



Chelmsford School Department School Committee

Notice of Public Meeting

Email Posting to townclerk@townofchelmsford.us Thank you.

Filed with Town Clerk:

As required by G.L. c. 30 A, §18-25

DATE: Tuesday March 3, 2020 TIME: 6:00 p.m. ROOM: Conf. Room 1

PLACE: CPS Central Administration Office ADDRESS: 230 North Road

CALL TO ORDER

PLEDGE OF ALLEGIANCE

CHAIR OPENING STATEMENT

CONSENT AGENDA

1. Approval of the minutes of the regular school committee meeting of February 25, 2020

CHS STUDENT REPRESENTATIVE ANNOUNCEMENTS

GOOD NEWS

PUBLIC COMMENTS: The School Committee will hear from members of the public on items listed under New Business on the posted agenda.

NEW BUSINESS

1. Presentation: Spotlight on the Schools – Harrington Elementary School
2. Presentation: Chelmsford SEPAC
3. MSBA Accelerated Repair Project Update – South Row Elementary School Roof Repair
4. Update: MA DESE Student Opportunity Act (SOA) Plan Guidance
5. Superintendent's Mid-Year Goals Review
6. Multi-Year Strategic Plan: Staff Survey Results
7. Personnel Report: January 2020
8. Discussion: Reschedule March 17, 2020 SC Meeting to March 24, 2020
9. Approval of Conference and Field Trip Requests

REPORTS

1. Liaison Reports

ACTION/NEW ITEMS

1. Request for Reports & Updates

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

ADJOURNMENT

**CHELMSFORD SCHOOL COMMITTEE
REGULAR MEETING
February 25, 2020
Meeting Minutes**

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

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

Call to Order

6:00 p.m.

Pledge of Allegiance

Chair Opening Statement

The Chair welcomed all and stated that the meeting will be recorded and televised by Chelmsford Telemedia. Mr. King shared that the focus of tonight's meeting is Dr. Lang's recommended budget for FY2021. There will be two opportunities for public comments during the meeting tonight.

Consent Agenda

1. **Approval of the minutes of the regular School Committee meeting of February 4, 2020**

Mr. Moses motioned to approve the regular School Committee minutes of February 4, 2020. Ms. Newcomb seconded. Motion carries 5-0.

CHS Student Representative Announcements

Sudeep shared that CHS is hosting a tournament game tonight for the girls' basketball team. Evan Kinney and Evan Goodall won the Wrestling State Championship this past weekend. On February 28th, Middlesex Community College will be at CHS to discuss "dual enrollment" at 7:30 a.m. The festival play will be held on February 28th and 29th. Starting tomorrow there will be a survey on youth risk behaviors. MCAS ELA retakes will be held on March 2 – 5th, while MCAS Math retakes will be March 6 – 9th.

Katrina stated that a college night for parents of juniors will be held on March 4th at 7:00 p.m. Winter sports awards will be on March 9th at 6:30 p.m. in the PAC. New "House Olympics" will start on March 9th, which will replace "Spirit Week" and the competition will be between the houses and not grade levels.

Good News

Dr. Hirsch shared that the CHS Physics Department received a \$1,500 stipend from the Armed forces Communication and Electronics Association to launch rockets. This week South Row will hold its science fair. Thursday morning Dr. Hirsch and Dr. Lang will be available at the Java Room starting at 8:00. The annual K-12 Youth Art Exhibit will be hosted by the Chelmsford Public Library on March 4th.

Public Comments

None.

New Business

1. Presentation: Spotlight on the Departments – Physical Education

Katie Simes along with CHS P.E. faculty and students shared recent highlights for the high school physical education program. She shared the new courses which include high ropes and low ropes courses. Also disc golf courses are new to CHS and McCarthy with nine holes being at each school. There has also been professional development at the high school and middle schools for staff on "Orienteering". These will be introduced to the students in the 2020/2021 school year. New courses available at the high school for grades nine and ten include: yoga and fitness; lifetime sports (badminton, pickleball, disc golf, tennis and triangleball); exercise and conditioning 10; team games 10 and wellness activities 10. For juniors and seniors offerings include: strength and conditioning 11; team games 11; wellness activities 11; advanced PE; techniques and principles in athletic training and unified PE in which coaches work 1:1 with students with cognitive and physical disabilities. PE faculty and students shared what they learned during ropes course training with focus being on "safety, communication, cooperation and encouragement". The disc golf courses are available for the public to use outside of the school hours and it is fun for all ages. This complete presentation with slides, maps and photos may be viewed by going to Chelmsford Telemedia/YouTube.

2. Recommended FY2020 budget Transfer

Mr. Moses motioned to transfer from the salary reserve cola account to the copier/admin account in the amount of \$39,960. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

3. FY2021 Budget Hearing

Dr. Lang led The Committee through the budget page by page and responded to any questions asked.

Mr. Moses motioned to approve the bottom line budget figure of \$33,400 on page 17 of the budget book for function 1110 School Committee. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$436,400 on page 18 of the budget book for function 1210 Superintendent. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$244,000 on page 19 of the budget book for function 1220 Assistant Superintendent. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$375,700 on page 20 of the budget book for function 1230 District Wide. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$409,438 on page 21 of the budget book for function 1410 Business and Finance. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$310,687 on page 22 of the budget book for function 1420 Human Resources. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$140,000 on page 23 of the budget book for function 1430 to 1435 Legal Services and Settlements. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$1,331,822 on page 24 of the budget book for function 1450 Districtwide Mis. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$1,285,956 on page 25 of the budget book for function 2110 Curriculum Directors. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$891,441 on page 26 of the budget book for function 2110 Curriculum Directors-Special Education. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$2,745,005 on page 27 of the budget book for function 2210 School Leadership. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$23,685,160 on page 28 of the budget book for function 2300 to 2305 Classroom Teachers-Regular Education. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$1,858,180 on page 29 of the budget book for function 2310 Teachers Specialist-Regular Education. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$6,378,441 on page 30 of the budget book for function 2310 Teachers Specialists-Special Education. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$399,456 on page 31 of the budget book for function 2320 Medical/Therapeutic Services. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$590,000 on page 32 of the budget book for function 2325 Substitutes. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$4,148,244 on page 33 of the budget book for function 2330 Paraprofessionals. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$761,187 on page 34 of the budget book for function 2340 Librarians/Media Center. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$165,775 on page 35 of the budget book for function 2357 Professional Development. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$795,727 on page 36 of the budget book for function 2410 to 2415 Textbooks & Instructional Materials. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$153,050 on page 37 of the budget book for function 2420 Instructional Equipment. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$552,425 on page 38 of the budget book for function 2430 General Supplies. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$192,000 on page 39 of the budget book for function 2440 Other Instructional Services-Special Ed. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$625,000 on page 40 of the budget book for function 2451 to 2455 Classroom Inst Technology & Software. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$2,383,701 on page 41 of the budget book for function 2710 to 2800 Guidance & Psychological Services. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$843,152 on page 42 of the budget book for function 3200 Medical and Health Services. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$3,842,529 on page 43 of the budget book for function 3300 Transportation. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$119,362 on page 44 of the budget book for function 3400 Food Services. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$660,502 on page 45 of the budget book for function 3510 Athletic Department. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$182,690 on page 46 of the budget book for function 3520 Other Student Activities. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$206,916 on page 47 of the budget book for function 3600 School Security. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$1,719,640 on page 48 of the budget book for function 4110 to 4230 Custodial Services. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$1,200,515 on page 49 of the budget book for function 4120 to 4130 Heating of Buildings & Utility Services. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$163,854 on page 50 of the budget book for function 5150 Employee Separation Costs. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the bottom line budget figure of \$3,168,645 on page 51 of the budget book for function 9300 Tuitions. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the \$63,000,000 local operating budget for the Chelmsford Public Schools as delineated on page 16 of the budget book, the summary level line item totals. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

4. Approval of Conference and Field Trip Requests

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

Reports

1. Liaison Reports

Mr. Doherty met with the Alumni Association and reminds all that the Alumni Hall of Fame dinner will be held on March 21, 2020. A report was shared at the meeting on the future of the Alumni Association.

Mr. King attended the Booster's Club meeting for which fund raising is going great, as is their support of athletics. MSBA has sent out a policy update newsletter. The policy subcommittee should get together to review this. The Committee is scheduled to meet with the Select Board on March 9, 2020, at 7:00 p.m.

Ms. Newcomb attended the Chelmsford Friends of Music meeting and they will be forthcoming with grant applications for teachers to support their programs. On April 9th and 10th the acapella groups will perform with others from the area.

Ms. Santos mentioned this weekend's competitive play at the PAC. Chelmsford will be performing around 2:00 p.m.

Dr. Lang shared that MSBA has approved the roof work for South Row School. The work is already underway.

Public Comments

None.

Adjournment

Mr. Moses motioned to adjourn tonight's meeting at 8:19 p.m. Ms. Newcomb seconded. Motion carries 5-0.

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

*Respectfully submitted,
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: March 2, 2020
Re: Spotlight on the Schools: Harrington Elementary School

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



Harrington School

March 3rd, 2020



4th Grade Student Council

- First year of implementation
- Interested students wrote a paragraph that included leadership skills
 - Teachers provided input as well
- 20 students on council
 - 5 from each class
- Meet 1st Friday of each month
 - 45 minutes (half of recess and all of lunch)
 - 2 Note takers and 1 time keeper
 - Keep a blog of the agenda and notes
 - <https://harringtonchelmsfordstudentcouncil.edublogs.org/>



19/20 School Year Initiatives

- Consistent Recycling Program
- PBIS-school wide behavior expectations
Ambassadors
- Community Service Support
- Collaboration with Parker PRIDE Leadership
group

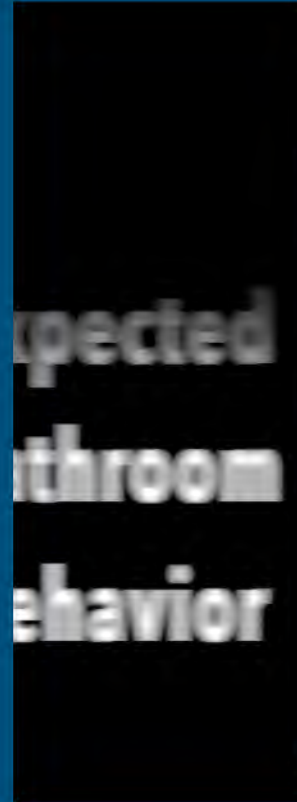
Harrington's Recycling Program

- Distributed blue bins in each classroom/office and 3 big bins (1 each hallway)
- Student Council Members empty bins in offices, kindergarten and first grade at the end of each day
 - Grades 2-4 job to empty recycling bin
- Created posters and announcements advertising the importance of recycling
- Outside bins now full before recycling truck comes (have to make room in big bins)
- Through this initiative there is a more consistent message for teachers to continue to encourage kids to recycle.
- To date Student Council has gathered a rough approx. several hundred pounds in recyclable material.

PBIS Ambassador Videos

- Student Council identified 2 areas of school that students were displaying unexpected behavior.
 - Bus
 - Bathroom
- Student Council brainstormed what the expected and unexpected behaviors were in each area.
- In videos students demonstrated unexpected and expected behavior and then review expectations of each area.
- Videos were distributed to all classrooms to be shown to all students.

PBIS Videos Continued...



Community Service

1. Second Grade Mitten drive

- a. Donated Mittens/Hats were to the Wish Project
- b. Assisted 2nd grade teachers in hanging up and counting

2. March Raffle

- a. Happening the second week of March
- b. Money to be donated to the Lowell Humane society
- c. Buy a raffle ticket and put it in a jar for a school based prize..examples:
 - i. Be a teacher for a day, earn time to read a book
 - ii. Principal for the Day

Collaboration with Parker PRIDE Leadership Group

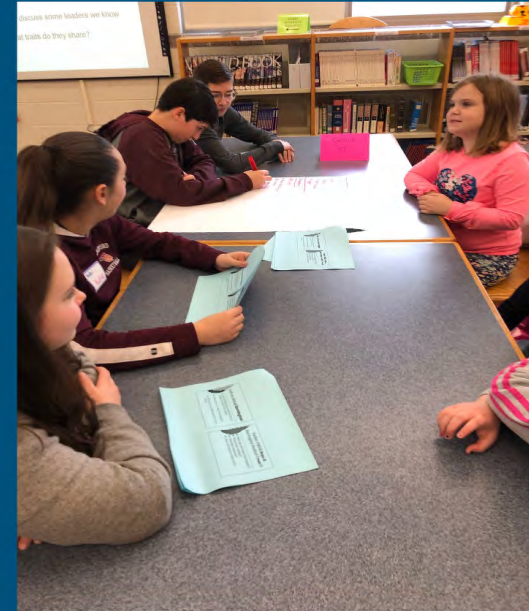
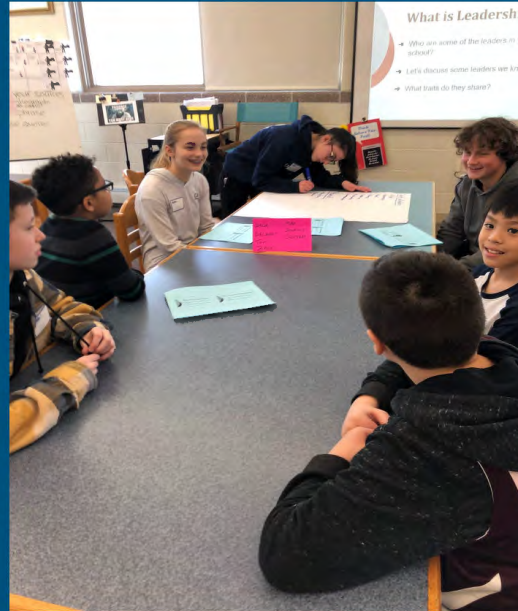


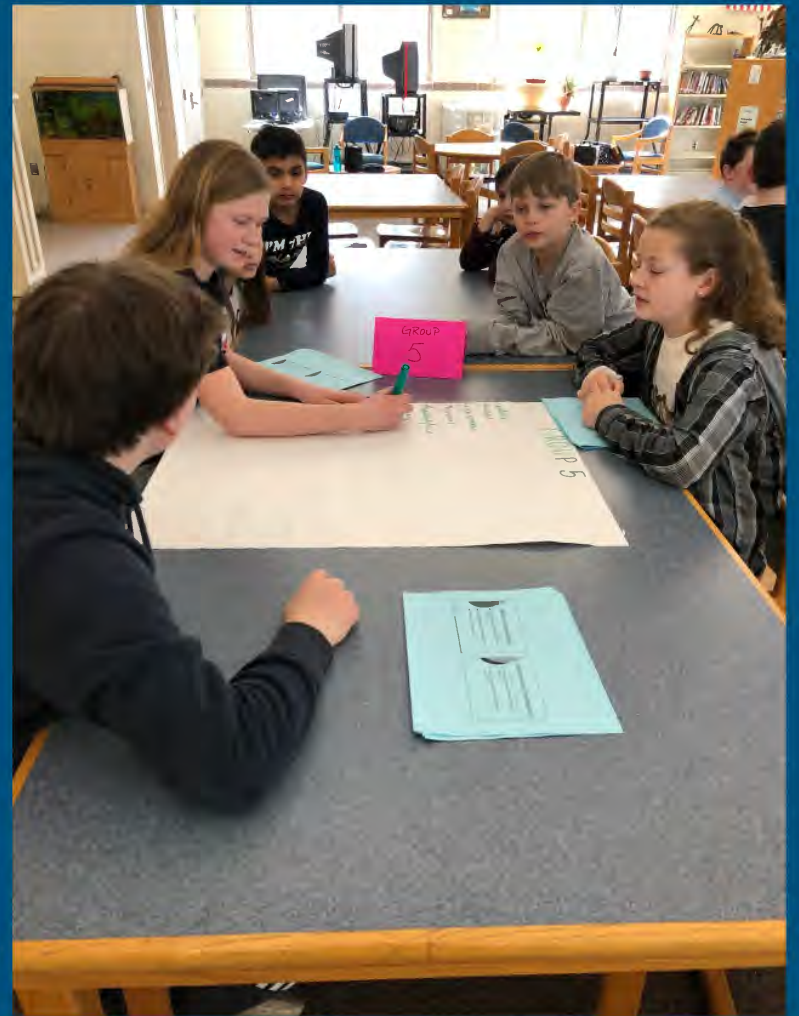
Student Leadership Collaboration

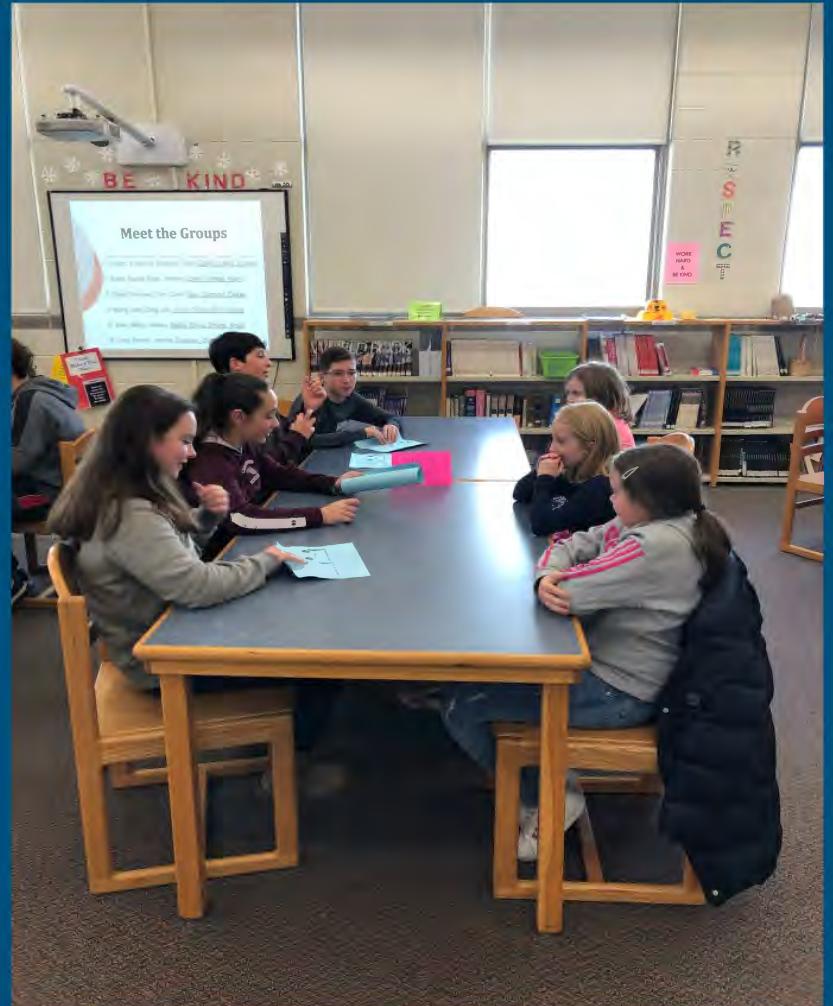
- Opportunity for Harrington's Student Council to work with Parker's PRIDE group to discuss various aspects of Leadership and School Development.
- As presented in Parker's SC presentation, the PRIDE Leadership group went to Bridgewater State University for a leadership convention. Based on that trip, PRIDE worked with Harrington's Student Council on those leadership and community topics.

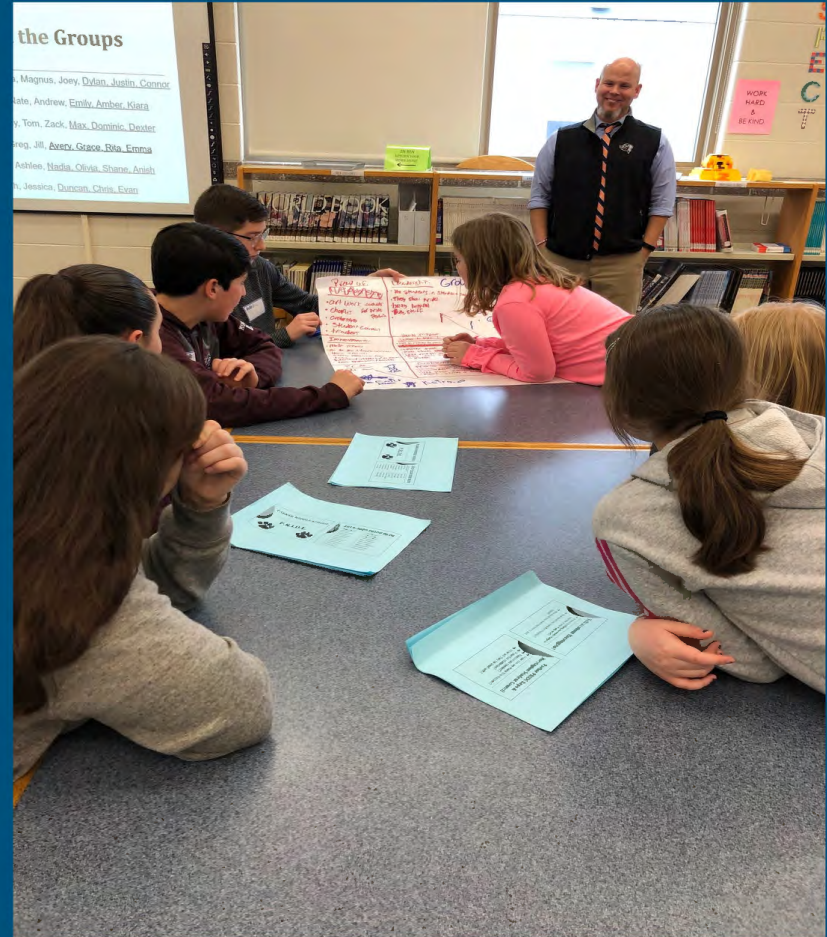
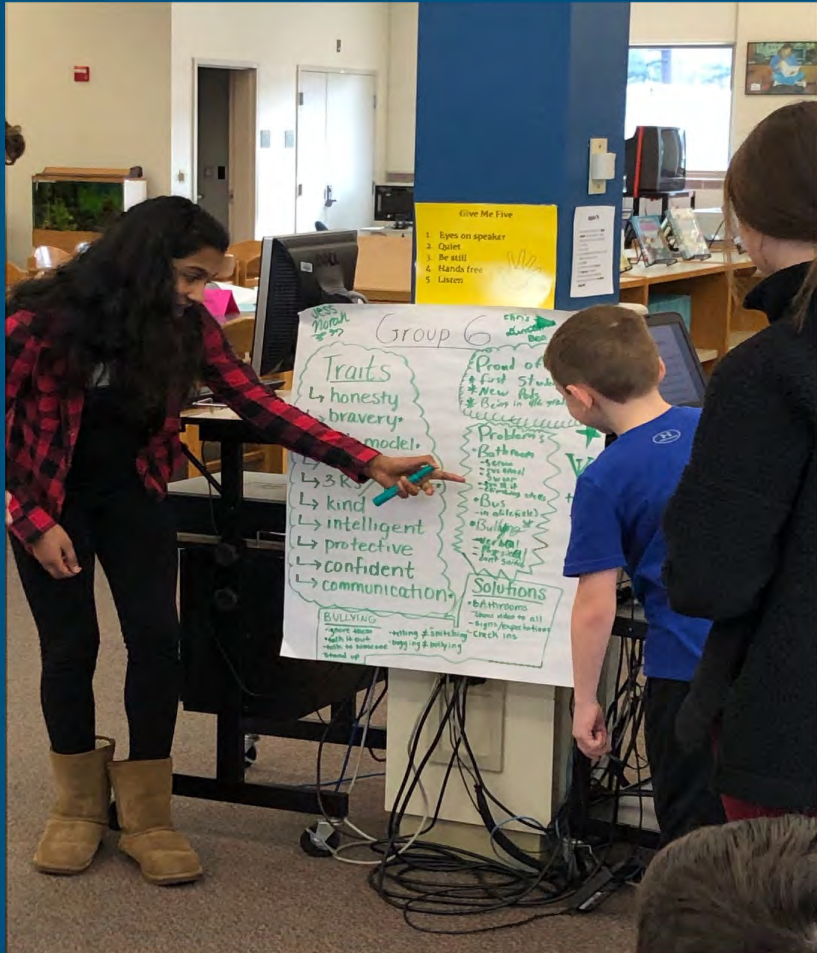
What is Leadership? School Positives and Areas for Improvement

- Working in split groups of PRIDE Leaders and Student Council, the groups identified various aspects of leadership. PRIDE Leaders guided the discussion and helped to formulate Student Council members answers to develop a list of areas.



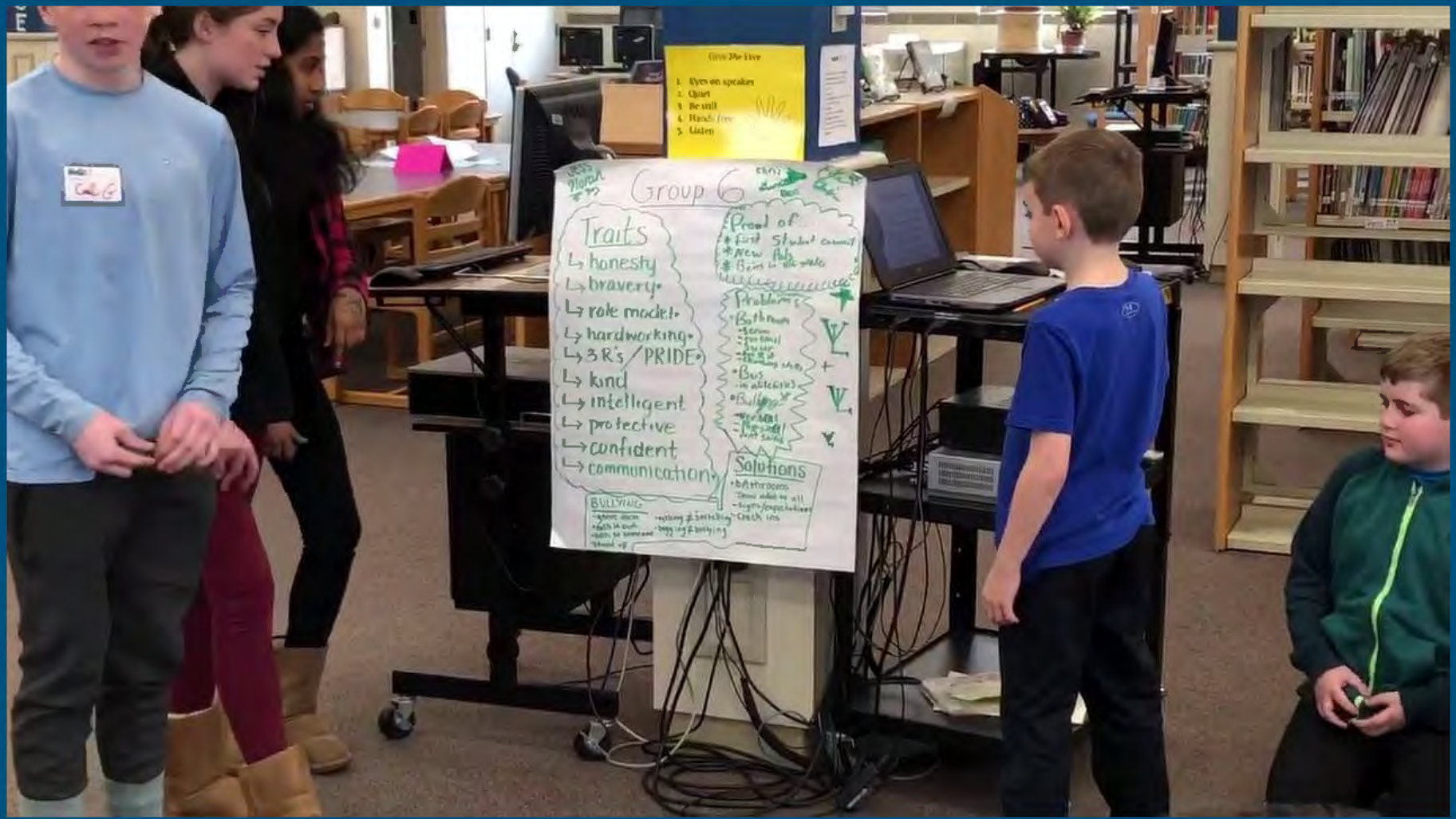






Group Share Out..

- At the end of the meeting, all of the groups shared their lists and discussed their findings.
- As a whole group the two leadership teams reviewed solutions to some of the areas that were identified as needs for support. The PRIDE leaders also helped Student Council members define their identified items and put things into perspective for them.
- Next Steps:
 - Adult responsibilities?
 - Student responsibilities?
 - Timeline?



Give Me Five

1. Eyes on speaker
2. Quiet
3. Be still
4. Hands free
5. Listen

Group 6

Traits

- ↳ honesty
- ↳ bravery
- ↳ role model
- ↳ hardworking
- ↳ 3 R's / PRIDE
- ↳ kind
- ↳ intelligent
- ↳ protective
- ↳ confident
- ↳ communication

Proud of

- First Student Council
- New App
- Best in the state
- *Handwritten notes*

Problems

- Bathroom
- *Handwritten notes*
- Bus
- *Handwritten notes*
- *Handwritten notes*
- *Handwritten notes*

Solutions

- After doors
- Don't ask us all
- Sign / inspection
- Check ins

BULLYING

- *Handwritten notes*
- *Handwritten notes*
- *Handwritten notes*
- *Handwritten notes*

Impact of Student Council on Students

- Opportunity to develop a strong collaboration with the PRIDE Leaders moving forward.
- Student Responses...



Questions?

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: March 2, 2020
Re: SEPAC Presentation

Attached please find materials supplied by Ms. Alison Barnes, president of the SEPAC, in advance of Tuesday evenings regular school committee meeting.

Chelmsford Special Education Parent Advisory Council

Presentation for the School Committee - March 2020



You are not alone.

Chelmsford SEPAC

Responsibilities & Duties

Goals & Accomplishments

Needs Assessment Survey

Concerns and Recommendations

2019-20 Goals

2019-20 Proposed Budget

Resources & Upcoming Events





CSE PAC Responsibilities & Duties

Bylaws: November 2018

Our mission is to effectively communicate the understanding, respect, and support for all children with special education needs in our community.



Advise the school committee on education and safety for students with special needs



Participate in planning, development, and evaluation of special education programs



Collaborate with CPS to inform parents of their rights regarding special education



Disseminate information about programs and services in the school system



Help direct parents to advocacy, support services, and parent education



Inform parents about special education legislation



CSEEPAC 2019-20 Goals



✓ Collaborate with the district to host **Basic Rights in Special Education** for parents in October



✓ Collaborate with the district and parent groups to host a discussion: **“Integrated Learning in My Child’s Classroom”** in November



✓ Schedule monthly **parent workshops** January through May



✓ Regularly scheduled **meetings** with school committee and administration for the **evaluation of special education programming and services**



✓ Develop a **3 year plan** for CSEEPAC



✓ Provide support and information to families at **PTO & BSA events**



✗ Plan an activity for families, like Co-host a **Sensory Friendly Roller Skating** night with local SEPACs



CSEPAC 2019-20 Goals & Accomplishments

Community Support

- ✓ Host **Zen Den** at multiple school wide events
- ✓ Attending **Council of Chelmsford Schools** meetings to share information
- ✓ Coordinated with the CHS Exploring Early Childhood program to provide **free babysitting** for families during CSEPAC events
- ✓ Will be sending a parent to **Visions of Community** FCSN conference as part of our MassPAC membership
- ✓ Continued collaborative relationship with the **Chelmsford Special Education Parent Support Group**, a separate organization that shares parent concerns at CSEPAC meetings



CSEPAC 2019-20 Goals & Accomplishments

Good News

- ✓ Collaborate with district to **print informational brochures**, parents should look for them at 504 and IEP meetings, at community events, and at businesses throughout the community
- ✓ **CHIPS packets** include CSEPAC brochures, coordinated by Mary Ellen Forty, CHIPS teacher
- ✓ **Recess Subcommittee** completed research and presented an advisory on the subject of removing recess as a punishment
- ✓ Presented awards to those who showed exemplary dedication to children with special needs via the first **CSEPAC Community Awards** in June 2019
- ✓ One of our CSEPAC board members co-authored the bill signed by Governor Charlie Baker declaring **November as SEPAC Awareness Month**



CSEEPAC 2019-20 Goals & Accomplishments

Workshops

September	Meet & Greet with Department of Student Services Administrators by: CPS Administrators
October	Basic Rights in Special Education: Evaluation and Eligibility, by: FCSN
November	Inclusion in Elementary School, by: CPS Administrators and teachers
December	Effective Communication, by: FCSN
February	Suspension & Discipline, by: FCSN



CSE PAC 2019-20 Goals & Accomplishments

Parent Support and Guest Speakers

Parent Support

6-7pm, co-chairs arrive early to provide time and space for parents to connect privately and confidentially before meetings begin

Guest Speakers

October 3

Jen Melanson, Chelmsford Community Services

Coordinator

October 24

Donna Goreman, Presentation on Conscious

Discipline

January 23

Amy Reese & Amy Matson: Independent & Outside

Evaluations



CSEPAC Needs Assessment Survey

The needs assessment survey was completed in the fall of 2018.

CSEPAC used that information to:

- Plan parent workshops
- Plan guest speakers for CSEPAC meetings
- Focus research and advisories on topics of highest concern



Concerns & Recommendations

Concerns are collected during public input, from parent conversations with board members, and the parent support group leaders share topics from conversations with parents.

Concerns represent input from families in schools across the district, from preschool up through high school level.

We looked at the most frequently raised areas of concern and developed recommendations based on parent input.

- 6 areas of concern brought up by parents about the district
- 2 areas of concern that specific to CSEPAC function



Concerns & Recommendations

Concern:

Inconsistency with communication from school staff to the parents about their individual students

Recommendation:

Review communication protocol and policies related to quality and quantity of communication shared about individual students to ensure that changes in behavior or classwork are shared with their parents in a timely manner.



Concerns & Recommendations

Concern:

The middle school grade levels are where the largest number of concerns are brought up to CSEPAC.

How are mental health needs supported?

Recommendation:

CSEPAC should host more in depth discussions with administration to determine how to best support this parent concern



Concerns & Recommendations

Concern:

The middle school grade levels are where the largest number of concerns are brought up to CSEPAC.

Are adequate academic supports being appropriately supported?

Recommendation:

CSEPAC should host more in depth discussions with administration to determine how to best support this parent concern



Concerns & Recommendations

Concern:

Literacy curriculum and specialized literacy instruction may not meet the needs of all students.

Recommendation:

CSEPAC can publicly promote regular school attendance.

CSEPAC literacy subcommittee will review district practices for literacy and reading instruction, review current research related to teaching reading, and determine if recommendations can be made to the school committee based on those findings.

School Committee should consider consulting with stakeholders and impartial third party experts prior to approving new or renewed literacy and reading general education curriculum and specialized curriculums.



Concerns & Recommendations

Concern:

Public input from parents includes that medical diagnosis, outside testing, independent evaluation results are not being fully considered.

Recommendation:

CPS should review practices and policies related to considering outside diagnosis and evaluation results.

CSE PAC should identify resources to share with parents.

CSE PAC should direct parents to support services to help guide them through the process.

Federation for Children with Special Needs: Parent Call Center

<https://fcsn.org/ptic/call-center/>



Concerns & Recommendations

Concern:

Interpretation of effective progress, individual potential, individual abilities, and appropriate education (as defined by FAPE) is different for parents than it is for the district.

Eligibility criteria is vague.

Recommendation:

CPS should review practices and policies related to eligibility to ensure that information is being used to provide instruction that allows students to make effective progress based on their individual potential and abilities.

CPS should review practices and policies for those who do not qualify for special education services to ensure that parents have a clear picture of what will be provided for their child in the general education setting.



Concerns & Recommendations

Concern:

CSEPAC could be used to provide advisories prior to major district wide decisions that affect students with special needs

Recommendation:

CSEPAC will work with school committee and administrators to develop a practice of presenting proposed changes to curriculum, programming, or services to the relevant stakeholders prior to finalizing decisions. An example of this would be to notify the PAC of a relevant presentation so that we have adequate time to notify our members.

New CSEPAC board members, coordinators, and volunteers should consider attending training on planning, development, and evaluation of special education programs.



Concerns & Recommendations

Concern:

Difficulties for parents accessing CSEPAC meetings, training, and resources

Recommendation:

CPS staff should direct parents to CSEPAC for support and resources.

CSEPAC should create a “babel sheet” for ESL families who need resources translated.

CSEPAC should maintain a website with timely updates, share information on social media, share information with administration and school principals, share information at PTO/BSA/CoCS meetings, share information through Connect Ed, and provide child care at meetings.

CSEPAC should investigate the possibility of airing discussions using an online platform.

CSEPAC should redo the survey at least every 3 years to monitor effectiveness of these actions.



CSE PAC 2020-21 Goals



Collaborate with the district to host **Basic Rights in Special Education** and **parent workshops**



Update **CSE PAC website** to be more user friendly



Host **focus groups** for high frequency topics of concern presented to CSE PAC by the public



Bring in **new board members**



Regularly scheduled **meetings** with school committee and administration for the **evaluation of special education programming and services**



Develop a **procedures manual** for CSE PAC



Provide support and information to families at **PTO & BSA events**



Create **Zen Den supply kit**



CSE PAC 2019-20 Budget Review

Total Budget, line item “PAC” under Special Education	\$750
MassPAC Plus Membership & Basic Rights Presentation	-\$450
Effective Communication Presentation	-\$150
Suspension & Discipline Presentation (co-hosted)	-\$150
Remaining Budget	\$0



Additional costs incurred that are not included in this line item:

Collaboration with the district to print CSE PAC Brochures



CSEPAC 2019-20 Proposed Budget

MassPAC Membership & Basic Rights: Transition Planning	\$450
1st FCSN Workshop: Creating a Post-Secondary Vision	\$150
2nd FCSN Workshop: MCAS: Access & Achievement	\$300*
Community Support: Zen Den Sensory Bins	\$100
Marketing: Zen Den Banner, CSEPAC Pens	\$200

Total Projected Budget
\$1200

*If able to co-host with another district, then would only be \$150, reducing total to \$1050.



Resources



chelmsfordsepac.weebly.com



ChelmsfordSEPAC@gmail.com



“Chelmsford SEPAC” group



csepac.liasons@gmail.com

CSEPAC Board Members

Co-Chairs	Ali Barnes Kristen Eriksen
Secretary	Laurie
McCarron	
Treasurer	Vyas
Sanzgiri	

Director of Special Education: Amy Reese, 978.251.5100 Ext: 6920, reesea@chelmsford.k12.ma.us

School Committee Liaison: Donna Newcomb, newcombd@chelmsford.k12.ma.us

Upcoming Events

Board Meeting

Thursday, March 26, 7pm, CHS Learning Commons
APPLE Follow-Up - Define Board Member Roles

General Meeting

Thursday, April 30, 7pm, CHS Learning Commons
Nominations for 2020-21 Board

Thursday, May 28, 7pm, CHS Learning Commons
Elections for 2020-21 Board



CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee

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

Date: March 2, 2020

Re: MSBA Accelerated Repair Project Approval - South Row Elementary Roof

The MSBA Board of Directors, at their meeting of February 13, 2020, voted to approve the Accelerated Repair Project submitted by the Town of Chelmsford for a partial roof replacement project at the South Row Elementary School. Attached please find an e-mail from Jennifer Flynn, Project Coordinator, at the MSBA informing Town Manager Cohen of the next steps in the process and documentation required for the MSBA to execute a Project Funding Agreement with the town. I'll be working with Manager Cohen to transmit the required documentation as soon as possible and will provide periodic updates to the school committee on the timeline for the repair project. Construction is anticipated to begin and be completed this coming summer of 2020.

From: [Jennifer Flynn](#)
To: [Cohen, Paul](#)
Cc: [King, Dennis](#); [Lang, Jay](#); [Evan Levesque](#); [Elena Seiti](#); [Matt Donovan](#); klefevre@townofchelmsford.us; [Persichetti, Gary](#); christopher.simmler@jacobs.com; abarr@russobarr.com
Subject: MSBA/Chelmsford, South Row Elementary School: ARP Board Action Letter
Date: Friday, February 14, 2020 11:50:17 AM
Attachments: [Chelmsford, South Row ES ARP PFA BAL 2.13.20.pdf](#)

Good morning, Mr. Cohen:

Attached please find the Board Action Letter for the South Row Elementary School Project in the Town of Chelmsford with the results of the February 13, 2020 MSBA Board Meeting. A hard copy has been mailed to your attention this morning.

If you have any questions or comments, please do not hesitate to contact Elena Seiti or Evan Levesque.

Best,
Jennifer

Jennifer Flynn

Project Coordinator
Massachusetts School Building Authority
40 Broad Street; Suite 500
Boston MA 02109
617-720-4466
www.massschoolbuildings.org



Massachusetts School Building Authority

Deborah B. Goldberg
Chairman, State Treasurer

James A. MacDonald
Chief Executive Officer

John K. McCarthy
Executive Director / Deputy CEO

February 13, 2020

Mr. Paul E. Cohen, Town Manager
Town of Chelmsford
Town Offices, Town Manager's Office
50 Billerica Road
Chelmsford, MA 01824

Re: Town of Chelmsford, South Row Elementary School

Dear Mr. Cohen:

I am pleased to report that the Board of the Massachusetts School Building Authority (the "MSBA") voted to approve the Proposed Accelerated Repair Project (the "Proposed Project") in the Town of Chelmsford (the "Town") for a partial roof replacement project at the South Row Elementary School.

The Board approved an Estimated Maximum Total Facilities Grant of \$248,997, which does not include any funds for potentially eligible Owner's or Construction Contingency Expenditures. In the event that the MSBA determines that any Owner's and/or Construction Contingency Expenditures are eligible for reimbursement, the Maximum Total Facilities Grant for the South Row Elementary School may increase to \$259,149. The final grant amount will be determined by the MSBA based on a review and audit of all project costs incurred by the Town, in accordance with the MSBA's regulations, policies, and guidelines and the Project Funding Agreement. The final grant amount may be an amount less than \$248,997.

Pursuant to the terms of the MSBA's Accelerated Repair Program, the Town has 90 days to acquire and certify local approval for an appropriation and all other necessary local votes or approvals showing acceptance of the cost, site, type, scope and timeline for the South Row Elementary School. Upon receipt of the certified votes demonstrating local approval, the MSBA and the Town will execute a Project Funding Agreement, which will set forth the terms and conditions pursuant to which the Town will receive its grant from the MSBA. Once the Project Funding Agreement has been executed by both parties, the Town will be eligible to submit requests for reimbursement for Proposed Project costs to the MSBA.

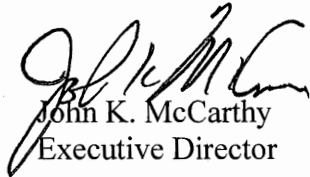
We will be contacting you soon to discuss these next steps in more detail, but in the meantime, I wanted to share with you the Board's approval of the South Row Elementary School Project in the Town of Chelmsford for a partial roof replacement project, and the Board's authorization to execute a Project Funding Agreement for this Proposed Project.

Page 2

February 13, 2020

Chelmsford ARP PFA Authorization Board Action Letter

Sincerely,



John K. McCarthy
Executive Director

Cc: Legislative Delegation
Kenneth LeFebvre, Chair, Chelmsford Board of Selectmen
Gary Persichetti, Director of Public Works/Facilities, Town of Chelmsford
Dennis F. King, II, Chair, Chelmsford School Committee
Dr. Jay Lang, Superintendent, Chelmsford Public Schools
Christopher Simmler, Owner's Project Manager, Jacobs Engineering Group
Andrew Barr, Designer, Russo Barr Associates, Inc.
File: 10.2 Letters

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: March 2, 2020
Re: MA DESE Student Opportunity Act (SOA) Plan Guidance

Attached please find guidance related to the funding of the Student Opportunity Act (SOA) issued from MA DESE Commissioner of Education, Jeffrey Riley. As Chelmsford will be receiving less than \$ 1.5 million in additional Chapter 70 state aid as a result of the SOA, I have attached and included information pertaining to the “short-form” guidance document and plan template we will be required to complete and submit to the MA DESE by April 1, 2020.

I have also attached a PowerPoint presentation MA DESE shared with districts about the short-form plan development, as it specifically points out that SOA plans are not intended to look like comprehensive strategic plan documents of districts. I had originally thought we may align our district strategic plan documents with the SOA plan documents to streamline evidence collection and reporting of both to our community and MA DESE. However, after review of the SOA plan document requirements, this will not be the case.

We are currently reviewing the required SOA plan documentation and will be submitting a draft plan for the school committee members to review at the next regular meeting in March.



*News from Commissioner Jeffrey C. Riley & the
MA Department of Elementary and Secondary Education*

On the Desktop - February 3, 2020

Guidance on Plans Required by the Student Opportunity Act

Dear Superintendents, Charter School Leaders, and Assistant Superintendents,

Guidance and materials to support planning for the three-year, evidence-based plans required by the Student Opportunity Act (SOA) are attached to this email. The SOA-required reporting for charter schools will be incorporated into charter schools' annual reports and will be due on August 1. Further guidance will be provided to charter schools soon.

Submission of plans for districts:

- We are providing the attached guidance and forms *for planning purposes only*. In March, we plan to send out an **electronic link to a web form that districts will use to submit their plans**.
- By statute, plans are due to DESE by 11:59 p.m. on Wednesday, April 1, 2020.

Bifurcated approach and directions:

The Commissioner has determined that plan requirements will be bifurcated based on the amount of new Chapter 70 funding a district is expected to receive (based on the FY21 proposal in the House 2 budget released by the governor on January 22, 2020).

1. Districts expected to receive **less than \$1.5 million** in incremental Chapter 70 funds in FY21 should refer to the "**Short Form**" **guidance document and template**. **Short form districts will only complete the template referenced in the guidance materials. There is no supplemental budget file to submit for short form districts.**
2. Districts expected to receive **over \$1.5 million** in incremental Chapter 70 funds in FY21 should refer to the "**Long Form**" **guidance document**. **Long form districts should also reference the attached Excel files for help completing the supplemental budget file required for long form districts.** Further explanation is in the long form guidance document.

Contact and support:

- The Department will hold two **webinars** this week. These will be recorded so that districts can access them even if they cannot join the live webinar.

Webinar 1: Short Form Districts
Thursday, February 6

2:30-3:30 p.m.

<https://zoom.us/j/9734372843>

Meeting ID: 973 437 2843

By phone: 16465588656,,9734372843#

Webinar 2: Long Form Districts

Friday, February 7

2:30-3:30 p.m.

<https://zoom.us/j/9734372843>

Meeting ID: 973 437 2843

By phone: 16465588656,,9734372843#

At any time, please email SOAplans@doe.mass.edu with your questions. We will create a running FAQ document based on your questions that will be [posted on the DESE website](#) along with the other documents attached to this email.

In addition to these materials, DESE will release a **supplemental document with descriptions of 17 examples of evidence-based programs** that align to the program categories within the SOA. A list of these example programs is available in the attached guidance materials, but the supplemental document will provide further information and resources to help districts implement these programs well. **This document will be available later this week.**

Please see below for additional details regarding the attached documents.

Sincerely,

Jeffrey C. Riley

Commissioner

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Additional details regarding the attached documents:

Short form districts (less than \$1.5M in incremental Chapter 70 aid):

- **Student Opportunity Plans - Short Form Guidance (PDF):** This guidance document contains information that districts completing the short form will need to create their plans. We recommend you read this document carefully. We expect that the following items will be especially helpful: the introductory letter from the commissioner, the introductory guidance pages, the list of the 17 evidence-based programs identified by DESE, the checklist for completing the short form, and the sample short form that provides a model for districts to review when completing their plans.
- **Short form districts do not need to consult any of the Excel files attached to this email; those are for long form districts only.**

Long Form Districts (more than \$1.5M in incremental Chapter 70 aid)

- **Student Opportunity Plans - Long Form Guidance (PDF):** This guidance document contains information that districts completing the long form will need to create their plans. We recommend you read this document carefully. We expect that the following items will be especially helpful: the introductory letter from the commissioner, the introductory guidance pages, the list of the 17 evidence-based programs identified by DESE, the checklist for completing the long form, and the sample long form that provides a model for districts to review when completing their plans.
- **Sample Long Form SOA Programs Budget (Excel file):** A sample program budget for a fictitious district is provided that mirrors the sample narrative found in the guidance document. Similar to the sample narrative, this document provides a model of the length and detail required in the final submission.
- **Long Form SOA Programs Budget File (Excel file):** This is a blank budget document to be used by your district. If you need additional worksheets for other programs, copy the worksheet for as many programs as are needed. More details will follow as to how you will submit this budget by the April 1 deadline.
- **Recommended SOA Programs Budget - Chapter 70 (Excel file):** This spreadsheet for long form districts provides guidance on the minimum amount of incremental Chapter 70 aid districts should include in their budget file submissions. The long form guidance document contains more information for how to use this spreadsheet in district planning.

###



Student Opportunity Plans

Guidance materials and plan template for superintendents
for the creation of three-year, evidence-based plans
required by the Student Opportunity Act

SHORT FORM

Jeffrey C. Riley
Commissioner

Winter 2020



Student Opportunity Plans

Letter from Commissioner Jeffrey C. Riley

With the passage of the [Student Opportunity Act \(SOA\)](#) (Chapter 132 of the Acts of 2019), we have once again affirmed that public education is cherished in the Commonwealth. The law implements the recommendations of the 2015 Foundation Budget Review Commission and includes other provisions to benefit our public schools. It is now up to all of us in schools and districts to ensure we spend our resources in the way the SOA intends, so that all students have access to an excellent education.

The goals of the SOA closely track those in the report I issued to the Board of Elementary and Secondary Education last summer, "[Our Way Forward](#)." In that report, I recognized the progress our state has made over the past decade in overall student achievement but noted that persistent opportunity and achievement gaps remain for our students of color, low-income students, English learners, and students with disabilities. **Closing these gaps is our collective work for the next decade, and the SOA will fuel our efforts to ensure all students achieve at high levels and are prepared for success after high school.**

It is critical that district resources support student subgroups as the legislation intended. As part of the SOA, districts are required to submit three-year, evidence-based plans aimed at closing persistent disparities in achievement among student subgroups. While the law sets forth several requirements for these plans, the Department of Elementary and Secondary Education (DESE) will focus primarily on the extent to which districts are implementing evidence-based programs that will close these gaps in their communities.

The Department is charged with creating a template for these three-year plans and providing guidance to help districts complete them. As a former superintendent/receiver, I recognize that districts produce plans under various state and federal laws, and the SOA adds yet another planning requirement. **Over time, we intend to further consolidate and streamline requirements for these plans, so that the workload is more manageable.**

In recognition that over 80 percent of new Chapter 70 funds are going to approximately 35 districts, we will take a bifurcated approach to the SOA plan templates. There will be a "short form" for most districts and a "longer form" for those districts receiving substantial new funds. At the same time, it is critically important that **all districts use their SOA plans as an opportunity to ensure that strong programs are in place to support the needs of student subgroups**, as virtually all districts have achievement and opportunity gaps that limit our students' potential.

Two final points. First, I understand the timeline is extremely tight. In recognition of that, we are asking for short, succinct plan documents, even for districts using the long form. **Fundamentally, each district's plan should be a commitment to do a few things well; it should not be a comprehensive strategic plan.** Second, we are especially interested in accelerating the adoption of three programs statewide: 1) expanded pre-kindergarten and evidence-based early literacy, 2) Early College programs, and 3) diversifying the educator and administrator workforce. In our guidance, DESE is also providing a larger suite of evidence-based program examples for districts to consider when formulating their plans.

The SOA is truly a historic opportunity for Massachusetts to propel our state to become a national leader, not just in overall achievement, but for all children in the Commonwealth. Thank you for your efforts on behalf of our students, and I look forward to reviewing your plans in April.

Sincerely,

Jeffrey C. Riley

Commissioner of Elementary and Secondary Education

Student Opportunity Plans

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V.	Sample Short Form Plan	Page 8
VI.	Blank Short Form Template	Page 10
VII.	Appendix A: Detailed Requirements & Recommendations for Planning	Page 12

Student Opportunity Plans

Basic Overview of Template and Requirements

District Plan Template Focused on Four Commitments

The SOA requires each district to create a three-year, evidence-based plan for the Commissioner's review. The Department has established a **template for this plan which asks each district to make four "Student Opportunity Commitments"** in order to close opportunity and achievement gaps among student subgroups.

The four commitments are to:

1. **Intentionally focus on student subgroups** who are not achieving at the same high levels as their peers;
2. **Adopt, deepen or continue specific evidence-based programs to close opportunity and achievement gaps** for student subgroups and **allocate resources** to support these programs;
3. **Monitor success in reducing disparities in achievement among student subgroups** over three years with a small number of metrics and targets; and
4. **Engage families, particularly those families representing student subgroups** most in need of support, about how best to meet their students' needs.

Bifurcated Approach to Templates Based on Amount of Incremental Chapter 70 Funds

The Commissioner has determined that districts' requirements will be bifurcated based on the amount of incremental Chapter 70 funding a district is expected to receive (based on the FY21 proposal in the Governor's House 2 budget released on January 22, 2020).

1. Districts expected to receive **less than \$1.5 million** in incremental Chapter 70 funds in FY21 will fill out a "short form" template.
2. Districts expected to receive **over \$1.5 million** in incremental Chapter 70 funds in FY21 will fill out a "long form" template that will require additional information, particularly concerning their budgets.

Plan Submission

Student Opportunity Plans are due by 11:59 p.m. on April 1, 2020. We are providing this guidance document *for planning purposes only*. **In March, we plan to send out an electronic link to a web form that districts will use to submit their plans.**

Further Requirements

Districts will receive information in summer or fall of 2020 about any further requirements and annual reporting associated with these plans.

Questions & Support

Please email SOAplans@doe.mass.edu with your questions, and we will provide answers and connect you with the right sources of support.

Student Opportunity Plans

Suggestions for Successful Planning

- **Focus on evidence-based program selection:** In reviewing plans, our primary focus will be on which **evidence-based programs a district is selecting and the resources being allocated to those programs**. To support districts in identifying specific programs that will best support their student subgroups, DESE has compiled a menu of **evidence-based program examples** for districts on page 6 of this document. The commissioner and his leadership team selected these examples based both on evidence and experience seeing these programs move the needle for students.
 - **Districts that select from this menu, assuming their specific program generally matches the features of the example provided, can expect that their selection will satisfy the statutory requirement to include evidence-based programs in their plans.**
 - Districts may also identify their own evidence-based programs outside of the menu, so long as they align to one or more of first nine categories in the law (see SOA categories A-I on the bottom of page 6). Finally, districts can propose programs outside of these categories but they will be subject to the commissioner’s review.
- **Thoughtfully engage your community:** We will look for districts to confirm they engaged groups outlined in the statute alongside other local community groups, so that plans **reflect student needs as identified by the community** and so communities can in turn support districts in their implementation of evidence-based programs. Please consult the detailed guidance later in this document for stakeholder engagement requirements and recommendations.
- **Do a few things well:** We encourage districts to **commit to a small number of high-impact, evidence-based programs to close opportunity and achievement gaps among student subgroups**. A completed Student Opportunity Plan should **not** look and feel like a comprehensive strategic plan or spell out a laundry list of priorities and initiatives. If your district already has a strategic plan, the Student Opportunity Plan could be a chance to highlight the most critical initiatives underway and deepen them or add a few new programs that will best support student needs.
 - **Remember that districts can “adopt, deepen or continue” evidence-based programs.** Short form districts may focus primarily on describing evidence-based programs already underway that are supporting student subgroups with disparities in achievement. Districts could also propose deepening certain features of these programs or expanding their scope to more students.
 - However, if districts do not currently have programs to support student subgroups, districts should reallocate resources to ensure evidence-based programs are in place beginning in FY21.
- **Focus on implementation:** We are interested in **concise, thoughtful commitments that will be backed up by high-quality implementation**. The Department **strongly recommends that districts keep their plans to a similar length as the sample template in this guidance document**. Rather than filling out additional paperwork, DESE encourages districts to spend that time with their teams ensuring that new programs will be implemented well. The commissioner intends to focus future school visits and DESE monitoring on observing the evidence-based programs that districts described in their plans.

Student Opportunity Plans

Evidence-Based Program Examples Identified by DESE

The Department has identified 17 examples of high-quality programs that the commissioner encourages districts to consider when selecting evidence-based programs to support student subgroups. Robust implementation of these programs may touch on multiple program categories (A through I) outlined in the SOA¹. The program examples below are organized into four domains that reflect the core work of districts. Each example is pre-aligned to the SOA program categories, which are noted in parentheses after each example.

The commissioner is encouraging the adoption of Priority Programs (in bold below) and will likely offer multiplier funds to districts with particularly strong plans in these areas. We hope to make funds available via competitive grants by realigning grants within DESE. Please note that to receive multiplier funds for a pre-K program, districts must also implement a research-based early literacy program.

Enhanced Core Instruction

1. **Expanded access to full-day, high-quality pre-kindergarten for 4-year-olds, including potential collaboration with other local providers** (SOA categories D, F, and G)
2. **Research-based early literacy programs in pre-kindergarten and early elementary grades** (E, F, and G)
3. **Early College programs focused primarily on students under-represented in higher education** (I)
4. Supporting educators to implement high-quality, aligned curriculum (E and F)
5. Expanded access to career-technical education, including “After Dark” district-vocational partnerships and innovation pathways reflecting local labor market priorities (I)

Targeted Student Supports

6. Increased personnel and services to support holistic student needs (C and D)
7. Inclusion/co-teaching for students with disabilities and English learners (D and E)
8. Acceleration Academies and/or summer learning to support skill development and accelerate advanced learners (A and E)
9. Dropout prevention and recovery programs (I)

Talent Development

10. **Diversifying the educator/administrator workforce through recruitment and retention** (D and H)
11. Leadership pipeline development programs for schools (D and E)
12. Increased staffing to expand student access to arts, athletics, and enrichment, and strategic scheduling to enable common planning time for teachers (B and D)
13. Strategies to recruit and retain educators/administrators in hard-to-staff schools and positions (D)

Conditions for Student Success

14. Community partnerships for in-school enrichment and wraparound services (C)
15. Parent-teacher home visiting programs (E)
16. Labor-management partnerships to improve student performance (E)
17. Facilities improvements to create healthy and safe school environments (J)

¹ A) Expanded learning time in the form of a longer school day or year; B) Increased opportunity for common planning time for teachers; C) Social services to support students’ social-emotional and physical health; D) Hiring school personnel that best support improved student performance; E) Increased or improved professional development; F) Purchase of curriculum materials and equipment that are aligned with the statewide curriculum frameworks; G) Expanded early education and pre-kindergarten programming within the district in consultation or in partnership with community based organizations; H) Diversifying the educator and administrator workforce; I) Developing additional pathways to strengthen college and career readiness; J) Any other program determined to be evidence-based by the commissioner.

Student Opportunity Plans

Short Form Checklist

Districts should review this checklist alongside the sample short form on page 8. The sample will provide the best guidance on the length and depth DESE expects in district responses.

Commitment 1: Focusing on Student Subgroups

- Provide a brief analysis of district data that identifies opportunity and achievement gaps for student subgroups, including students of color, low income students, English learners, and students with disabilities.
 - Data sources could include: DESE’s accountability system, local measures of student performance, and the ability of all students to access district programs, wraparound services, and other opportunities.

Commitment 2: Using Evidence-Based Programs to Close Gaps

- Consider selecting from the evidence-based program examples identified by DESE (on page 6 of this document)
- Describe each program, making sure to include:
 - A high-level summary of the program in FY21 and any expected changes for the following two years.
 - Which schools in the district will be impacted by the program (answer can be district-wide).
 - Which student subgroups the program will address.
- Fill in the table with the following budget information for FY21:
 - 1) Input budget line items (staff, PD, purchases, etc.), 2) provide the cost of the items, and 3) identify the foundation budget category for each cost listed (see page 13 of this document).
- Identify how the program is evidence-based:
 - Is this program one of the DESE identified examples? If so, write in the name (see page 6 for the list).
 - If the program is not from the DESE list, write in the SOA category the program aligns to (A-J) (these categories are listed in the footnote on page 6). If your program does not align with SOA categories A-I, describe why none of those programs would support closing achievement gaps among student subgroups in your district. Then choose J and include the evidence supporting the selected program.

Commitment 3: Monitoring Success with Outcome Metrics and Targets

- Select at least three outcome metrics to include in your plan. These can include metrics from the list provided by DESE (see page 14 of this document) or custom district metrics.
- Where possible, align outcome metrics with the evidence-based programs described in Commitment 2.
- Each district must also identify targets for each metric. Targets will be added to plans in fall 2020. If you choose a DESE metric, we will take care of this second step, as we will set the targets for you. Districts choosing their own metrics will be required to update their plans with targets in the fall. At that time, DESE may also request more information about the custom metrics districts selected. For more information, see pages 13-14.

Commitment 4: Engaging All Families

- Describe your district’s ongoing plan for engaging families, including targeted strategies for families of low-income students, English learners, and students with disabilities. See page 15 for suggestions.
- Explain how your district will measure increases in family engagement based on these efforts.

Certifications:

- Certify that you engaged stakeholders as specified by the law: “Each plan must be developed by the superintendent in consultation with the school committee and shall consider input and recommendations from parents/guardians and other relevant community stakeholders, including special education and English learner parent advisory councils, school improvement councils and educators in the district.”
- Describe your district’s stakeholder engagement process and provide a list of stakeholders that were engaged. See pages 15-16 for suggestions.
- School committees should vote on the plan, as it will have budgetary and policy implications. Confirm that school committee voted on the plan and provide the date of the vote and the outcome.

Anyborough Public Schools

Student Opportunity Plan: SY 2021-2023

→ Commitment 1: Focusing on Student Subgroups

Which student subgroups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?

As noted in our strategic plan, Anyborough Public Schools (APS) is committed to ensuring all of our students achieve success in school and after graduation. However, we recognize that not all student groups have experienced the same level of success to date. Based on a review of our district data, our Latino students, black students, English learners, and students with disabilities are not experiencing the same level of MCAS outcomes and graduation rates as their peers. We also note the troubling fact that students within these specific subgroups, particularly Latino students, report lower engagement in school as measured by our annual student survey. Additionally, our educator workforce does not mirror our student population: Just 3 percent of our educators are of color, compared to 25 percent of our students.

We are committing to intensive work to close achievement and opportunity gaps for these student subgroups and recognize that this important work will take not just the efforts of district staff, but also our families and community.

→ Commitment 2: Using Evidence-Based Programs to Close Gaps

What evidence-based programs will your district adopt, deepen, or continue to best support the closure of achievement and opportunity gaps? What resources will you allocate to these programs?

Within the last few years, APS has begun to adopt strategies that focus on meeting the needs of our diverse student groups. Alongside several other improvement strategies detailed in our strategic plan, we intend to continue and deepen our work on two important initiatives already underway.

1. Inclusion for students with disabilities (SWD). An independent review of our special education services two years ago found that our district could make further progress in serving our SWD in a least restrictive environment. We have invested in four additional inclusion teachers and associated PD as part of a pilot program to support the development of educators in delivering instruction in an inclusionary setting in Anyborough Hills Elementary. We will ask our town to support the expansion of this program in the coming years, ideally to Anyborough Plains Elementary. Our inclusion pilot program will be available to all SWD, including students of color, English learners, and low-income students.

FY21 budget item	Amount	Foundation Category
Inclusion teachers (2)	\$350,000	Classroom & Specialist Teachers, Employee Benefits / Fixed Charges
Inclusion PD	\$10,000	Professional Development
Evidence-based program identified by DESE:	Inclusion/co-teaching for students with disabilities	
SOA program categories:	D (hiring school personnel) and E (PD)	

2. Diversifying our educator workforce. Our workforce does not mirror our student population, a fact which we believe lowers the engagement and academic success of our students of color. We have intentionally focused on recruiting APS students who have graduated from college and have ties to the community to come back to their hometown as educators. This is a district-wide initiative. APS has established a grant program to support prospective teachers with the costs to complete the educator licensure test and provides these educators with mentors in the school as part of our efforts to ensure an inclusive workplace for newly-hired educators. To further support an inclusive environment and promote high achievement and engagement for all our students, we will continue to offer culturally responsive PD for all educators.

FY21 budget item	Amount	Foundation Category
MTEL licensure grants	\$2,000	Professional Development
Mentor stipends for educators	\$25,000	Professional Development
Culturally responsive PD	\$2,000	Professional Development
Evidence-based program identified by DESE?	Diversifying the educator and administrator workforce	
SOA program categories?	D (hiring school personnel) and E (PD)	

→ Commitment 3: Monitoring Success with Outcome Metrics and Targets

What metrics will your district use to monitor success in reducing disparities in achievement among student subgroups? Select from the list of DESE metrics or provide your own. (Please note that targets will be added to this section once SY2020 data is released this fall.)

1) DESE outcome metrics:

- ✓ ELA mean SGP
- ✓ Mathematics mean SGP
- ✓ Four-year cohort graduation rate

2) Custom district metrics:

- ✓ Student engagement (measured by annual district-wide student survey)

→ Commitment 4: Engaging All Families

How will your district ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the district regarding their students' needs?

Anyborough Public Schools recognizes that family engagement is critical to ensuring successful outcomes for all students. Given our focus on student subgroups, it is particularly important that we find ways to effectively engage our families of students of color, students from low-income backgrounds, EL students and students with disabilities.

We recognize that existing family engagement opportunities at our schools may not be effective in reaching all families. Therefore, in addition to our ongoing family potluck dinners and quarterly PTO meetings at each school, we are also committing to pilot a new parent-teacher home visiting project in APS specifically targeted to families of students of color, EL students, students with disabilities, and those from low-income backgrounds. In this model, educators will make visits to families at their homes to engage in a two-way dialogue about shared goals for their students. We will measure the engagement of families who receive a home visit through a follow up survey and track the number of and demographics of families reached through home visiting each year.

Certifications:

By checking here, I certify that our district has engaged stakeholders in accordance with the SOA

Please summarize your stakeholder engagement process, including specific groups that were engaged:

Anyborough Public Schools partnered with a local community organization, CommOrg1, to lead our community engagement efforts and ensure broad and demographically representative participation. We engaged the following groups: focus group of parents/guardians including PTO presidents from each school, focus group of educators, focus group of local non-profits and businesses, special education parent advisory council, EL parent advisory council, the local teachers union, and two other community organizations: CommOrg2 and CommOrg3. Additional individuals and groups spoke during public comment in our February and March school committee meetings. A primary concern for families was the lack of educator diversity in our district; a second was the lack of support for students who are behind.

By checking here, I certify that our district's school committee voted on our Student Opportunity Plan

- **Date of vote:** 3/24/2020
- **Outcome:** Vote was affirmative

BLANK SHORT FORM TEMPLATE

This template is for planning purposes only. Districts will receive a link to a web form in March to input this information online.



[District Name]

Student Opportunity Plan: SY 2021-2023

→ Commitment 1: Focusing on Student Subgroups

Which student subgroups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?

[Insert text here]

→ Commitment 2: Using Evidence-Based Programs to Close Gaps

What evidence-based programs will your district adopt, deepen, or continue to best support the closure of achievement and opportunity gaps? What resources will you allocate to these programs?

[Insert text here]

FY21 budget item	Amount	Foundation Category
Evidence-based program identified by DESE:		
SOA program categories:		

[Insert text here]

FY21 budget item	Amount	Foundation Category
Evidence-based program identified by DESE:		
SOA program categories:		

→ **Commitment 3: Monitoring Success with Outcome Metrics and Targets**

What metrics will your district use to monitor success in reducing disparities in achievement among student subgroups? Select from the list of DESE metrics or provide your own. *(Please note that targets will be added to this section once SY 2020 data is released this fall.)*

1) DESE outcome metrics:

- ✓ [Insert metrics]
- ✓
- ✓

2) Custom district metrics:

- ✓

→ **Commitment 4: Engaging All Families**

How will your district ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the district regarding their students' needs?

[Insert text here]

Certifications:

By checking here, I certify that our district has engaged stakeholders in our district in accordance with the Student Opportunity Act

Please summarize your stakeholder engagement process, including specific groups that were engaged:

[Insert text here]

By checking here, I certify that our district's school committee voted on our Student Opportunity Plan.

- Date of vote: Outcome of vote:

Student Opportunity Plans

Appendix A: Detailed Requirements & Recommendations for Planning

The goal of this Appendix is to provide additional details about the Student Opportunity Act and planning requirements and recommendations. This information is organized in the order of the “Four Commitments” listed in plan templates and can further support districts in planning. The content in this section can:

- Help districts further understand the statutory requirements of the three-year plans required by the SOA.
- Provide important reference material for completing plan forms, such as the list of DESE metrics districts can choose from and the foundation budget categories districts need to reference in their plans.
- Provide more detailed recommendations for districts to consider while planning in areas such as family engagement practices.

→ Commitment 1: Focusing on Student Subgroups

Which student subgroups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?

A. Statutory Requirements:

- ✓ Reducing persistent disparities in performance among student subgroups is the broad mandate of the Student Opportunity Act.

B. Recommendations:

- ✓ Districts should analyze their data to identify opportunity and achievement gaps for student subgroups, including students of color, English learners, low-income students, and students with disabilities.

→ Commitment 2: Using Evidence-Based Programs to Close Gaps

What evidence-based programs will your district adopt, deepen, or continue to best support the closure of achievement and opportunity gaps? What resources will you allocate to these programs?

A. Statutory Requirements:

- ✓ Each district must provide a description of specific evidence-based programs it will implement (adopt, deepen, or continue) that will address persistent disparities in achievement among student subgroups.
- ✓ There are three ways districts can select specific evidence-based programs for their plan:
 1. Choose from the 17 evidence-based program examples identified by DESE on page 6 of this document. These have been pre-aligned to the required SOA categories.
 2. Choose a different program aligned to the first nine program categories in the SOA, as listed in the footnote on page 6 of this document.
 3. Propose a different program under category J, which the commissioner will review.
- ✓ If a district elects not to implement any of the evidence-based programs identified in the statute (A-I), it must explain why these programs would not effectively address persistent disparities in achievement among the district’s student subgroups.
- ✓ For each program selected, districts must state:

- How the program and allocation of funds links to the needs of specific subgroups, including English learners and low-income students.
- Which schools the program will impact (district-wide is also an acceptable answer).
- ✓ For each program selected, districts must note the funding budgeted for this program in the upcoming fiscal year and the associated foundation budget category(ies). These funds could be across Chapter 70 or other local, state, federal, or grant-based funding sources.
- ✓ The 11 categories are: Administration; Instructional Leadership; Classroom & Specialist Teachers; Other Teaching Services; Professional Development; Instructional Materials, Equipment, and Technology; Guidance and Psychological; Pupil Services; Operations and Maintenance; Employee Benefits/Fixed Charges; and Special Education Tuition.
- ✓ Short form districts will provide all funding information directly in the text of the template.

B. Recommendations:

- ✓ Consider selecting from the example programs identified by DESE that are provided on page 6.
- ✓ Ensure a clear link between the needs of your identified subgroups and the programs selected.
- ✓ Focus on a small number of high-impact programs (e.g., 2 or 3) rather than providing a lengthy or comprehensive list of all programs.
- ✓ Keep descriptions of selected programs appropriately brief (see sample template for guidance on length).
- ✓ To increase purchasing power, districts could explore partnerships with other districts or collaboratives. For example, districts could work together to offer joint professional development opportunities for teachers.

→ Commitment 3: Monitoring Success with Outcome Metrics and Targets

What metrics will your district use to monitor success in reducing disparities in achievement among student subgroups? Select from the list of DESE metrics or provide your own. (Please note that targets will be added to this section once SY2020 data is released this fall.)

A. Statutory Requirements:

- ✓ Districts must identify outcome metrics to measure success in addressing persistent disparities in achievement among student subgroups. Districts may include outcome metrics developed by DESE, outcome metrics developed by the district, or both. Districts must also identify targets consistent with state-wide targets set by DESE. The Department will set the state-wide targets in the fall and based on the indicators established by DESE’s accountability system. Districts will also need to ensure that targets are added to their plans this fall (see below for more information).
- ✓ All districts and schools will continue to operate under DESE’s accountability system regardless of the metrics and targets they select in their Student Opportunity Plans.

B. Recommendations:

- ✓ Select at least three outcome metrics, which could be a mix of DESE metrics and custom district metrics. (Districts must select at least three metrics but can have as many as they desire.)
- ✓ It will be simplest for districts to choose from the provided list of DESE outcome metrics.
- ✓ To the extent possible, districts should choose their metrics to align with their selected evidence-based programs.

C. Additional Guidance:

- ✓ While districts will be required to include their selected outcome metrics as part of the plans to be submitted on April 1, 2020, the required targets will be submitted as an addendum in fall 2020. For districts that selected DESE outcome metrics, DESE will automatically update those districts’ plans with the associated state-determined targets. Districts that selected custom metrics will be required to input their own targets in the fall.
- ✓ Please see below for a list of outcome metrics provided by DESE. The first five categories represent outcome metrics included in the state accountability system. The final category – post-secondary success – contains two additional outcome metrics that DESE is interested in highlighting as part of a new state-wide focus.
- ✓ If districts also wish to adopt their own custom metrics, they may include them in their plans and can include a short description. If districts do not provide a description, we may follow up to request more information when targets are set. As districts consider additional outcome metrics to include, remember that DESE makes available additional data that could be used for custom metrics, such as items from the [Views of Climate and Learning](#) (VOCAL) survey.
- ✓ Please note that for the purposes of this plan, targets will be identified for each metric in a 1:1 relationship (i.e., each metric will have an associated target and visa-versa). Also, because the law specifies “outcome” and not “ouput,” metrics such as “increasing the number of students served in full day pre-K” are not acceptable, as they are not outcomes.
- ✓ All metrics and targets will be broken out by subgroup performance for all subgroups when it comes to reporting on progress within the plans. Districts may wish to specify individual schools to monitor within their selected outcome metrics, but this is not required.

List of DESE-provided outcome metrics:

Category	Outcome Metrics
Student Achievement	<ul style="list-style-type: none"> • English language arts (ELA) achievement • Mathematics achievement • Science achievement
Student Growth	<ul style="list-style-type: none"> • ELA mean student growth percentile (SGP) • Mathematics mean SGP
High School Completion	<ul style="list-style-type: none"> • Four-year cohort graduation rate • Extended engagement rate (five-year cohort graduation rate plus the percentage of students from the cohort who are still enrolled) • Annual dropout rate
English Language Proficiency	<ul style="list-style-type: none"> • Progress made by students towards attaining English language proficiency (percentage of students meeting annual targets calculated to attain English proficiency in six years)
Additional Indicators	<ul style="list-style-type: none"> • Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership) • Percentage of 11th and 12th graders completing advanced coursework (Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment courses, Chapter 74-approved vocational/technical secondary cooperative education programs, and other selected rigorous courses)
Post-secondary Success	<ul style="list-style-type: none"> • First semester college matriculation rate • Third semester college persistence rate

→ Commitment 4: Engaging All Families

How will your district ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the district regarding their students' needs?

A. Statutory Requirements:

- ✓ Districts must provide a description of how the district will effectuate and measure increased parent engagement and include specific plans targeted to parents/guardians of low-income students, English learners, and students with disabilities.

B. Recommendations:

- ✓ Districts should consider family engagement at multiple levels within the district. One level addresses how school personnel will engage in discussions with individual families to address the specific needs of their children. A second level addresses how districts will engage families in overall district planning to ensure family perspectives are incorporated into ongoing district strategy. Potential ideas include:
 - Implementing home visiting programs to increase dialogue between teachers and families to best meet the needs of students, accompanied by culturally responsive training for educators to effectively engage with families.
 - Partnering with community-based organizations working with historically underserved families to develop and implement a district-wide family engagement plan.
 - Committing to a regular engagement schedule (e.g., PTO presidents from each school meet bi-monthly with district leadership).
 - Removing as many barriers to participation as possible: Holding meetings at a variety of times, including outside work hours, and providing translation, food, and child care. Consider offering transportation reimbursement or stipends.
 - Following up and following through: Sharing, through the channels used to advertise engagement opportunities, an overview of feedback received from the community and actions that the district is taking as a result.

Certifications

A. Statutory Requirements:

- ✓ Each district's plan must be developed by the superintendent in consultation with the school committee and shall consider input and recommendations from parents/guardians and other relevant community stakeholders, including special education and English learner parent advisory councils, school improvement councils, and educators in the school district.

B. Recommendations:

- ✓ School committees should vote on the district's Student Opportunity Plan, as the plan will have budgetary and policy implications. Districts will be asked whether their school committee voted, and if so, the date and outcome of the vote.
- ✓ In addition to certifying that the district engaged stakeholders in accordance with the requirements above, describe the engagement process of parents/guardians and other relevant community stakeholders, including a list of the stakeholder groups that were engaged.
- ✓ Ideas to consider include:

- Offering multiple ways for families and other stakeholders to provide feedback – orally or in writing at community listening sessions, via online surveys or by emailing a dedicated email address.
- Holding dedicated listening sessions at a variety of times and, in larger districts, in different locations across the district.
- Holding separate focus groups for specific populations – e.g., families of English learners or students with disabilities – to better understand their needs.
- Partnering with a community-based and youth-focused organization to host feedback sessions for local stakeholders and connect with historically underserved families.
- Encouraging the school committee to solicit feedback via hearings or in the public comment section of regularly scheduled meetings.
- Supporting school leaders in organizing school-based stakeholder engagement sessions and aggregating feedback.



*News from Commissioner Jeffrey C. Riley & the
MA Department of Elementary and Secondary Education*

On the Desktop - Feb. 7, 2020

SOA – webinar slide decks

Dear Superintendents, Charter School Leaders, and Assistant Superintendents,

Attached please find the SOA PowerPoint presentations that were used during the webinar meetings we held this week.

Please note that the recordings for the two webinars - as well as the FAQ and the detailed summaries for the 17 example evidence-based programs - will be posted next week. We will send out another notification to let you know when these items are available.

We will continue to post SOA plan information to the Commissioner's Advisory page:

<http://www.doe.mass.edu/commissioner/spec-advisories/soa.html>

Sincerely,

Jeffrey C. Riley
Commissioner



When students go deep in their learning, they turn every challenge into an opportunity to shine.

Student Opportunity Act Short Form Webinar

February 6, 2020



Introductions

Commissioner Jeffrey C. Riley

Senior Associate Commissioner Russell Johnston

Associate Commissioner Daniel Anderson

Welcome!

Agenda

- Commissioner's Remarks
- Student Opportunity Commitments
- Suggestions for Successful Planning
- Evidence-Based Programs
- Commitments Checklist
- Next Steps: how to get started
- Q&A

Please note...

- This webinar is being recorded.
- Questions may be submitted via chat.
- We will pause at a few points during the conversation to answer clarifying questions.

Student Opportunity Act

The Student Opportunity Act (Chapter 132 of the Acts of 2019) requires districts to submit three-year, evidence-based plans to the Department by April 1, 2020. The plans will address four areas outlined in the law:

- Identify specific evidence-based programs the district intends to implement to effectively reduce disparities among student subgroups;
- Outline how G.L. c. 70 funds, as well as other local, state, and federal funds, will be used to implement the plan, including an explanation of the relationship between the allocation of the funds and the educational needs of English learners and low-income students;
- Establish targets and outcome measures for addressing persistent disparities in achievement among student subgroups; and
- Specify ongoing plans to effectively engage families and measure family engagement efforts.

Student Opportunity Commitments

The Department has established a template that asks each district to make 4 “Student Opportunity Commitments” in order to close opportunity and achievement gaps among student subgroups:

- 1. Intentionally focus on student subgroups** who are not achieving at the same high levels as their peers;
- 2. Adopt, deepen or continue specific evidence-based programs to close opportunity and achievement gaps** for student subgroups and **allocate resources** to support these programs;
- 3. Monitor success in reducing disparities in achievement among student subgroups** over three years with a small number of metrics and targets; and
- 4. Engage families, particularly those families representing student subgroups** most in need of support, about how best to meet their students’ needs.

Suggestions for Successful Planning

Focus on evidence-based program selection

The primary focus will be on which **evidence-based programs a district is selecting and the resources being allocated to those programs**. The commissioner and his leadership team selected 17 examples of programs based both on evidence and experience seeing these programs move the needle for students.

- **Districts that select from this menu, assuming their specific program generally matches the features of the example provided, can expect that their selection will satisfy the statutory requirement to include evidence-based programs in their plans.**
- Districts may also identify their own evidence-based programs outside of the menu, so long as they align to one or more of first nine categories in the law.

Thoughtfully engage your community

We will look for districts to confirm they engaged groups outlined in the statute alongside other local community groups, so that plans **reflect student needs as identified by the community** and so communities can in turn support districts in their implementation of evidence-based programs.

Suggestions for Successful Planning

Do a few things well

Commit to a small number of high-impact, evidence-based programs to close opportunity and achievement gaps among student subgroups. A completed Student Opportunity Plan should **not** look and feel like a comprehensive strategic plan.

- **Remember that districts can “adopt, deepen or continue” evidence-based programs.** Short form districts may focus primarily on describing evidence-based programs already underway that are supporting student subgroups with disparities in achievement. Districts could also propose deepening certain features of these programs or expanding their scope to more students.
- If districts do not currently have programs to support student subgroups, districts should reallocate resources to ensure evidence-based programs are in place beginning in FY21. **SOA programs are not limited to incremental Chapter 70 funding; districts should consider all resources in developing these programs.**

Focus on implementation

We are interested in **concise, thoughtful commitments that will be backed up by high-quality implementation.** We **strongly recommend districts keep their plans to a similar length as the sample template in this guidance document.** Rather than filling out additional paperwork, DESE encourages districts to spend that time with their teams ensuring that new programs will be implemented well. The commissioner intends to focus future school visits and DESE **monitoring on observing the evidence-based programs that districts described in their plans.**

Evidence-based programs: 17 examples of high-quality programs

Enhanced Core Instruction

1. **Expanded access to full-day, high-quality pre-kindergarten for 4-year-olds, including potential collaboration with other local providers***
2. **Research-based early literacy programs in pre-kindergarten and early elementary grades***
3. **Early College programs focused primarily on students under-represented in higher education***
4. Supporting educators to implement high-quality, aligned curriculum
5. Expanded access to career-technical education, including “After Dark” district-vocational partnerships and innovation pathways reflecting local labor market priorities

Targeted Student Supports

6. Increased personnel and services to support holistic student needs
7. Inclusion/co-teaching for students with disabilities and English learners
8. Acceleration Academies and/or summer learning to support skill development and accelerate advanced learners
9. Dropout prevention and recovery programs

Evidence-based programs: 17 examples of high-quality programs (*cont.*)

Talent Development

- 10. Diversifying the educator/administrator workforce through recruitment and retention***
11. Leadership pipeline development programs for schools
12. Increased staffing to expand student access to arts, athletics, and enrichment, and strategic scheduling to enable common planning time for teachers
13. Strategies to recruit and retain educators/administrators in hard-to-staff schools and positions

** The commissioner is encouraging the adoption of Priority Programs and will likely offer competitive grant funds*

The above evidence-based programs correspond to the program categories outlined in the SOA. See the footnote on page 6 for the full list of SOA program categories.

Conditions for Student Success

14. Community partnerships for in-school enrichment and wraparound services
15. Parent-teacher home visiting programs
16. Labor-management partnerships to improve student performance
17. Facilities improvements to create healthy and safe school environments

SOA Program Categories

The SOA outlines 9 evidence-based program categories and provides opportunity for additional programs determined to be evidence-based by the commissioner.

- A. Expanded learning time in the form of a longer school day or year;
- B. Increased opportunity for common planning time for teachers;
- C. Social services to support students' social-emotional and physical health;
- D. Hiring school personnel that best support improved student performance;
- E. Increased or improved professional development;
- F. Purchase of curriculum materials and equipment that are aligned with the statewide curriculum frameworks;
- G. Expanded early education and pre-kindergarten programming within the district in consultation or in partnership with community based organizations;
- H. Diversifying the educator and administrator workforce;
- I. Developing additional pathways to strengthen college and career readiness;
- J. Any other program determined to be evidence-based by the commissioner.

Checklist (1 of 3)

Commitment #1 – Focusing on Student Subgroups

- ✓ Provide a brief analysis of district data that identifies opportunity and achievement gaps for student subgroups, including students of color, low income students, English learners, and students with disabilities. Data sources could include: DESE’s accountability system, local measures of student performance, and the ability of all students to access district programs, wraparound services, and other opportunities.

Commitment #2 – Using Resources and Evidence-Based Programs to Close Gaps

- ✓ Consider **selecting from the evidence-based program examples** identified by DESE.
- ✓ **Describe each program**, making sure to include a high-level summary of the program in FY21 and any expected changes for the following two years, which schools in the district will be impacted by the program (answer can be district-wide), and which student subgroups the program will address.
 - Please note that the federal definition of supplanting does not apply to incremental Chapter 70 funding.
- ✓ Identify **how** the program is evidence-based.
- ✓ Fill in the table with the following **budget information for FY21**: 1) Input budget line items (staff, PD, purchases, etc.), 2) provide the cost of the items, and 3) identify the foundation budget category for each cost listed (see page 13 of this document).

Checklist (2 of 3)

Commitment #3 – Monitoring Success with Outcome Metrics and Targets

- ✓ Select **at least 3 outcome metrics** to include in your plan. These can include metrics from the list provided by DESE (p 14) or custom district metrics.
- ✓ Where possible, **align outcome metrics with the evidence-based programs** described in Commitment 2.
- ✓ Each district must also **identify targets for each metric**. Targets will be added to plans in fall 2020. If you choose a DESE metric, we will notify you of the targets. Districts choosing their own metrics will be required to update their plans with targets in the fall. For more information, see pages 13-14.

Commitment #4 – Engaging All Families

- ✓ Describe your district's ongoing plan for engaging families, including targeted strategies for families of low-income students, English learners, and students with disabilities. See page 15 for suggestions.
- ✓ Explain how your district will measure increases in family engagement based on these efforts.

Checklist (3 of 3)

Certifications

- ✓ Certify that you engaged stakeholders as specified by the law: “Each plan must be developed by the superintendent in consultation with the school committee and shall consider input and recommendations from parents/guardians and other relevant community stakeholders, including special education and English learner parent advisory councils, school improvement councils and educators in the district.”
- ✓ Describe your district’s stakeholder engagement process and provide a list of stakeholders that were engaged. See pages 15-16 for suggestions.
- ✓ School committees should vote on the plan, as it will have budgetary and policy implications. Confirm that school committee voted on the plan and provide the date of the vote and the outcome.

How To Get Started

Next Steps

- Plan for and organize stakeholder engagement.
- Use the provided template to start drafting responses (the online form will be available in mid-March).
- If you have a question about whether a program you are considering meets requirements, please email SOAplans@doemass.edu.

Support

- A full list of district funding to be distributed by February 10.
- Detailed summaries for each of the 17 programs will be provided soon. Each summary will list a DESE contact person who can provide additional information.
- An FAQ will be distributed and posted online.
- Other questions? Reach out to SOAplans@doe.mass.edu

Thank You



<http://www.doe.mass.edu/commissioner/spec-advisories/soa.html>



Mission Statement

In order to support the mission of the Chelmsford Public Schools to cultivate inspired, creative and well-rounded lifelong learners who possess the integrity and self-direction necessary to be contributing community members, the school committee and superintendent propose the following goals for the 2019-20 school year.

District Wide Goals

The following school committee and superintendent goals for the 2019-20 school year are intended to support and reinforce the district wide goals outlined in the strategic plan.

Superintendent Goals and Actions Steps

Status Update

Every Student Achieving Academically

By June 2020, the superintendent will establish a comprehensive tiered system of support that addresses the academic needs of all students and provides multiple access points to learning, to ensure that every student achieves to his/her full potential, as measured by an aligned, consistent, rigorous, and comprehensive curriculum, the implementation of Tier I instructional practices, and established systems for data-informed decision making.

ACTION STEPS:

1. Continue collaborative agreements with local colleges to increase academic pathways and career readiness programs for our high school students by evaluating potential agreements with local institutions;
2. Prepare students for achieving the Next Generation Science Standards - Complete the alignment process and final mapping K-12;
3. Review of all pacing and syllabi at all levels for instructional adjustments;
4. Establish documents and models/exemplars to guide schools' efforts to implement Tier I instructional practices;
5. Continue to provide robust programming that provides students with college and career readiness opportunities;
6. Monitor the development and funding sources for the one-to-one computer initiative in the district.

Action Steps 1 & 5:

- Offered 12 Dual Enrollment classes at CHS, which is an increase of 4 classes. Anticipating 20+ for 2020-2021 upon approval from MCC.
- Rolling out a career pathway pilot for up to 45 senior students fourth term for internships at various business and organizations. Junior class participated in a career breakfast.

Action Step 2:

- Rollout of third kit in Life Science for grades K-4 in process. Grades 5 and 6 kits complete. Grades 7-8 hybrid sequencing of Physical Science and Life Science in Grade 7 and Earth Science in Grade 8.

Action Step 3:

- Science: Grades 5-8 pacing work in process. Moving forward with the incorporation of the FOSS Digital Assessment System. CHS Pacing guide and adjustments in Biology is complete. Physics and Chemistry pacing in process.
- History and SS: The new History and Social Sciences work is completed at the middle and high school levels with the incorporation of the civics projects in Grades 8 and 11. The alignment and curriculum adoption work is in process K-4. This will be a multi-year project.
- Fine and Performing Arts: The new standards have been reviewed and coursework to address the standards has been created. The pacing guides and syllabi work is in progress and will be a multi-year project.

Action Steps 4 & 6:

- Continuation with graduate coursework and in-district modular work on Universal Design for Learning, SEI, Blended and Personalized Learning, Mentoring, and Incorporating Special Education Strategies in the General Classroom. Referral to the DCAP & UDL Guidelines for appropriate strategies.

Every Student Supported in a Positive, Pro-Social Learning Environment

By June 2020, the superintendent will establish a comprehensive tiered system of support that promotes our PRIDE norms, values, and expectations, that ensures students' social and emotional learning needs are addressed, and ensures that all members of the school community feel engaged, respected, and safe, as measured by the district MTSS team. The district MTSS team supports the effective implementation of tiered systems and practices, the established systems for data-informed decisions, and the consistency of effective practices across schools.

ACTION STEPS:

1. Continue to support funding for a therapeutic classroom at the elementary level for students with severe behavioral needs;
2. Sustain District Leadership Team as an oversight representative group for systems and practices of behavioral support;
3. Continue to ensure systems for effective and efficient behavioral data collection and use (i.e. procedures for on-going data-based monitoring, evaluation, and dissemination);
4. Continue implementation of Tier I behavioral support systems;
5. Design and Implement a Universal Systematic Screening Tool District-wide Pilot;
6. Provide technical assistance to build local capacity;
7. Strengthen effectiveness of behavioral data systems;
8. District-wide implementation of SEL curricula (Second Step);
9. Expand local capacity for implementation of Tier I and 2 SEL strategies.

Action Step 1:

- Active classrooms at the elementary level. Middle school program development in process for the 2020-2021 school year with additional staffing in the FY21 budget.

Action Step 2:

- District MTSS team is meeting regularly with elementary and middle school consultants to review data and programming to make both budgetary and programming adjustments for each level and school.

Action Steps 3 & 7:

- Three systems are in use to identify effectiveness to include SWIS, Google (elementary level), and Aspen X2 (middle level). Moving forward, the high school will review the Aspen X2 programming developed at the middle school level.

Action Steps 4 & 9:

- Through the MTSS building teams and facilitators, professional development is delivered for specific levels and schools based on current needs and student populations to include Tier I and II practices. Professional development delivered by SEL consultants, outside contracted service providers, and in-district experts on specific topics.
- Tier II teams are in place at the elementary level.

Action Step 5:

- Elementary level created an in-house screener incorporating Tier I language and practices for identification into Tier II.

Action Step 6:

- Continued use of elementary and secondary SEL consultants to provided professional development and guidance to the district, building teams and school facilitators.
- Continued support of outside contracted service providers.

Action Step 8:

- Second Step curriculum used at all elementary schools.
- Middle school researching age-appropriate, research-based programs.
- High school MTSS team created an in-house SEL curriculum with lessons on self-awareness that were recently rolled out and are being implemented.

Superintendent Goals and Actions Steps

Aligned Financial and Facility Resources in Support of the Strategic Plan

By June 2020, the superintendent will develop an aligned sustainable financial foundation that supports the resource needs of the district, and ensures that students, families, and educators are supported and growing, as measured by budget prioritization for the 2018-20 school years, completion of a 10 year capital improvement plan, and submission of new building projects to the Massachusetts School Building Authority (MSBA).

ACTION STEPS:

1. Finalize a 10-year capital improvement plan that addresses current and future facility needs including the prioritization of capital needs in our current facilities, as well as continuing to pursue new facility options to meet projected future needs within the confines of the town's financial realities;
2. Continue to develop action plans to address the findings and recommendations of the existing facility conditions and physical assessments of each school building;
3. Continuously monitor areas of need to support elementary, middle and high school level educational programming;
4. Provide sustainable facilities and operations for educational programming conducive to both present and future student learning.

Status Update

Action Step 1:

- A 10-year capital improvement plan that addresses current and future facility needs including the prioritization of capital needs in our current facilities was presented and approved by the school committee.
- Worked with the Town of Chelmsford to create and prioritize a list of capital projects to be completed that were approved by the school committee.

Action Step 2:

- Reviewed the Dore and Whitter facilities assessment to address prioritized projects with capital planning.

Action Step 3:

- Continuation of financial and staffing support of the current behavioral programming at the elementary level.
- Piloting of current phonics and reading program to increase student achievement and is in alignment with the curriculum adoption cycle at the elementary level.
- Addition of teaching as well as related service supports at all levels to be in alignment with staffing ratios, new programming, and student/school needs in the FY21 budget.

Action Step 4:

- South Row partial roof replacement project.
- McCarthy Middle School auditorium project.
- Parker Middle School kitchen renovation project.
- School security camera (and technology) upgrade projects.
- Vestibule construction at CHS for security.

Superintendent Professional Practice Goals 2019-20

The following superintendent professional practice goals for the 2019-20 school year are intended to improve communication and functioning among and between the superintendent, members of the school committee, and Chelmsford community.

Superintendent Goal

Status Update

Comprehensive Communication Strategy

By June 2020, the superintendent will meet with stakeholders to discuss ways to improve communication with all district partners as it pertains to general announcements, school and district achievements, and matters of informational importance. This includes a review of the communication practices and methods currently in place (i.e. Aspen X2, BlackBoard ConnectEd, FaceBook, Newsletters, Twitter, CPS website, etc.) to determine if they are appropriate and/or should be modified to improve and streamline communication with stakeholders.

Strategic Plan Development – 3 to 5 Year Plan: Chelmsford 2025

By February 2020, the superintendent will lead a community and districtwide review of the Chelmsford Public Schools, including its current offerings, analysis of performance, identification of strengths and areas for growth to identify priorities to inform a new multi-year strategic plan for the district to guide our collective work in the 2020-21 school year and beyond. This will include community, parent, student and staff surveys, focus groups, and public forums to gather information about our current practices and to engage in deliberate and thoughtful dialogue about desired outcomes for our students as they progress through the Chelmsford Public Schools.

Comprehensive Communication Strategy

- New Communications Director for the district was hired in September 2019.
- Review of and implementation of social media outlets to the appropriate audiences to include, Twitter, Facebook, and Instagram.
- Implementation of standard newsletter format at each school.
- Review of and determination of information to be distributed via ConnectEd system to streamline school-home communication.

Strategic Plan Development – 3 to 5 Year Plan: Chelmsford 2025

- Review of previous strategic plan and exercises with the District Leadership Team (DLT) on ongoing and new initiatives for the district.
- Parent and community open forums to inform and gather first-hand information for feedback into the strategic plan.
- Surveys of parents and staff to gather input from stakeholders for a new strategic plan.
- Small group discussion at the middle and high school level with students to gather input from a student perspective into the strategic plan.
- Review and analysis of the VOCAL data gathered last spring from MA DESE for student input in Grades 4, 5, 8, and 10 on climate and learning at the schools.

Superintendent Professional Practice Goals 2019-20

The following superintendent professional practice goals for the 2019-20 school year are intended to improve communication and functioning among and between the superintendent, members of the school committee, and Chelmsford community.

Superintendent Goal

Status Update

Budget Planning and Presentation

By June 2020, the superintendent will continue to refine financial reporting practices and procedures and develop a FY21 budget that serves as an informational document accurately reflecting the priorities of the district as outlined in the Strategic Plan. The recommended budget document will incorporate additional information on grant, revolving, and student activity funds. Further, efforts to include information from each schools' parent teacher organization will be sought to provide a comprehensive picture of the various funding sources that support our school programming.

Professional Development

By June 2020, the superintendent will attend state and national conferences and meetings to maintain his knowledge/learning with regard to the most educationally appropriate practices involving 1) school safety, security and emergency planning preparedness for our schools, 2) the integration of technology initiatives in elementary, middle and high schools, as we launch our 1:1 Chromebook initiative and focus on the meaningful integration of technology in our curriculum and learning practices, and 3) district administration and leadership.

Budget Planning and Presentation

- The FY21 local operating budget continues to provide a narrative component with detailed information on Chelmsford's financial support for and academic performance of students.
- The FY21 local operating budget is aligned with identified district needs and contains information on local, state and federal funding sources to support the Chelmsford Public Schools.
- The FY21 local operating budget and budget hearings were well publicized through out the schools and greater Chelmsford community using a variety of means to reach all constituents (i.e. ConnectEd, CPS website, CPS Face Book, and CPS Twitter accounts).

Professional Development

- Attended the MASS Summer Executive Institute: Foundation to Transformation – July 2019
- Attended the MASS/MASC Fall Joint Conference – November 2019
- Attended the Learning Council National Gathering: Designed for Digital – November 2019
- Attended the AASA National Conference: The Personalization of Education – February 2020

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: March 2, 2020
Re: Multi-Year Strategic Plan: Staff Survey Results

Attached are documents related to the recently completed voluntary Staff Survey to help provide input, insight and feedback from our staff pertaining to their experiences and perceptions of the Chelmsford Public Schools. This information will inform and help shape aspects of the multi-year strategic planning process. We received 467 total responses to the staff satisfaction survey.

The first attachment is a PowerPoint presentation with slides identifying feedback received on each of the fifteen (15) questions asked of respondents, including the role they fill in the school in which they work. I will review this with the committee on Tuesday evening at the regular school committee meeting.

The second attachment is a MS Excel spreadsheet in PDF format that lists the individual responses (strongly disagree – strongly agree) by frequency and location. Overall percentages and total number of responses to each question are also indicated.

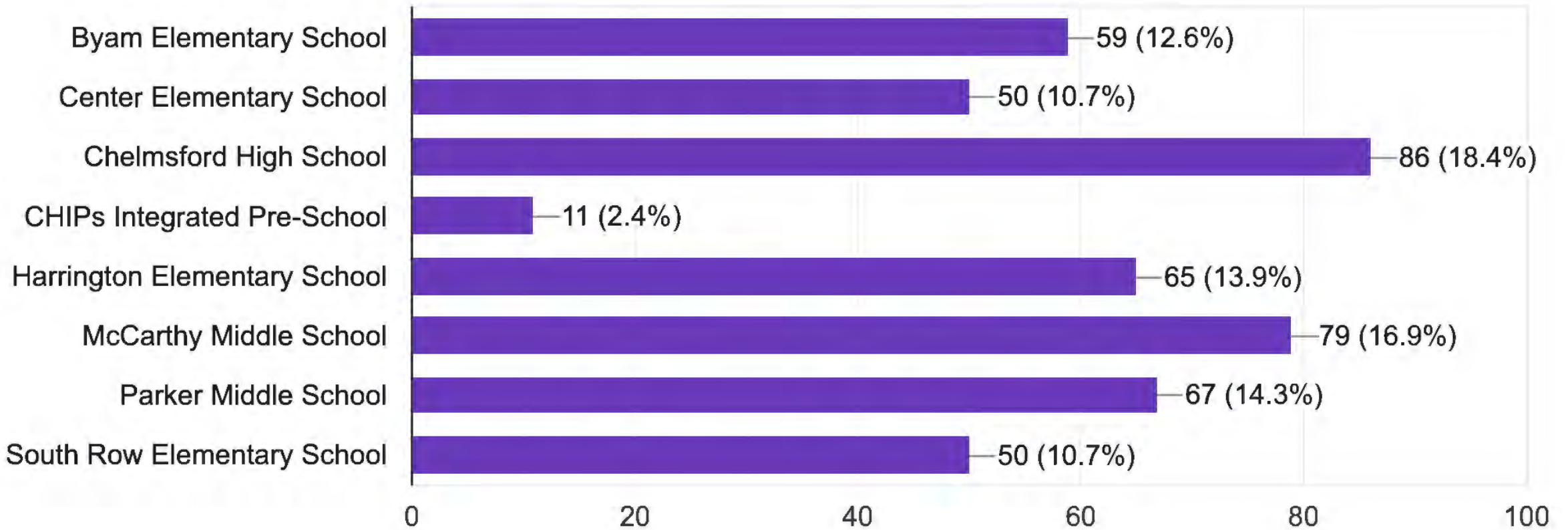
Our school administration is in the process of compiling, coding and reviewing the open responses received to three (3) questions at the end of the staff survey as follows:

- 1.) What is working well at your school?
- 2.) What areas at your school could be improved?
- 3.) Over the next 3 - 5 years, what should the District focus on to improve teaching and learning in the Chelmsford Public Schools?

A synthesis of the most common themes that evolved from the three open response questions is attached at the end of this report. This information will be used to inform and help shape aspects of the multi-year strategic planning process at the school and district levels.

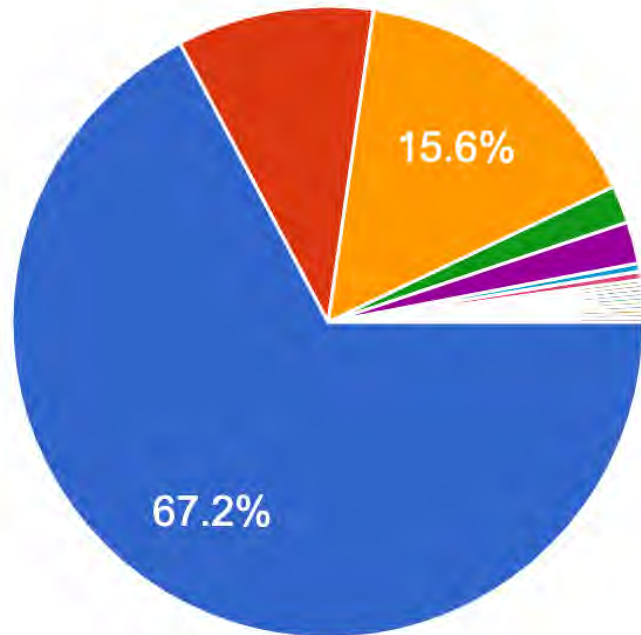
Please select the school where you work. Select the school you work in to which you are providing feedback. If you work in more than one school, se... opportunity to share feedback on another school.

467 responses



My current role is:

467 responses

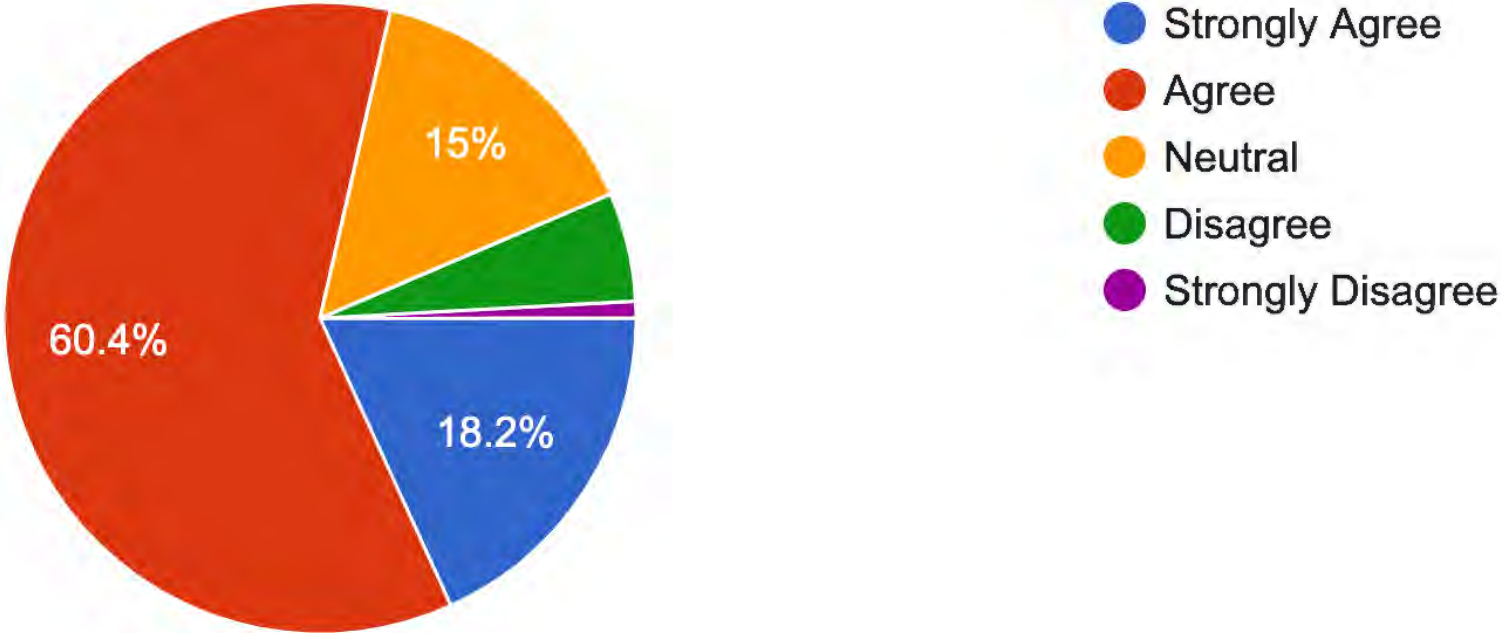


- Teacher
- Related Services Provider (Counselor,...)
- Paraprofessional
- Clerk/Secretary
- Administrator
- Lunch/Recess Aide
- Recess Aide
- Special Ed

▲ 1/3 ▼

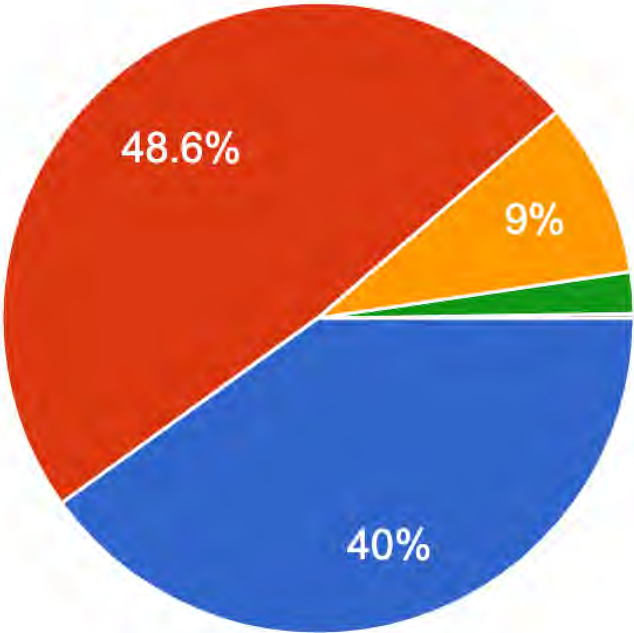
CPS students and staff communicate effectively and respectfully.

467 responses



The school where I work has a positive learning environment.

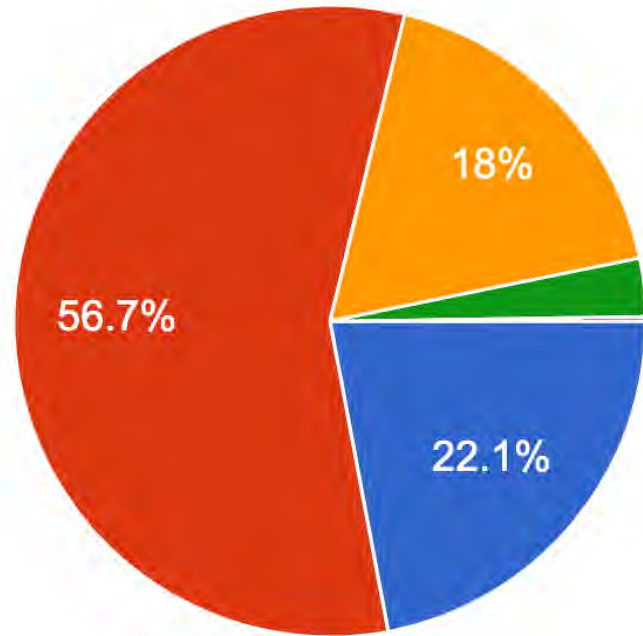
467 responses



- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

CPS students take pride in their school.

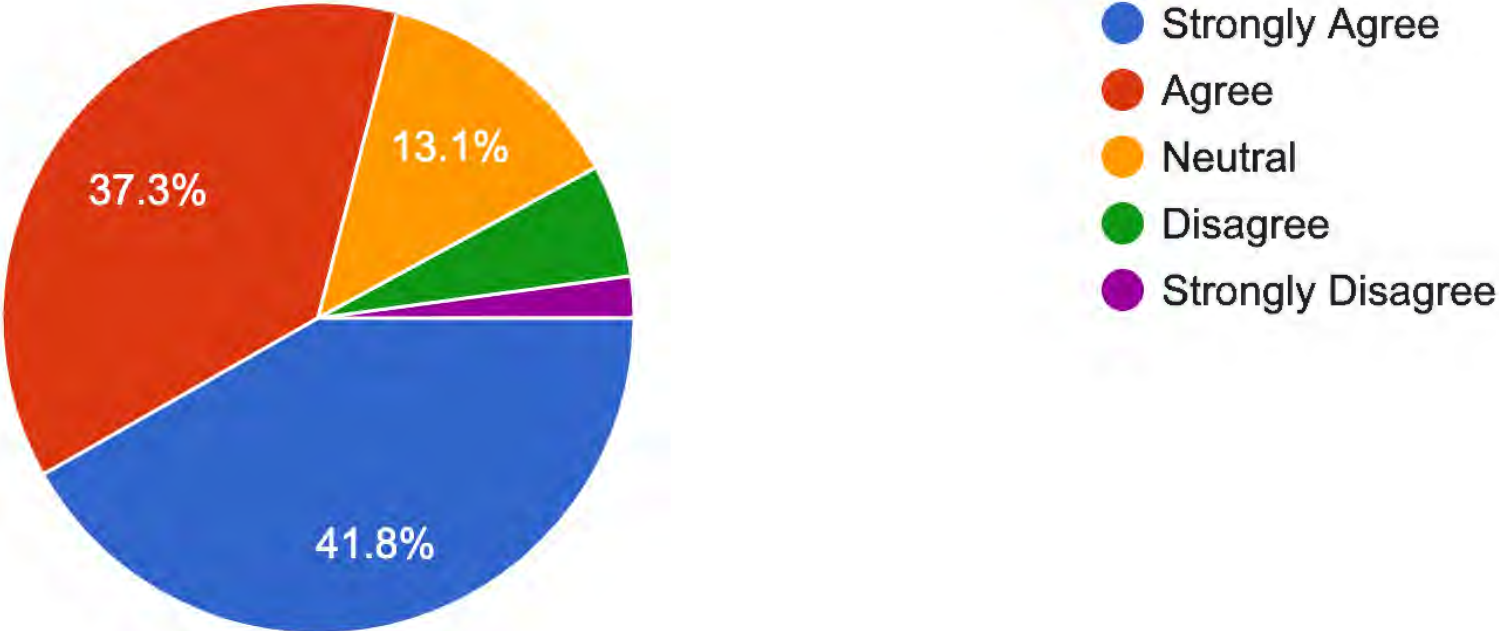
467 responses



- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

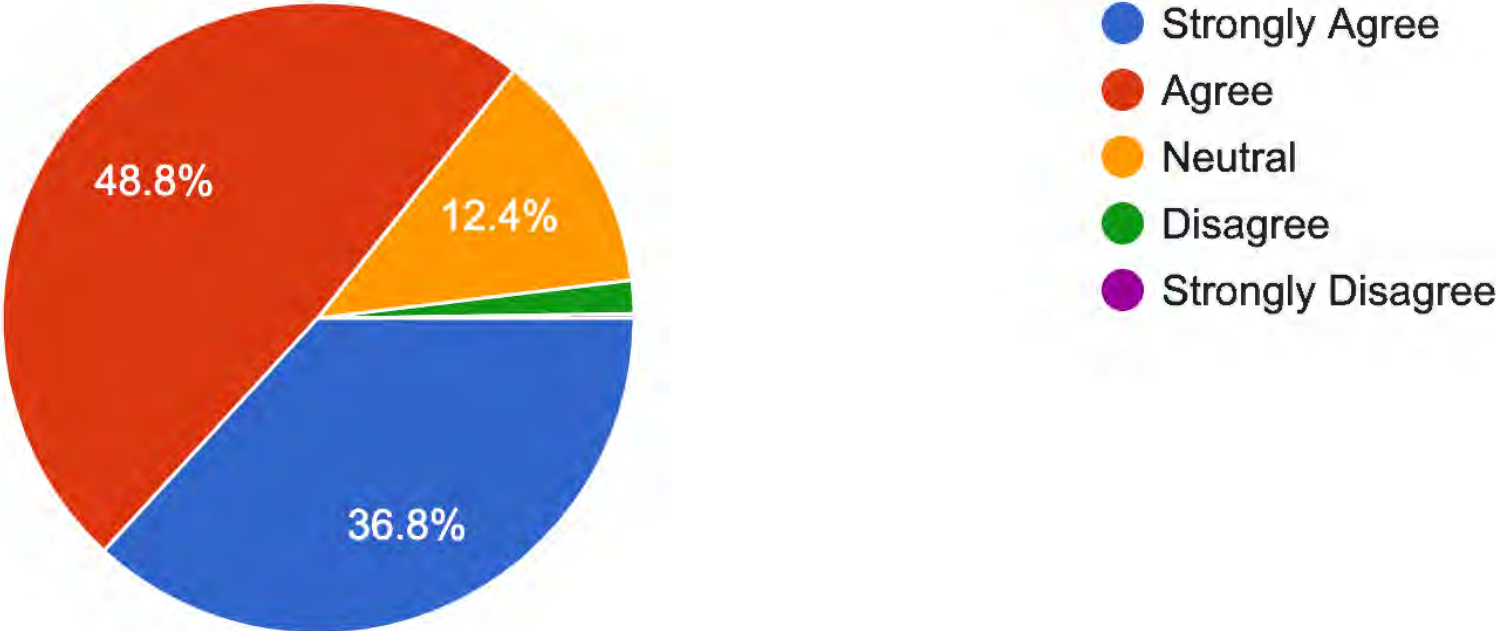
The leadership of my school is accessible and available to hear ideas and concerns.

467 responses



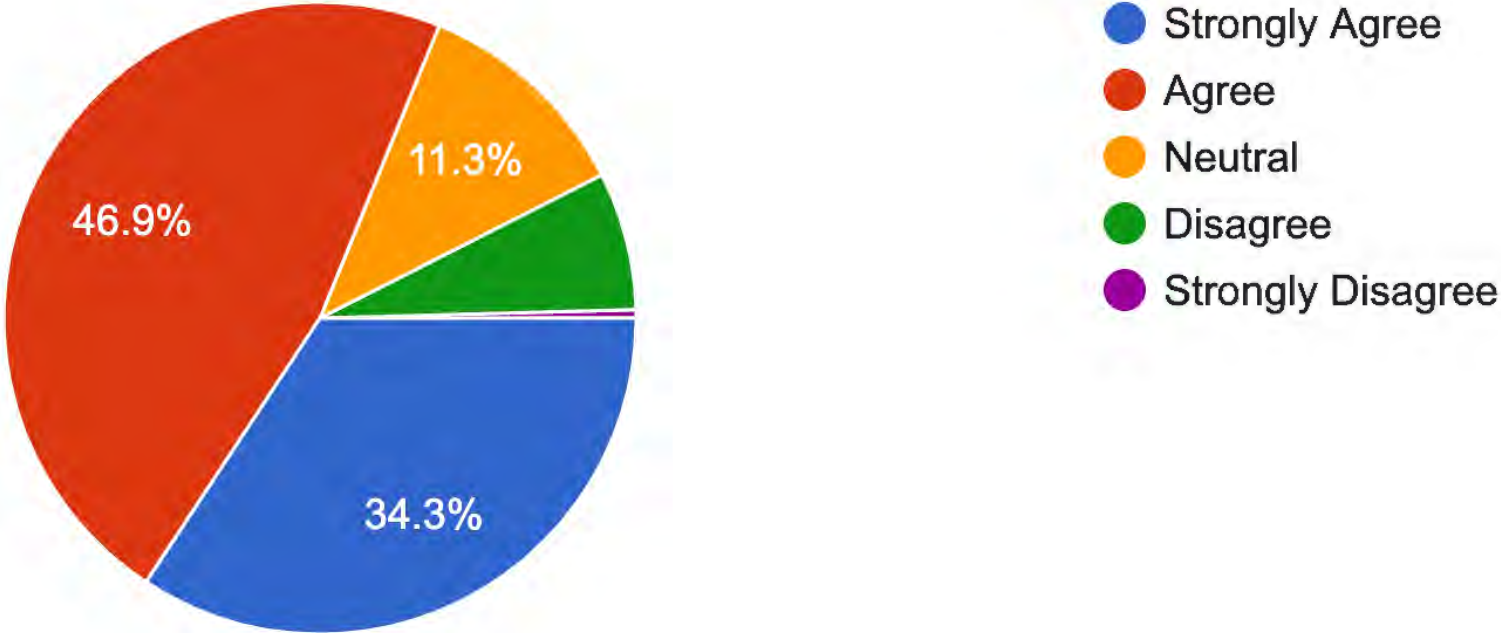
CPS teachers adapt their teaching to meet the diverse learning needs of students.

467 responses



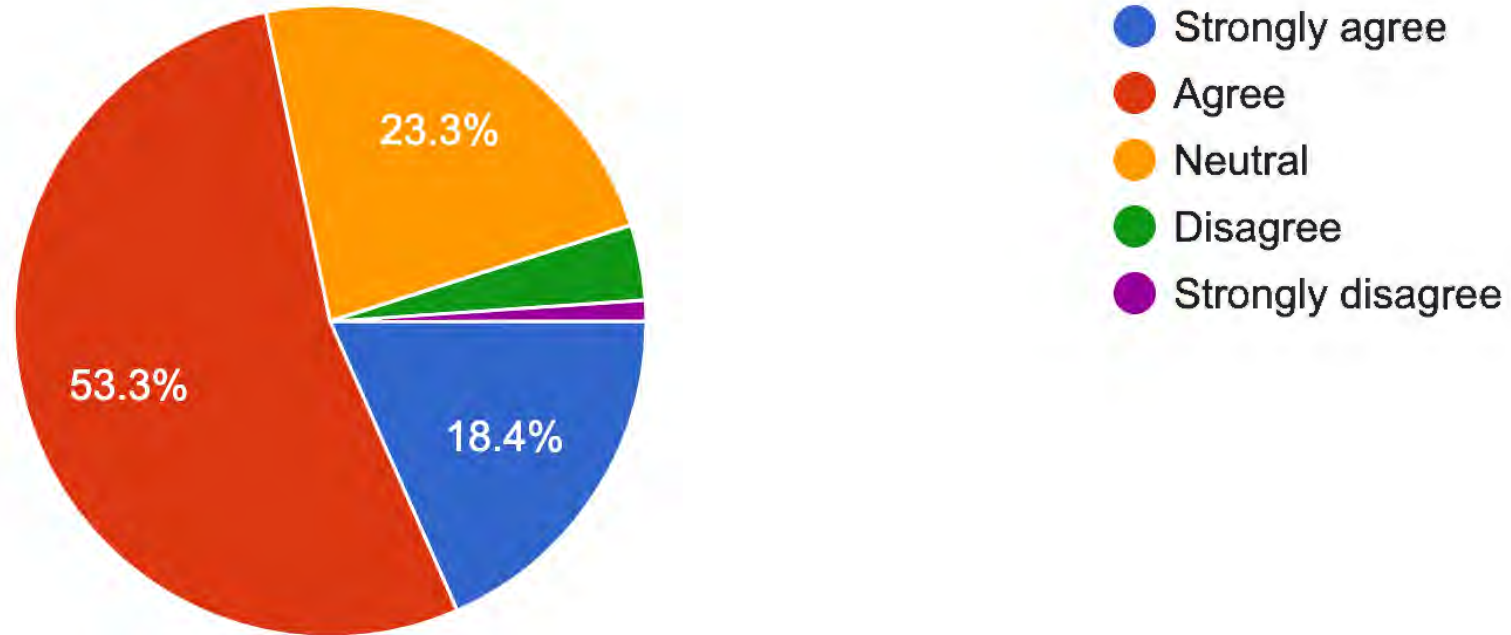
The teachers, principals, and staff of CPS share a common vision for quality education.

467 responses



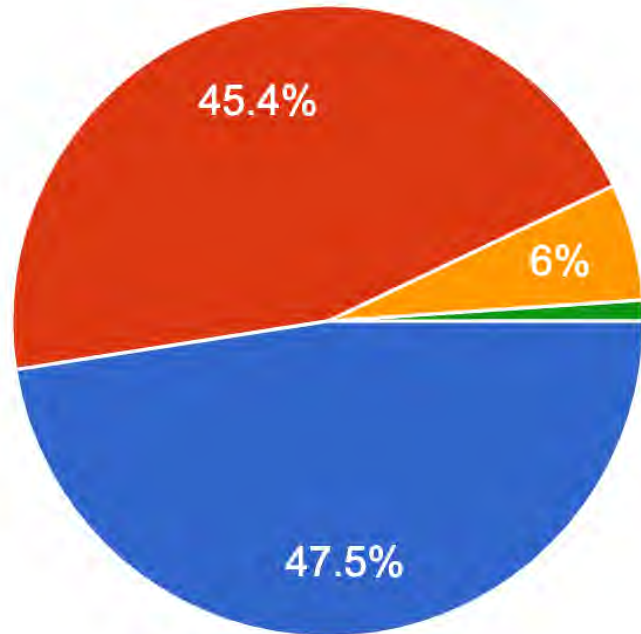
CPS provides a rigorous academic curriculum that allows for deep understanding of subject matter and challenges all students to fulfill their potential.

467 responses



CPS provides a learning environment where STUDENTS feel safe, cared for, and supported.

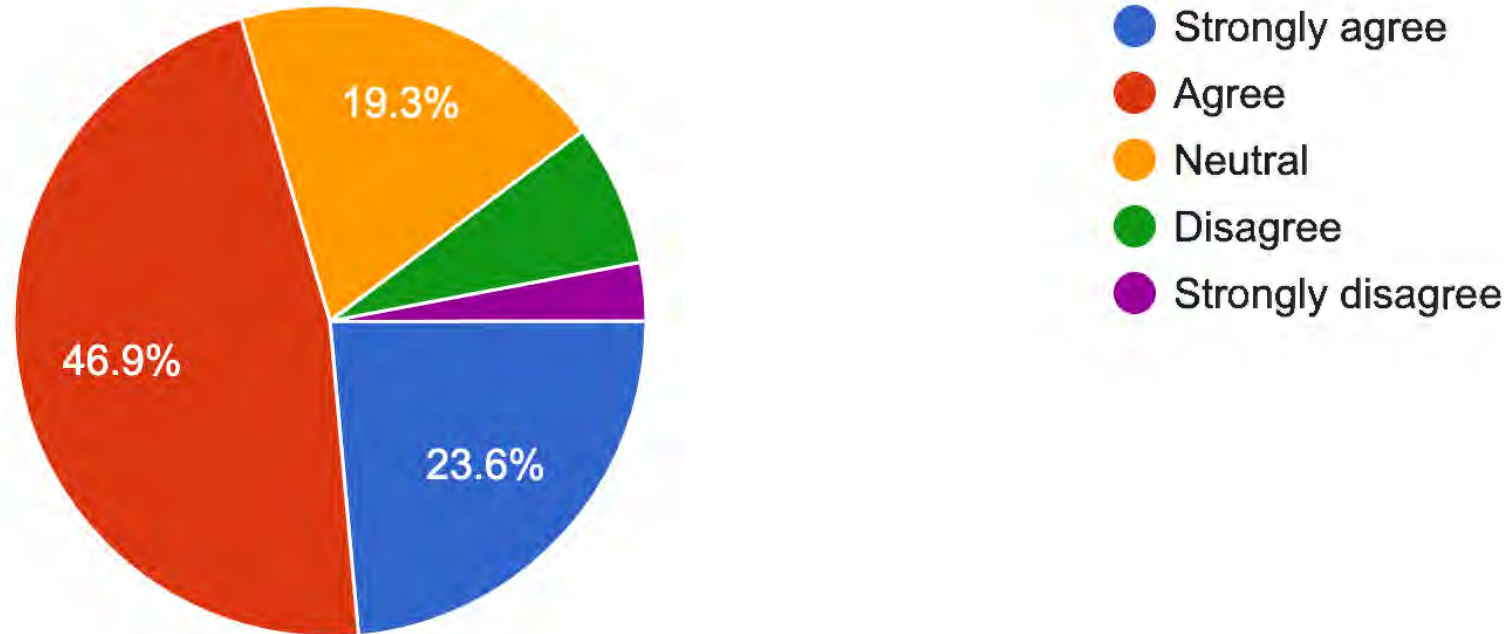
467 responses



- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

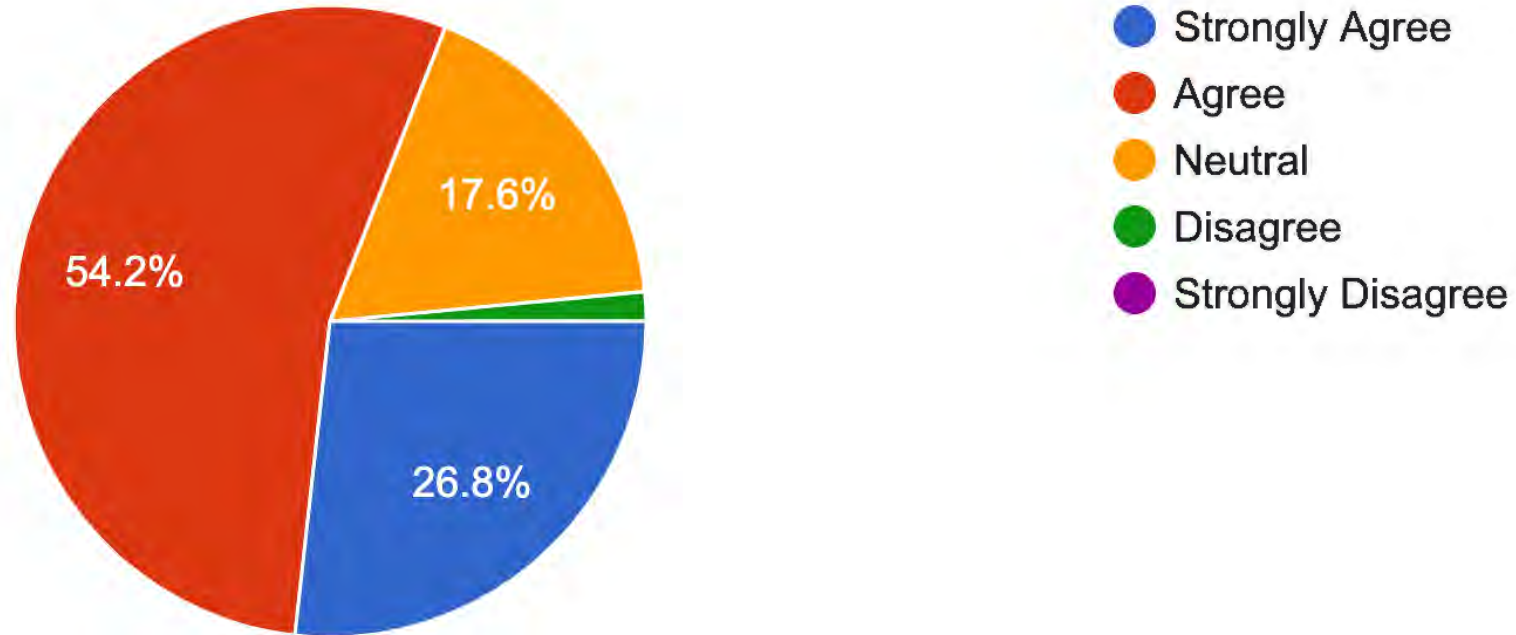
CPS provides a learning environment where STAFF feel safe, cared for, and supported.

467 responses



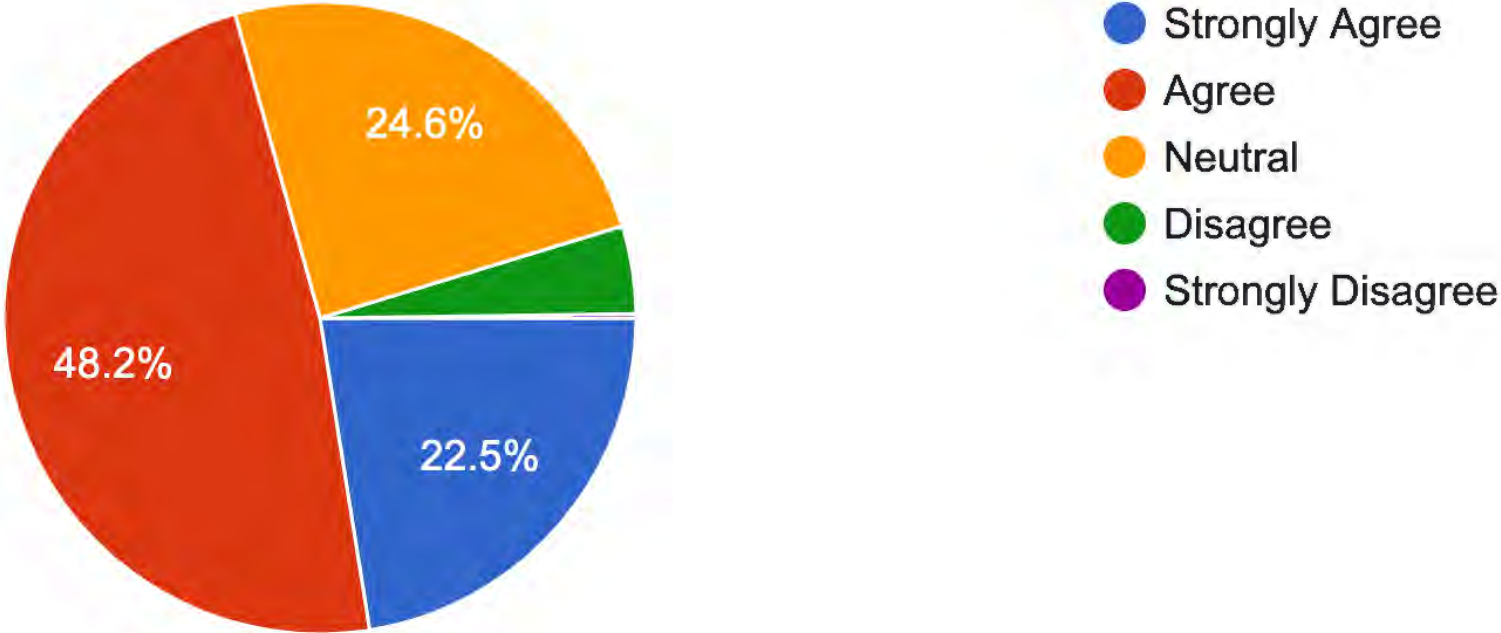
CPS students' successes are celebrated within and across schools and throughout the broader Chelmsford community.

467 responses



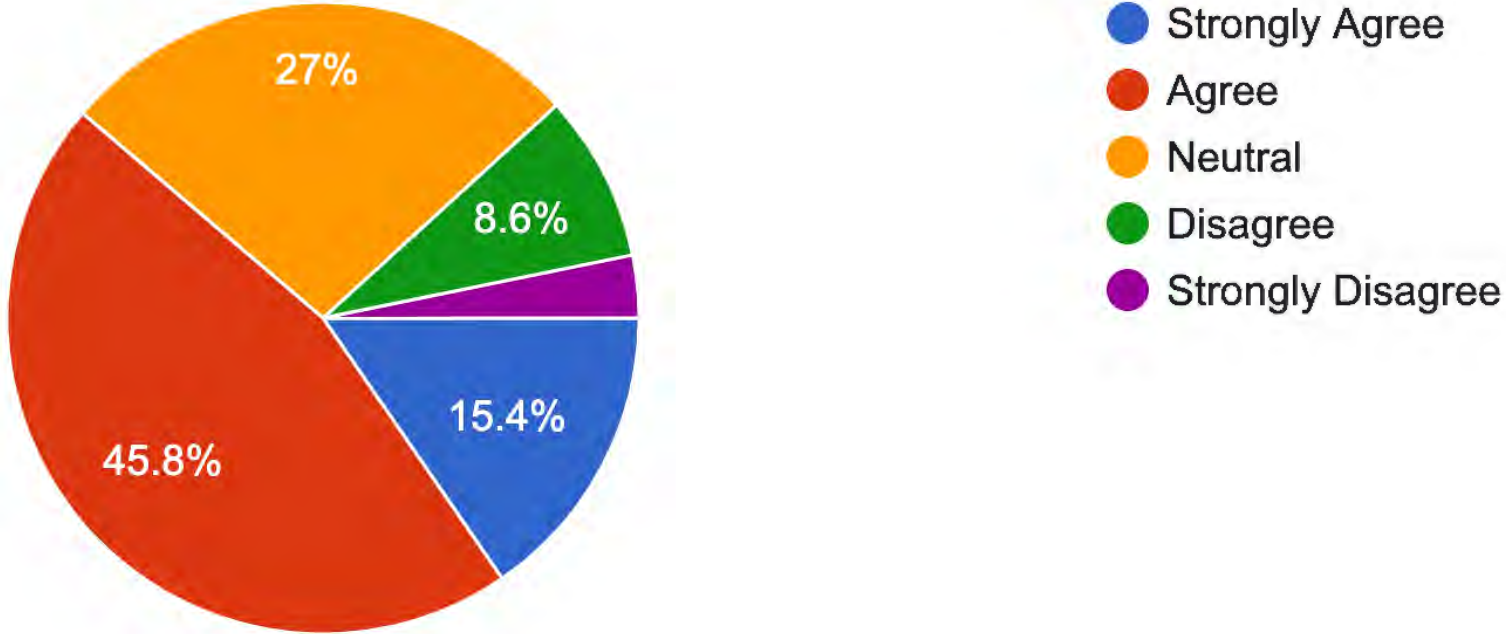
School and community service are a visible part of student life in Chelmsford.

467 responses



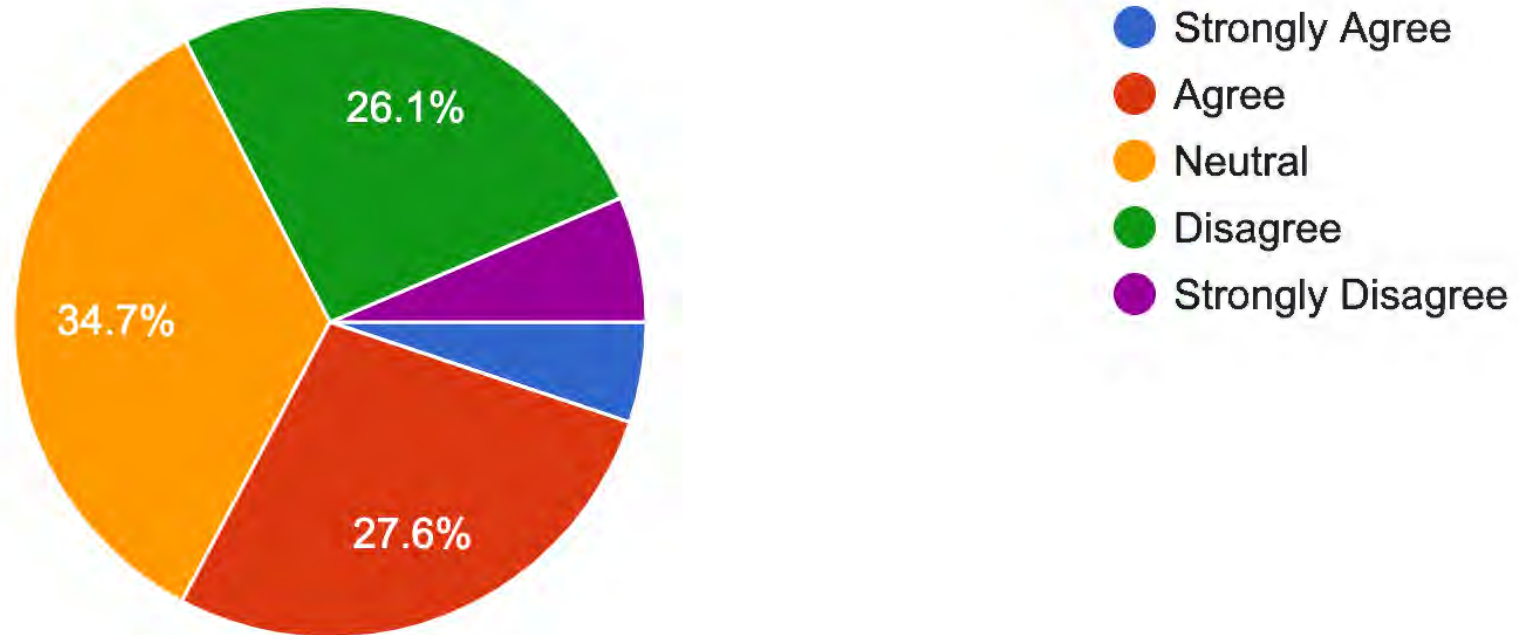
CPS staff has a voice in the collaborative leadership of my school.

467 responses



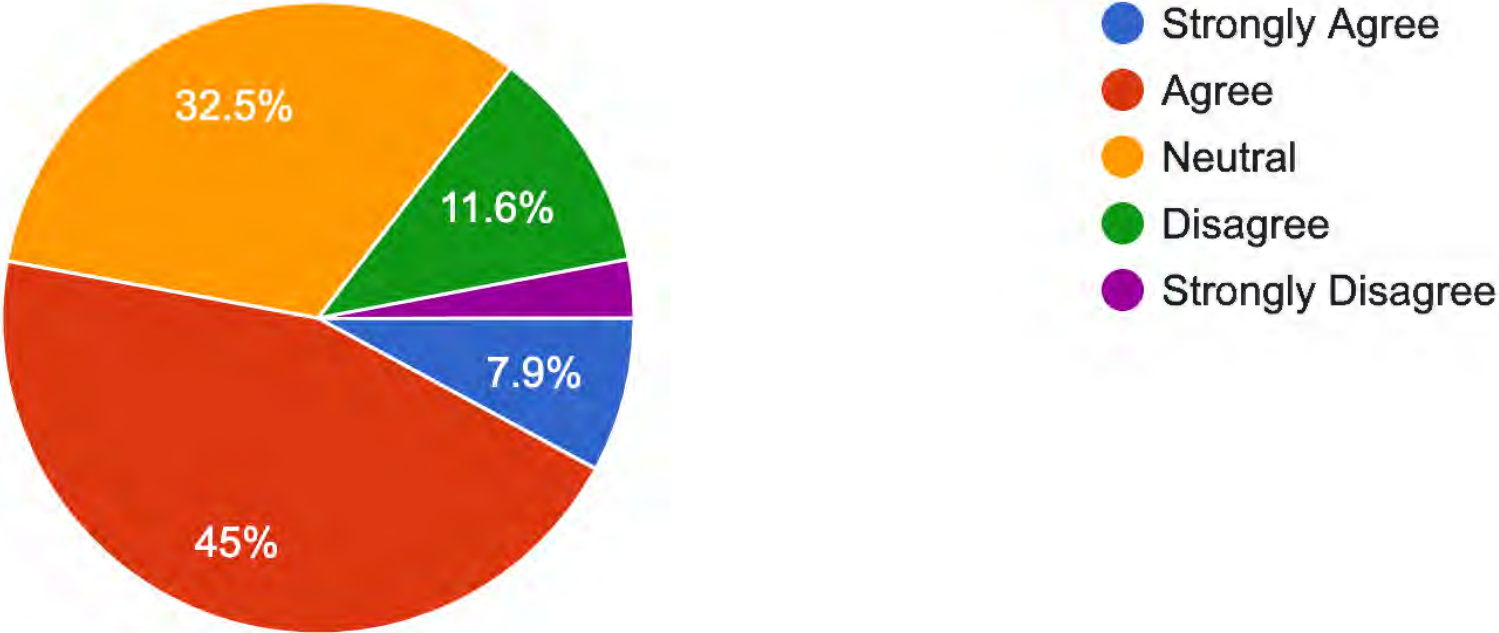
Professional development offered by CPS matches staff learning needs.

467 responses



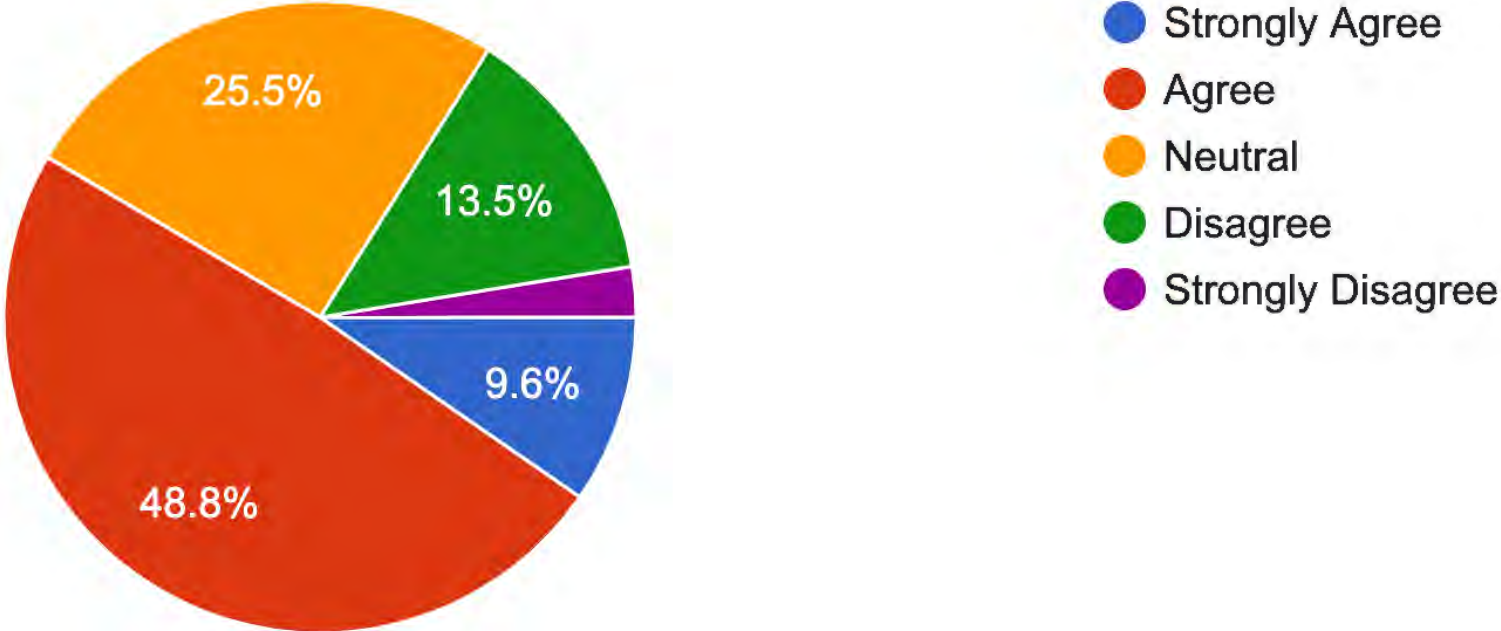
The school district budget provides for the educational needs of students.

467 responses



Teachers have the necessary resources (materials and supplies) to meet the educational needs of their students.

467 responses



Question 1: CPS students and staff communicate effectively and respectfully.

	Blank	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	TOTAL
Byam Elementary		0	1	6	38	14	59
Center Elementary		1	8	11	26	4	50
Chelmsford High		1	8	18	46	13	86
CHiPs		0	1	3	6	1	11
Harrington Elementary		0	0	4	42	19	65
McCarthy Middle		2	5	17	46	9	79
Parker Middle		0	2	11	44	10	67
South Row Elementary		0	1	0	34	15	50
TOTAL:	0	4	26	70	282	85	467
		0.9%	5.6%	15.0%	60.4%	18.2%	

Question 2: The school where I work has a positive learning environment.

	Blank	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	TOTAL
Byam Elementary		0	0	0	29	30	59
Center Elementary		0	1	11	27	11	50
Chelmsford High		0	4	11	54	17	86
CHiPs		1	1	2	6	1	11
Harrington Elementary		0	0	1	21	43	65
McCarthy Middle		0	4	10	44	21	79
Parker Middle		0	0	7	30	30	67
South Row Elementary		0	0	0	16	34	50
TOTAL:	0	1	10	42	227	187	467
		0.2%	2.1%	9.0%	48.6%	40.0%	

Question 3: CPS students take pride in their school.

	Blank	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	TOTAL
Byam Elementary		0	0	4	36	19	59
Center Elementary		0	0	10	32	8	50
Chelmsford High		0	4	29	43	10	86
CHiPs		0	0	3	7	1	11
Harrington Elementary		0	0	3	41	21	65
McCarthy Middle		1	7	23	41	7	79
Parker Middle		0	2	9	42	14	67
South Row Elementary		0	1	3	23	23	50
TOTAL:	0	1	14	84	265	103	467
		0.2%	3.0%	18.0%	56.7%	22.1%	

Question 4: The leadership of my school is accessible and available to hear ideas and concerns.

	Blank	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	TOTAL
Byam Elementary		0	3	11	21	24	59
Center Elementary		4	7	8	21	10	50
Chelmsford High		2	7	9	33	35	86
CHiPs		1	1	3	6	0	11
Harrington Elementary		0	0	9	19	37	65
McCarthy Middle		1	6	14	29	29	79
Parker Middle		1	3	6	25	32	67
South Row Elementary		0	0	1	20	29	50
TOTAL:	0	9	27	61	174	196	467
		1.9%	5.8%	13.1%	37.3%	42.0%	

Question 5: CPS teachers adapt their teaching to meet the diverse learning needs of students.

	Blank	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	TOTAL
Byam Elementary		1	1	3	26	28	59
Center Elementary		0	2	9	23	16	50
Chelmsford High		0	0	21	42	23	86
CHIPs		0	0	0	4	7	11
Harrington Elementary		0	0	2	28	35	65
McCarthy Middle		0	4	8	39	28	79
Parker Middle		0	1	12	36	18	67
South Row Elementary		0	0	3	30	17	50
TOTAL:	0	1	8	58	228	172	467
		0.2%	1.7%	12.4%	48.8%	36.8%	

Question 6: The teachers, principals, and staff of CPS share a common vision for quality education.

	Blank	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	TOTAL
Byam Elementary		0	2	4	24	29	59
Center Elementary		0	5	8	27	10	50
Chelmsford High		1	5	13	46	21	86
CHIPs		0	5	2	4	0	11
Harrington Elementary		0	0	4	30	31	65
McCarthy Middle		1	9	13	35	21	79
Parker Middle		0	7	6	33	21	67
South Row Elementary		0	0	3	20	27	50
TOTAL:	0	2	33	53	219	160	467
		0.4%	7.1%	11.3%	46.9%	34.3%	

Question 7: CPS provides a rigorous academic curriculum that allows for deep understanding of subject matter and challenges all students to fulfill their potential.

	Blank	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	TOTAL
Byam Elementary		1	0	12	32	14	59
Center Elementary		0	3	14	28	5	50
Chelmsford High		2	3	21	43	17	86
CHIPs		0	0	2	8	1	11
Harrington Elementary		0	2	12	35	16	65
McCarthy Middle		2	2	20	41	14	79
Parker Middle		0	2	14	42	9	67
South Row Elementary		0	6	14	20	10	50
TOTAL:	0	5	18	109	249	86	467
		1.1%	3.9%	23.3%	53.3%	18.4%	

Question 8: CPS provides a learning environment where STUDENTS feel safe, cared for, and supported.

	Blank	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	TOTAL
Byam Elementary		0	1	1	20	37	59
Center Elementary		0	0	3	24	23	50
Chelmsford High		0	0	4	44	38	86
CHIPs		0	2	2	5	2	11
Harrington Elementary		0	0	0	21	44	65
McCarthy Middle		0	2	14	43	20	79
Parker Middle		0	0	4	43	20	67
South Row Elementary		0	0	0	12	38	50
TOTAL:	0	0	5	28	212	222	467
		0.0%	1.1%	6.0%	45.4%	47.5%	

Question 9: CPS provides a learning environment where STAFF feel safe, cared for, and supported.

	Blank	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	TOTAL
Byam Elementary		1	2	13	32	11	59
Center Elementary		3	8	11	23	5	50
Chelmsford High		3	12	12	42	17	86
CHiPs		1	3	4	3	0	11
Harrington Elementary		0	8	8	29	28	73
McCarthy Middle		4	1	21	32	14	72
Parker Middle		2	0	14	32	18	66
South Row Elementary		0	0	7	26	17	50
TOTAL:	0	14 3.0%	34 7.3%	90 19.3%	219 46.9%	110 23.6%	467

Question 10: CPS students' successes are celebrated within and across schools and throughout the broader Chelmsford community.

	Blank	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	TOTAL
Byam Elementary		0	3	10	27	19	59
Center Elementary		0	2	7	35	6	50
Chelmsford High		0	1	13	40	32	86
CHiPs		0	1	3	4	3	11
Harrington Elementary		0	0	11	36	18	65
McCarthy Middle		0	0	16	50	13	79
Parker Middle		0	0	12	32	23	67
South Row Elementary		0	0	10	29	11	50
TOTAL:	0	0 0.0%	7 1.5%	82 17.6%	253 54.2%	125 26.8%	467

Question 11: School and community service are a visible part of student life in Chelmsford.

	Blank	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	TOTAL
Byam Elementary		0	5	23	22	9	59
Center Elementary		1	2	12	24	11	50
Chelmsford High		0	2	19	42	23	86
CHiPs		0	0	3	7	1	11
Harrington Elementary		0	0	9	36	20	65
McCarthy Middle		0	6	22	33	18	79
Parker Middle		0	4	16	31	16	67
South Row Elementary		0	2	11	30	7	50
TOTAL:	0	1 0.2%	21 4.5%	115 24.6%	225 48.2%	105 22.5%	467

Question 12: CPS staff has a voice in the collaborative leadership of my school.

	Blank	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	TOTAL
Byam Elementary		0	4	20	28	7	59
Center Elementary		4	7	17	17	5	50
Chelmsford High		5	14	26	25	16	86
CHiPs		2	0	5	4	0	11
Harrington Elementary		0	0	10	42	13	65
McCarthy Middle		3	8	29	31	8	79
Parker Middle		1	6	12	35	13	67
South Row Elementary		0	1	7	32	10	50
TOTAL:	0	15 3.2%	40 8.6%	126 27.0%	214 45.8%	72 15.4%	467

Question 13: Professional development offered by CPS matches staff learning needs.

	Blank	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	TOTAL
Byam Elementary		5	22	15	13	4	59
Center Elementary		8	18	14	9	1	50
Chelmsford High		2	23	36	20	5	86
CHiPs		0	2	4	4	1	11
Harrington Elementary		2	16	27	18	2	65
McCarthy Middle		10	15	25	24	5	79
Parker Middle		2	16	17	27	5	67
South Row Elementary		1	10	24	14	1	50
TOTAL:	0	30	122	162	129	24	467
		6.4%	26.1%	34.7%	27.6%	5.1%	

Question 14: The school district budget provides for the educational needs of students.

	Blank	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	TOTAL
Byam Elementary		2	10	18	24	5	59
Center Elementary		2	1	17	29	1	50
Chelmsford High		1	5	30	42	8	86
CHiPs		4	2	3	2	0	11
Harrington Elementary		1	9	22	27	6	65
McCarthy Middle		4	11	29	27	8	79
Parker Middle		0	14	15	31	7	67
South Row Elementary		0	2	18	28	2	50
TOTAL:	0	14	54	152	210	37	467
		3.0%	11.6%	32.5%	45.0%	7.9%	

Question 15: Teachers have the necessary resources (materials and supplies) to meet the educational needs of their students.

	Blank	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	TOTAL
Byam Elementary		0	10	17	23	9	59
Center Elementary		2	5	15	26	2	50
Chelmsford High		4	11	17	45	9	86
CHiPs		3	2	4	2	0	11
Harrington Elementary		0	10	18	29	8	65
McCarthy Middle		3	12	22	33	9	79
Parker Middle		0	8	11	43	5	67
South Row Elementary		0	5	15	27	3	50
TOTAL:	0	12	63	119	228	45	467
		2.6%	13.5%	25.5%	48.8%	9.6%	

1.) What is working well at your school?

- Many PBIS/MTSS/SEL initiatives have been implemented and are reinforced. Some staff are still working to consistently implement them, however great progress has been made in this area over the past few years.
- The "PRIDE" initiatives and the development of a consistent and common language and expectations across the school.
- Communication among and between administrators, teachers and paraprofessionals.
- Positive school climate, culture, and learning environment.
- Teacher/student relationships.
- Staff collaboration and collegial relationships that provide peer support, sharing of ideas, and resources to improve the educational programming for all students.
- Overall, we have great kids, and the staff genuinely cares about them. We have a lot to offer in terms of both academics and extracurricular activities. We hold high standards and set clear expectations, yet also have instructional flexibility within our classrooms.

2.) What areas of your school could be improved?

- Implementation of a more rigorous literacy/reading curriculum with proper support and training.
- Differentiated professional development, including teacher-led opportunities that support diverse learning techniques to support all learners. Additional time for peers to collaborate on initiatives.
- Uniformity of class sizes, especially at the high school, within departments and course (section) offerings.
- Communication among and between administrators, teachers and paraprofessionals. Improved 2-way communication. Additional time for teacher collaboration on and among grade level teams, including special educators.
- Finding and striking a balance between academic and SEL learning.
- Facilities need to be better maintained and updated – new school buildings.
- Scheduling of paraprofessional support within buildings and better consideration of student support staff needs and staffing levels.
- More effective use of data to inform instructional practices.
- Understanding of curriculum expectations among and between grade levels, scope and sequence of pacing guides, and fostering a better understanding of tiered supports for all students – general education, special education, interventionists, etc.

3.) Over the next 3 - 5 years, what should the DISTRICT focus on to improve teaching and learning in the Chelmsford Public Schools?

- Continue to stress relationships and the importance of building them with all students as well as among staff as a foundation for all learning and for a healthy work environment. Continuing education as a priority for staff and an emphasis on team building, collaboration and innovation.
- Continue focusing on SEL interventions and supports that look at long term outcomes for students and supports that start at the elementary level of the district and carry-over throughout each students' entire school career. Further, foster more consistent across-the-district PBIS Tier 1 & 2 supports at the elementary and middle school levels to add preventative and proactive supports to avoid the need for Tier 3 supports as students age.
- Implement a more rigorous literacy/reading curriculum with proper support and training.
- Expand upon RTI initiatives to focus on the learning needs of all students. Students who are gifted/high achievers should have more opportunities to be challenged. District should also focus on more differentiated instruction within the classroom to address the needs of all students. Additional trained staff in the classrooms to help with differentiated and small group instruction.
- Increased differentiated staff professional development. Investing in professional development that is useful and relevant to specific teaching areas, such as for specialist teachers. Better and varied content on professional development days that meets the needs of the different levels of teachers in the district. More opportunities for professional development that is specific to individual departments. Additional professional development specific to blended and personalized learning as the district continues the 1:1 Chromebook initiative.
- Additional classroom support for Kindergarten students who arrive without IEPs and/or 504s, however who may benefit from additional classroom support. Consider a general education paraprofessional in all Kindergarten classrooms.
- Increased opportunities, like this one (staff survey), to share feedback throughout the district regularly.
- More experience-based learning and less paper/worksheets to demonstrate achievement.
- Continue to focus on meeting the needs of all diverse learners. Further, providing additional support for students who struggle, however do not qualify for special education services.

CHELMSFORD PUBLIC SCHOOLS

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

To: Dr. Jay Lang, Superintendent

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

Date: February 19, 2020

Re: Personnel Report – January 2020

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

Personnel Report – January 2020

New Hires

Kutuva-Jayaram, Ranimai

Lunch/Recess Aide

Parker Middle School

Effective date: 2/3/2020

Mitchell, Arch

Paraprofessional

McCarthy Middle School

Effective date: 1/27/2020

Resignations:

Badola, Kiran

Paraprofessional

CHIPS

Effective date: 1/10/2020

Bolduc, Leann

Financial Analyst

Central Office

Effective date: 1/17/2020

Manchala, Janaki

Lunch Recess Aid

Parker Middle School

Effective date: 1/6/2020

Morin, Danielle

ABA Paraprofessional

South Row Elementary School

Effective date: 1/24/2020

Retirements:

Emanouil, Catherine

Secretary/Main Office

Chelmsford High School

Effective date: 01/10/2020

Assignment Changes:

Simard, Vanessa (formerly extended day at Community Education)

Lunch/Recess Aide

South Row Elementary School

Effective date: 1/15/2020

Sittler, Kaitlyn (formerly Paraprofessional at Harrington)

ABA Paraprofessional

South Row Elementary School

Effective date: 2/3/2020

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee

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

Date: March 2, 2020

Re: Reschedule March 17, 2020 School Committee Meeting to March 24, 2020

I would like to discuss moving the previously scheduled second school committee meeting in March from the 17th to the 24th. Several members of the administration, including Assistant Superintendent Hirsch and me, will be in Boston at a hearing all day on March 17th. It is possible that we will not return in time for the previously scheduled school committee meeting to begin at 6:00 p.m. Further, there are five (5) Tuesday's in March, therefore moving the meeting a week out to the 24th still balances the school committee meeting dates in March and further, provides an additional week to finalize the draft Student Opportunity Act (SOA) plan that must be submitted to MA DESE by April 1, 2020.

I appreciate your consideration of this request and look forward to discussing it with you tomorrow evening.

Approval of Conference and Field Trip Requests

None