efforts.

How We Communicate

We work together to build trust between school committee members, the superintendent, and administrators by treating everyone with dignity and respect. The superintendent and the school committee recognize the importance of proactive communication and agree there will be no surprises during an open meeting. If school committee members have questions or

concerns, they agree to contact the superintendent or chair in advance of the meeting. Personnel complaints and criticisms received by the school committee or its individual members are directed to the superintendent. The school committee encourages others to follow the district's chain of command policy. We clearly define success and accountability for the school committee, superintendent, staff, and students. We revise our protocols as needed as part of the committee's self-evaluation.

New Member Orientation (Policy Reference BIA)

Overview

Upon election or appointment, the new member is sworn in by the town clerk. The town clerk provides information on the online ethics course, which must be completed within two weeks. After the course is completed, the new member prints the receipt and sends it to the Town Clerk's Office.

New members meet with the chairperson and superintendent of schools to learn their responsibilities relating to the committee's method of operating and to the district's policies and issues.

Each new school committee member is required to complete at least eight hours of orientation training within one year of joining the committee. Massachusetts Association of School Committees (MASC) offers a course titled Charting the Course: An Orientation Program for New and Veteran School Leaders. Attendance at this program meets the eight-hour orientation requirement for new school committee members. This orientation includes a review of school finance, the Open Meeting Law, Public Records Law, Conflict of Interest Law, Special Education Law, collective bargaining, school leadership standards and evaluations, the roles and responsibilities of school committee members, and other appropriate information.

Each new member receives the *Chelmsford School Committee Member Handbook* and any other materials the chair and/or superintendent determine to be necessary.

The school committee and superintendent help each new member understand the committee's functions, policies, and procedures. Upon request, each new member gets access to:

- The School Committee Policy Manual
- The Open Meeting Law
- Conflict of interest regulations
- The district's budget
- Collective bargaining agreements and contracts
- Student and staff handbooks
- Other relevant materials at the discretion of the committee chair or superintendent

The chair or the superintendent also clarifies such policies as:

- Arranging visits to schools or administrative offices
- Requesting information about school district operations
- Responding to community requests/complaints about staff or programs
- Handling confidential information

All new members are advised of all memberships and resources available to them as school committee members.

Organization of the Committee (Policy Reference BDB)

Chairperson

The chairperson presides at all meetings of the school committee and performs other duties as directed by law, State Department of Education regulations, and the committee. In carrying out these responsibilities, the chairperson:

- Signs any documents necessary to carry out state requirements and the will of the committee
- Consults with the superintendent in the planning of committee agendas
- Confers with the superintendent on crucial matters that may occur between committee meetings
- Appoints **any subcommittees** of the school committee, subject to committee approval
- Calls special meetings of the committee, as necessary, subject to legal notification requirements
- Is the public spokesperson for the committee at all times, except as this responsibility is specifically delegated to others
- Is responsible for the orderly conduct of all committee meetings

As presiding officer at all committee meetings, the chairperson:

- Calls the meeting to order at the appointed time
- Announces the business to come before the committee in its proper order
- Enforces the committee's policies relating to the order of business and the conduct of meetings
- Recognizes members who want to speak and protects the speaker who has the floor from disturbance or interference
- Explains what the effect of a motion would be if it is not clear to every member
- Restricts discussion to the question when a motion is before the committee
- Answers all parliamentary inquiries, referring questions of legality to the appropriate legal authority
- Puts motions to a vote, stating definitely and clearly the vote and result thereof. Like other committee members, the chairperson has the right to offer resolutions, discuss questions, and vote.

Vice Chairperson

Duties assigned to the vice chairperson include receiving guidance from and helping the chairperson perform the chairperson's enumerated duties. The vice chairperson acts as chairperson in the chairperson's absence.

Secretary

The secretary is responsible for taking the minutes of all executive sessions. The secretary is responsible for ensuring the accuracy of the minutes for all regular and special meetings.

Subcommittees and Liaison Positions (Policy Reference BDE, BDF, BDFA)

Subcommittees of the school committee may be appointed by the chair or the committee itself and typically have two members.

Subcommittees:

- Policy Subcommittee
- Facilities/Maintenance
- Finance/Budget
- Superintendent Evaluation
- Contract Negotiations: Administrators, Teachers/Nurses, Professional Support/Secretaries, Custodians, Food Service

Liaison Positions

School organizations

PTO liaisons

Byam School Organization, Center School PTO, CHIPS PTO, Harrington PTO, South Row PTO, McCarthy PTO, Parker PTO, Chelmsford High PTO,

Council of Schools

SEPAC

Wellness Committee

Other organizations

CHS Alumni Association

CHS Boosters

Chelmsford Business Association

Chelmsford Friends of Music

MASC

Town boards

Board of selectmen

- Finance committee
- Capital planning committee
- Planning board
- Economic development
- Turf fields
- Recycling
- Legislative outreach
 - State elected officials
 - Federal elected officials

Professional Development Opportunities (Policy Reference BIBA, BK)

All members are encouraged to utilize the services and resources that the Massachusetts Association of School Committees (MASC), the National School Board Association (NSBA), and the Department of Elementary and Secondary Education (DESE) provide by attending meetings or workshops specifically designed for school committee members. The school committee is committed, both individually and as an organization, to the principles of continuous improvement and ongoing education.

Some opportunities for professional development include these:

- MASC Annual Conference in Hyannis during November
- MASC workshops and classes
- National Advocacy Institute programs
- National School Boards Association Conference and Workshops

Representative Opportunities (Policy Reference BJ)

As a member of the school committee, you may have the opportunity to represent the committee at various functions. It is important to remember that you represent only yourself at these functions; you may not speak on behalf of the committee (unless predetermined by the committee). Nonetheless, your comportment and comments will reflect on the committee as a whole.

These functions may include but are not limited to the following:

- MASC Day on the Hill
- Chelmsford High School graduation
- Various PTO and SEPAC events
- Town meetings and townwide events

Roles and Responsibilities of the School Committee (Policy Reference BBA, BBAA, BCA, BDD)

Goals (Policy Reference BA, BAA, CN)

The school committee is a goal-driven body charged with effectively using its resources to provide the best education possible for all students.

The superintendent, with input from district staff and community members, is responsible for the creation of a Strategic Plan every three to five years to establish a set of overarching goals for the district and should work with the committee to ensure the realization of these goals.

Each year the school committee and superintendent develop annual goals to accomplish the overarching goals. The annual goals should be guided by the Strategic Plan. The superintendent is responsible for implementing most of the annual goals, but the school committee monitors and oversees the process. Sometimes the implementation of a goal (such as hiring a superintendent or negotiating contracts with bargaining collectives) is the committee's responsibility, and it is incumbent upon the chair or his/her designee to ensure that this goal is accomplished.

The school committee also endeavors to create and work toward several professional practice goals to build on and improve procedures, practices, and collaborations between school committee members and at school committee meetings.

To ensure that progress is made each year, goals set by both the superintendent and the school committee follow the SMART goal format (Specific, Measurable, Attainable, Relevant, and Timebound). These goals are evaluated at the end of each school year to determine how well they were addressed and as a starting point for establishing new goals for the subsequent year.

The full committee completes a school committee self-evaluation at the end of the school year to evaluate its operational procedures and practices. Implied in the concept of evaluation is an assumption that individuals and committees are capable of improvement. This self-evaluation then forms the basis for setting new professional practice goals for the subsequent year.

Budget (Policy Reference DA, DB, DBC, DBF, DBG, DBJ, DGA)

The superintendent and the district's business manager prepare the budget calendar and submit it to the school committee during the fall of the prior fiscal year. In subsequent months, principals and administrators prepare and submit budget requests, which the superintendent and business manager then review. In January/February the superintendent and business manager present an overview of the proposed operating budget for the coming fiscal year. This begins the formal public portion of the budget process. A detailed budget presentation follows, and a meeting of the Budget/Finance Subcommittee is held if deemed necessary. The school committee holds a public meeting on the budget in February/March and the committee votes on the proposed budget after hearing from all stakeholders in the district.

During the course of the fiscal year, three committee members are required to sign payroll warrants and accounts payable warrants to allow for the release of checks on a rotating basis established by the business manager. New committee members meet with the superintendent and chairperson at the beginning of their term to review procedures and responsibilities for this process.

Policy (Policy Reference BG, BGB, BGC, BGE, BGF, CH, CHD)

The formulation and adoption of written policies constitute the basic method by which the school committee exercises its leadership in providing for the successful and efficient functioning of the school system.

Policies are principles adopted by the school committee to chart a course of action. They describe what is wanted and may include why and how much. Policies are meant to be broad enough to indicate a line of action to be followed by the administration in solving daily problems yet specific enough to give clear guidance.

The policies of the school committee are framed and meant to be interpreted in terms of state law, regulations of the Massachusetts Department of Elementary and Secondary Education, and other regulatory agencies of various levels of government.

In an effort to keep its written policies up to date so they can be used consistently as a basis for school committee action and administrative decisions, the committee reviews, and if necessary, revises its policies on a regular basis.

Superintendent Evaluation (Policy Reference CBI)

The superintendent meets with the school committee at least once each year for the purpose of discussing district goals and objectives, the superintendent's job description and performance, and the working relationship between the superintendent and the committee.

Throughout the year, the superintendent provides evidence of his/her performance based on annual goals established at the start of the year. Additionally, school committee members are responsible for gathering information based on their observations, feedback, and other appropriate sources as evidence of the superintendent's performance, including but not limited to the following:

- Evidence of instructional leadership and links to student achievement
- Reports and research prepared by the superintendent for review by the committee
- Recommendations from the superintendent on a range of subjects
- Personnel recommendations
- Involvement in collective bargaining negotiations
- Advice and counsel to committee members when requested
- The quality of the budget proposed by the superintendent and the appropriate linkage to district goals and needs

- Fulfillment of professional duties (e.g., timely preparation and presentation of the budget, ensuring that all educators are evaluated as required by law, filling all necessary positions)
- Performance at school committee meetings where members make recommendations, address questions, speak to the committee or the public, and reflect the values of the district
- Relationship with municipal officials
- Interactions with the public
- District morale, which can be linked appropriately to the superintendent’s leadership

The superintendent is evaluated in accordance with the standards and procedures mandated by the DESE under the educator evaluation regulation 603 CMR 35.00. The evaluation is publicly shared at a posted scheduled school committee meeting.

Negotiations (Policy Reference HA, HB, HF)

According to Massachusetts General Law Chapter 150E, the role of a school committee is to be the legal representative of management. Union negotiations are arguably one of the two most important roles of the school committee, the other being to select a highly qualified superintendent. The negotiating team comprises the superintendent, school committee attorney, and two members of the school committee. By law, the Chelmsford Town Manager and each school committee member are allowed a vote on all district contracts. Chelmsford Public Schools has five units for negotiation: administrators, teachers/nurses, professional support/secretaries, custodians, food service workers.

Hiring Responsibilities (Policy Reference BBA)

The school committee is responsible for appointing the following personnel:

- Superintendent
- Assistant superintendent (upon recommendation of the superintendent)
- School business administrator
- Director of student services, school physician, registered nurses

Communication (Policy Reference KDB)

As an elected official representing the Chelmsford Public Schools, each member of the school committee commits to actively seeking input from a variety of stakeholders, listening carefully to all viewpoints, and maintaining broad understanding of the important issues confronting the schools and the town at large. We uphold the value of clear, timely, and honest communication with relevant constituencies. We are eager to hear the community’s voices and, in turn, we resolve to communicate publicly our decisions, actions, and rationales. Our goal is to maintain an open, two-way system of communication with the community while following the protocols outlined elsewhere in this handbook. We also commit to ongoing assessment of our communication systems and to continuous improvement.

Communication with District Personnel Members (Policy Reference BHC, CCB)

When communicating with staff employed in the district, committee members should always remain cognizant that they possess no authority outside the authority of the full school committee. Any feedback received from district personnel that relates to district operations should be relayed to the appropriate administrative authority, usually the person's immediate supervisor. When this is unclear, the concerns should be communicated to the superintendent. Unless otherwise indicated by the superintendent, members should not discuss specific concerns of staff members during a school committee meeting.

Communication with Students

The primary objective of the school committee is to establish policies that ensure the academic achievement of all students. The school committee benefits from hearing students' opinions on issues affecting their education and on the schools' overall social, intellectual, and extracurricular climate. Students may address the school committee by speaking during the public input portions of school committee meetings or by asking the school committee's student representatives to speak on their behalf. We value the input of our students.

Communication with Municipal Leaders (Policy Reference KLG, KLJ, KLK)

Chelmsford has a rich tradition of service by elected and appointed committees, boards, officials, administrators, and their staff. The school committee is eager to work with community leaders in the service of public education. We affirm the importance of maintaining a productive, collegial, and efficient working relationship with all municipal leaders in the pursuit of excellence in our schools. Members may not always agree on our priorities, but the school committee commits to collaboration, to explaining our decisions carefully, and to resolving disagreements in a harmonious and respectful manner.

Communication with Parents, Guardians, Families, and Community Members (Policy Reference KA)

All stakeholders in the district are encouraged to maintain a healthy dialogue with community members to keep everyone up to date on the committee's actions. We ensure that our decisions and actions are performed in a public and transparent manner, with the sole exception of the topics that legally require the school committee to adjourn to executive session. These exceptions aside, the public is always informed of committee decisions and their rationale.

How to Respond to Constituent Complaints (Policy Reference GBK, KE)

The school committee's policy on handling complaints from the public is clearly defined in policy KE. While members of the community, including parents and students, have the right to contact elected officials, school committee members often lack the authority to resolve problems brought to their attention. When addressing complaints from constituents,

committee members should direct them to the proper chain of command so that complaints can be addressed by those as close to their origins as possible. The proper channeling of complaints involving instruction, discipline, or learning materials is as follows:

1. Teacher
2. School building administrator
3. Superintendent
4. School committee

The committee expects the professional staff who receive complaints to address them courteously and make a proper reply to the complainant. Complaints about school personnel will be investigated fully and fairly. However, before any such complaint is investigated, the complainant must submit the complaint in writing. Anonymous complaints are disregarded.

School Committee Meetings

Schedule of Meetings (Policy Reference BEDA)

Regular meetings are usually scheduled the first and third Tuesday of every month from September through June. If the third Tuesday falls during a vacation week, the meeting is adjusted appropriately.

Agenda Format (Policy Reference BEDB, BEDBA)

Every school committee meeting has an agenda that:

- Serves as the steering mechanism for each meeting.
- Enables logical organization and preparation for each meeting
- Informs committee members of the items and issues to be discussed
- Provides guidelines necessary for the conduct of the meeting in an efficient, well-organized, and effective manner
- Is kept on file, as per law, and can be cited as the record of what transpired
- Serves as the basis for the preparation of the minutes
- Allows the superintendent to ensure that items and matters to be reported and acted on are brought to the committee's attention

The school committee chair works with the superintendent to develop the agenda for each school committee meeting. Too many items on the agenda may adversely affect the length of the meeting. The time needed for each agenda item is estimated to ensure a reasonable meeting length with enough time allocated to discuss each item. Ideally, school committee agendas are designed so that the meeting is dedicated to focused, informed discussion on student achievement and progress toward the district's educational goals and priorities.

Meeting agendas, along with the necessary documents and materials, are emailed to school committee members.

Types of Meetings (Policy Reference BE, BEC)

The committee regularly uses four types of meetings:

Regular: An open meeting for official legal actions, presentations. This meeting is televised.

Special: An official legal action meeting may be called between regular meetings to consider specific topics. These meetings typically include a school committee retreat.

Reorganization: At the first meeting after the town's annual election, the school committee elects from its membership a chair, vice chair, and secretary, all of whom hold their offices for a term of one year or until a successor is elected. This meeting contains a full agenda.

Executive Session: All meetings of the school committee are open to the public and media. However, the committee has the right to convene in a closed executive session when allowed by law. These reasons are limited to the following:

1. The reputation, character, physical condition, or mental health—rather than the professional competence—of a single individual or the discipline or dismissal of (including the hearing of charges against) a member of the committee, a school department employee, student, or other individual. The individual has certain rights enumerated in the law, including requiring the committee to hold an open session if the individual requests it.
2. Strategy for nonunion negotiations or collective bargaining sessions with nonunion personnel.
3. Strategy for collective bargaining or litigation, if an open meeting might have a detrimental effect. Collective bargaining may also be conducted.
4. The deployment of security personnel or devices.
5. Allegations of criminal misconduct or to discuss the filing of criminal complaints.
6. Real estate transactions, if an open meeting might be detrimental to the negotiating position of the committee or another party.
7. Compliance with the provisions of any general or specific law of federal grant-in-aid requirements.
8. The consideration and interviewing of applicants for the superintendent's position by a preliminary screening committee. This exemption applies only if it

can be determined that an open meeting will have a detrimental effect on obtaining qualified applicants. It does not apply to applicants who have passed a prior preliminary screening.

9. To meet or confer with a mediator with respect to any litigation or public business.
10. To discuss trade secrets or confidential, competitively sensitive, or other proprietary information.

When meeting in executive session, the committee should follow these procedures:

1. The committee first convenes in an open session for which due notice has been given.
2. The chairperson (or, in his/her absence, the presiding member) states the purpose of the executive session by designating all subjects that may be revealed without compromising the purpose for which the executive session was called.
3. A majority of the members must vote to enter the executive session, with the vote taken by roll call and recorded in the official minutes.
4. The chairperson or presiding member states before entering the executive session whether the committee will reconvene in open session after the executive session. Accurate records of the proceedings conducted in executive session must be kept and may remain secret only so long as their publication would defeat the purpose of the session.

Characteristics of Effective Committee Members

Effective committee members:

- Are prepared for meetings
- Focus on students
- Respect fellow members
- Represent the community
- Monitor not manage

Procedures: Quorum and Open Meeting Law

School committee members should familiarize themselves with the Open Meeting Law and are encouraged to read it in its entirety for a more complete understanding. There are four main sections of the Open Meeting Law:

- Open Meeting Law
- Public participation
- Remote participation
- Executive session

School committee meetings are subject to the Massachusetts Open Meeting Law, M.G.I.c.30A, §19 and must be open to the public. The statute defines a meeting as "a deliberation by a public body with respect to any matter within the body's jurisdiction."

A deliberation is an oral or written communication through any medium, between or among a quorum of members of a public body. A quorum is a simple majority of the members. Whether or not a communication constitutes a meeting subject to the law depends on four factors:

- The communication must be between members of a public body;
- The communication must constitute a deliberation;
- The communication involves a matter within the body's jurisdiction; and
- The communication does not fall within an exception listed in the law.

There are five exceptions to the definition of a meeting under the Open Meeting Law:

- Members of a public body may conduct an on-site inspection of a project or program; however, they cannot deliberate at such gatherings;
- Members of a public body may attend a conference, training program or event; however, they cannot deliberate at such gatherings;
- Members of a public body may attend a meeting of another public body provided that they communicate only by open participation; however, they cannot deliberate at such gatherings;
- Meetings of quasi-judicial boards or commissions held solely to make decisions in an adjudicatory proceeding are not subject to the Open Meeting Law; and,
- Town meetings are not subject to the Open Meeting Law.

The school committee, as a public body, must provide notice to the public at least 48 hours in advance of their meeting, except in emergencies, but excluding Saturdays, Sundays, and legal holidays. The agenda for the meeting is sent to the town clerk, who posts it on line and in the Town Hall, where it is conspicuously visible to the public at all hours.

The school committee is required to create and maintain accurate minutes of all meetings, including executive sessions. Minutes, exhibits, and other materials must be approved in a timely manner, and existing minutes must be made available to the public within 10 days or upon request, regardless of whether they have been approved. However, any documentation involving the performance evaluation of an individual's professional competence or used in deliberation about employment or appointment of individuals are not subject to the disclosure requirement of the Open Meeting Law.

Appendixes

Acronyms

CPS	Chelmsford Public Schools
DESE	Department of Elementary and Secondary Education
ELL	English language learner
ESP	education support professional
FCSN	Federation for Children with Special Needs
FTE	full-time equivalent
FY	fiscal year
IEP	Individualized Education Program
IDEA	Individuals with Disabilities Education Act
MASC	Massachusetts Association of School Committees
MCAS	Massachusetts Comprehensive Assessment System
MEOE	Massachusetts Executive Office of Education
MSBA	Massachusetts School Building Authority
MTRS	Massachusetts Teachers' Retirement System
MTSS	Massachusetts Tiered System of Support
NCLB	No Child Left Behind
NEASC	New England Association of Schools and Colleges
NSBA	National School Boards Association
OPEB	other post-employment benefits
PARCC	Partnership for Assessment of Readiness for College and Careers
RTTT	Race to the Top
SEI	Sheltered English Immersion
SEL	social-emotional learning
SEPAC	Special Education Parent Action Council
SOI	statement of interest
STEM	science, technology, engineering, and mathematics

New School Committee Member Checklist

- Get sworn in by the town clerk and receive folder with Open Meeting Law, campaign finance reporting, and ethics training information.
- Attend reorganization meeting after swearing-in ceremony.
- Complete online state ethics training.
After completing the ethics class, send a copy of the certificate to the town clerk and the superintendent's secretary.
- Obtain computer and email address from IT Department.
- Join Massachusetts Association of School Committees.
- Register for Charting the Course with MASC.
After completing the class, send a copy of the certificate to the town clerk and the superintendent's secretary.
- Obtain and review the *Chelmsford School Committee Handbook*.
- Receive training for warrant signing from the director of Business and Finance.
- Review *District Policy Manual*.
- Arrange to meet with superintendent and/or chair to review schedules and procedures for school committee meetings.
- Review school committee liaison assignments with chair.
- Obtain copies of and review the following documents:
 - a. Current budget
 - b. Collective bargaining agreements
 - c. Strategic Plan
 - d. Student handbook
 - e. Employee handbook
 - f. Administrative contracts
 - g. District goals
 - h. Superintendent goals
 - i. School committee goals

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee

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

Date: January 4, 2019

Re: FY2020 Capital Plan – TOC Capital Planning Committee Recommendation

At the regular school committee meeting of November 6, 2018, committee members prioritized \$ 1.7 million worth of Year 1 capital improvement projects related to the schools. Following is the final prioritized list:

\$ 452,209	School Security Upgrade*
\$ 285,644	School Kitchen Code Compliance Upgrade
\$ 205,000	School Parking Lot Expansion – Harington Elementary School
\$ 101,706	School Kitchen Upgrade
\$ 37,950	School Clock System Upgrade
\$ 156,354	School HVAC Ductwork Repair/Service
\$ 500,000	School Parking Lot – Chelmsford High School
\$ 32,600	School Flooring Repair/Replacement

\$ 1,771,463 Total Project Cost

Mr. John Sousa, Town Finance Director/Treasurer, provided the attached list of FY20 capital projects that were approved at the final Town of Chelmsford Capital Planning Committee meeting on November 30, 2018. Town and school department capital projects totaling \$ 3.4 million will be presented for approval at the April town meeting. The first four school department capital projects highlighted above in **BLUE** were approved totaling \$ 1,032,350.* The remaining four capital projects highlighted above in **RED** were not approved totaling \$ 726,904.

I recommend the school committee review the recently adopted 5 year capital plan after spring town meeting and reintegrate the unfunded projects in relation to the overall Year 2 funding request.

** \$ 12,209 was reduced from the School Security Upgrade for a monitoring component at the Chelmsford Police Dispatch Center.*

From: [Sousa, John](#)
To: [Dennis T Bak](#); [John Morrison](#); [Cohen, Paul](#); [Lussier, Darlene](#); [Katherine H. Duffett](#); [Diggs, Glenn](#); [Margaret E Marshall](#); [Skaar, Barbara](#)
Cc: [Boyle, David](#); [Canavan, Kathleen](#); [Dzuris, Tricia](#); [Herrmann, Becky](#); [Lussier, Darlene](#); [Marrone, Lisa](#); [McCall, Michael](#); [Ryan, Gary](#); [Siriani, Debi](#); [Spinney, Jim](#); [Lang, Jay](#); [Johnson-Collins, Joanna](#); [Silver, Bill](#); [Hirsch, Linda](#); [Lutter, Ted](#)
Subject: FY20 Capital Improvement Plan
Date: Friday, November 30, 2018 1:04:04 PM
Attachments: [FY20 Capital Planning Recommended.pdf](#)

Good Afternoon:

Please find a copy attached of the FY20 Capital Improvement Plan recommendation that was approved at our meeting earlier today. Thank you to our citizen members and liaisons from the School Committee, Finance Committee, and Board of Library Trustees for volunteering your time to assist with the development of the Town's annual capital budget.

John

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

FY2020 Capital Improvement Plan Recommendation

Detail			
Sheet #	Project	Requested	Funded
1	IT Security Camera Network	\$ 100,000	\$ 100,000
2	IT Security System Upgrades	\$ 75,000	\$ -
3	Town Clerk - Vault Storage Upgrade	\$ 82,819	\$ 57,819
4	COA - LED Electric Sign	\$ 26,900	\$ -
5	Library Carpet Repl. Ph. 2 - Adams	\$ 50,000	\$ 50,000
6	Fire - Replace Engine 4	\$ 718,960	\$ 718,960
7	Fire - Service/ Plow Truck	\$ 70,534	\$ -
8	DPW - Sidewalk Construction	\$ 325,000	\$ 325,000
9	DPW - Road Improvements	\$ 350,000	\$ 350,000
10	DPW - Heavy Duty Truck (10-Wheel)	\$ 213,724	\$ 213,724
11	DPW - One Ton Pickup	\$ 70,000	\$ 70,000
12	DPW - GIS Flyover Update	\$ 550,000	\$ -
13	Cemetery One Ton Dump & Plow	\$ 56,000	\$ 56,000
14	Facilities - 3/4 Ton Pickup	\$ 45,240	\$ 45,240
15	Facilities - Athletic Field Striper/Groomer	\$ 28,925	\$ 28,925
16	Facilities - Town Offices Roof	\$ 425,000	\$ 425,000
17	School - Kitchen Code Compliance Upgr.	\$ 285,644	\$ 285,644
18	School - HVAC Ductwork Repair/ Service	\$ 156,354	\$ -
19	School - Flooring Repair/Replacement	\$ 32,600	\$ -
20	School - Kitchen Upgrade	\$ 101,706	\$ 101,706
21	School - Harrington Parking Lot	\$ 205,000	\$ 205,000
22	School - Clock System Upgrade	\$ 37,950	\$ -
23	School - CHS Parking Lot/ Curbs Front	\$ 500,000	\$ -
24	School IT - Security Upgrade	\$ 452,209	\$ 440,000
		<hr/>	<hr/>
	TOTAL:	\$ 4,959,565	\$ 3,473,018
	LESS: Recaptured Funds		\$ (12,090)
	Child Care Rev. Fund		\$ -
	Bond Premiums		\$ (58,261)
	Net Amount Borrowed		<hr/> <hr/>
			\$ 3,402,667

CHELMSFORD PUBLIC SCHOOLS

Cheryl L. Kirkpatrick, Ed.D., Director of Personnel and Professional Learning
Office of Human Resources
230 North Road, Chelmsford, MA 01824
Telephone: (978) 251-5100 Fax: (978) 251-5110
kirkpatrickc@chelmsford.k12.ma.us

TO: Dr. Jay Lang, Superintendent

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

DATE: December 12, 2018

RE: **Personnel Report NOVEMBER 2018**

Please see the attached Personnel Report which includes retirements, resignations, new hires and assignment changes for the month of November, 2018. Thank you for sharing this report with the members of the Chelmsford School Committee.

Personnel Report - NOVEMBER 2018

New Hires

Griffin, Alyssa

Lunch/Recess Aide

Harrington Elementary School

Effective date: 11/13/18

Tierney, Alicia

Paraprofessional

Chelmsford High School

Effective date: 11/13/18

Valentino, Jessica

Music Teacher

Harrington Elementary School

Effective date: 11/19/18

Wilson, Lorraine

Coordinator of Social Emotional Learning & School Counseling Services

Districtwide

Effective date: 12/3/18

Resignations:

Wall, Marisa

Paraprofessional

Center Elementary School

Effective date: 11/30/18

Retirements:

Sullivan, Lynn

Paraprofessional

Center Elementary School

Effective date: 11/5/18

Assignment Changes:

None

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: January 4, 2019
Re: Public Input: FY20 Budget Process and Priorities

The Superintendent's recommended FY20 budget will be presented on Tuesday February 5, 2019 at the regular school committee meeting. An opportunity is being provided for members of the community/public to express their opinion and/or provide input on the FY20 budget process and priorities to be considered as the budget is being developed by the administration and will be deliberated by the school committee.

Conference and Field Trip Requests

- 1) Chelmsford High School
10th Grade English Classes
American Airlines Theatre
Performance: All My Sons
April 24, 2019
New York, NY

FIELD TRIP APPLICATION FORM CHELMSFORD PUBLIC SCHOOLS 230 North Road, Chelmsford, MA 01824 Phone (978) 251-5100	Teacher Sub(s) Needed: YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> <input checked="" type="checkbox"/> Full-Day Sub(s) <input type="checkbox"/> Half Day Sub(s)
--	--

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: 4 / 24 / 2019 If Overnight Trip, Return Date: / /

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

Faculty Trip Sponsor: Michael Shea _____ Cell Phone: 978-302-9846

Grade, Group, Class(es) or Course(es): English 10 (10, 10H2, 10H)

Total Number of Students: 50 Number of Male 19 Number of Female 31

Number of Students Assigned Per Chaperone: 10

Total Number of Chaperones: 9 Number of Male 4 Number of Female 5

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

Faculty/Chaperones (Names): Michael Shea, Lisa Parato, Sam Carpenito, Ian Van Blarcom, Kristina Kea,

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

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: _____
 Signature of School Nurse

Date 12/14/18

Event/Purpose of the Trip: To allow students to see a live performance of Arthur Miller's play All My Sons, a staple of the tenth grade curriculum and to evaluate the impact of stage craft and conventions on their understanding of the play.

Curriculum Standard Addressed by Trip (Reason for the Trip) Students will integrate and evaluate content presented in diverse formats and media, including visually (CCRAS—Reading); Write arguments to support claims in an analysis of substantive texts (CCRAS—Writing).

Destination: American Airlines Theatre

227 West 42nd Street
 New York, NY 10036
 Phone number: (212) 719-1300

Estimated Leave Time: 6:30 a.m. Estimated Return Time: 10:30 p.m. (dependent on traffic after the play and meal on way home)

No. of Regular School Buses Needed: 0 No. of Wheel Chair Accessible Buses Needed: 0

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) 200 Richardson Road (CHS) in front of the building

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: Students will bring their own money or bagged lunches.

TRIP COST/FUNDING

Price per Bus: \$ 2400

Total Cost of Bus Transportation \$ 2400

Total Price of event \$ 1939.50

Additional Costs _____ \$ _____

Total Cost of Trip \$ 4339.50

School/Org. to pay for: All My Sons Field Trip \$ _____

Student paying \$ 86.79 per person for: 55 \$ 4339.50

Please list any other circumstances that may affect the trip: unexpected snow storm

Submitted by: Michael Shea

Michael Shea 12/13/2018
Signature of Trip Sponsor Date

Approved by:

Abby Dill Dec 18, 2018
Signature of Dept. Head/Coordinator Date

[Signature] 12-17-18
Signature of Building Principal Date

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