



# Chelmsford School Department School Committee

## *Notice of Public Meeting*

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

Filed with Town Clerk:

As required by G.L. c. 30 A, §18-25

**DATE: Tuesday May 21, 2019 TIME: 6:00 p.m. ROOM: Conf. Room 1**

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

## **AGENDA**

### **CALL TO ORDER**

### **PLEDGE OF ALLEGIANCE**

### **CHAIR OPENING STATEMENT**

### **CONSENT AGENDA**

1. Approval of the minutes of the regular school committee meeting of May 7, 2019

### **CHS STUDENT REPRESENTATIVE ANNOUNCEMENTS**

### **GOOD NEWS**

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

### **NEW BUSINESS**

1. Vote: Approval of Contracted Custodial Cleaning Services Contracts
2. FY19 Recommended Budget Transfers & Expenditure Recommendations
3. 2019/20 School Year in Review
4. 2019/20 Superintendent's Evaluation Process
5. 2019/20 Strategic Plan Update
6. School Bus Routes and Bus Stop Procedures
7. Personnel Report: April 2019
8. Substitute Staffing Report
9. Ongoing Project Updates
  - a. Center and Harrington School Parking Lot Expansions
  - b. Chelmsford High School Parking Lot Line Striping
  - c. INTERFACE Referral Service
10. Discussion on School Committee Summer Workshops
11. Valley Collaborative Newsletter – Spring 2019
12. 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  
May 7, 2019  
Meeting Minutes**

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

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

**Call to Order**

**Pledge of Allegiance**

The Chair welcomed all and stated that the meeting will be recorded and televised by Chelmsford Telemedia. Additionally he thanked the Town and its residents for their overwhelming support of the budget for the upcoming school year.

**Consent Agenda**

1. **Approval of the minutes of the regular school committee meeting of April 23, 2019.**

**Mr. Moses motioned to approve the regular Committee minutes from April 23, 2019. Ms. Newcomb seconded. Motion carries 4 – 1 with Mr. Thomas abstaining.**

**CHS Student Representative Announcements**

Clare shared that TAMI nominations for *Fiddler on the Roof* were announced and the show received 14 nominations. AP testing is taking place this week and next at the high school. The children's play will take place this Thursday and Saturday at the PAC. The CHS alumni Scholarship award night will be on May 13<sup>th</sup> at 7:00 p.m. Senior Student Award Night will be at the PAC on May 16, 2019.

Kate reported that the Junior Cotillion will be held on May 18, 2019. The mock car crash will take place on May 23<sup>rd</sup>. Math MCAS begins on May 24<sup>th</sup>. The last day of school for seniors will be May 24<sup>th</sup> and the Town of Chelmsford Awards night is also on May 24<sup>th</sup> at 7:00.

The Committee presented Kate and Clare with parting gifts to thank them for all their hard work this year. (Round of applause.)

## **Good News**

Dr. Hirsch shared visual “good news” which is an exhibition of CHS artwork on display at the Z Art Gallery in Lowell. South Row School hosted a “Glow Party” in music classes and Parker seventh graders demonstrated PRIDE by putting plantings in their outdoor courtyard.

Mr. Ben Cole of 82 Brick Kiln Road, shared that the 205 page yearbook has been published and thanked Kate and Clare for their work as editors!

## **Public Comments**

Tammy Gambale, of 17 Waterford Place, shared her concerns about the safety of the school bus stop to which her children are assigned.

Donna Omobono, Seven Crabapple Lane, also a CPS teacher, stated that on Thursday, May 16<sup>th</sup> a rally will be held in Boston at the State House called a “Red for Ed Rally”. This is to encourage lawmakers to change Chapter 70 funding. She requested a joint letter from the CFT and the Committee urging the four state representatives to re-evaluate the state funding procedures.

Ben Cole, 82 Brick Kiln Road, thanked Dr. Lang for arranging for a bus to provide transportation for all who wish to attend the rally. He distributed special “rally” T-shirts to Dr. Lang, Chairman King and Ms. Newcomb. More details on the rally will be forthcoming by Dr. Lang. He is also agreeable to sending the joint letter requested.

Mr. Cole also requested district support for CPS teachers who have been asked to act as AP Exam Readers, by allowing them to use professional development days in order to participate. Those who have done this in the past have seen ways to improve their teaching and higher scores in AP exams have been realized.

## **New Business**

### **1. Chelmsford High School Alumni Association Awards Night**

Mr. George Simonian and Mr. Terry McSheehy spoke about the 21<sup>st</sup> annual awards night sponsored by the Chelmsford High School Alumni Association. It will be held on Monday, May 13<sup>th</sup>, at the Carl Rondina Performing Arts Center. Awards given to seniors and alumni this year will exceed \$54,000.

### **2. Spotlight on the Schools: CHIPS Program**

Mr. Russ Hoyt, Coordinator of the Chelmsford Integrated Preschool Program (CHIPS) gave a presentation to the Committee which was augmented by his pictured slide show, included in tonight’s agenda packet. He shared the K through 12 standards that are addressed through preschool play and learning in ELA, mathematics, science, technology, engineering, social sciences, health and the arts. Social emotional learning (SEL) and approaches to play and learning (APL) are interwoven with the daily activities. Members of the Committee shared positive experiences and parental praise about the CHIPS program. The CHIPS students are very excited about the new playground they will be getting soon!

### 3. FY19 Budget Projection

Ms. Johnson-Collins included a detailed memorandum in tonight's agenda packet concerning the current year's budget projection. She thoroughly reviewed the narrative and information with the Committee including a chart using the DESE budget code system. All Committee member's questions on this report were answered.

**Mr. Moses motioned to accept this report of the 2019 Budget projection as a report in progress. Ms. Newcomb seconded. Motion carries 5-0.**

### 4. FY19 Recommended Budget Transfers

Ms. Johnson-Collins included a memorandum requesting budget transfers.

**Mr. Moses motioned to approve a transfer from Other Instructional Services SPED to Special Education Transportation in the amount of \$22,000, from Other Instructional Services SPED Contracted Services to Fuel at the High School in the amount of \$29,000 and Curriculum Director's Salary to Employee Separation costs in the amount of \$2,000 for a total of \$53,000. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.**

**Mr. Moses motioned to approve a budget transfer from the Districtwide Computer Services to the Instructional Technology account for Chelmsford High School for \$53,000, to the Instructional Technology account to McCarthy for \$6,500 and to the Instructional Technology account to Parker for \$6,500 for a total of \$66,000. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.**

### 5. Student Transportation Program Report and Fees: 2019/20 School Year

Ms. Johnson-Collins included a memorandum updating the Committee on bus transportation including fee structures, how to register and bus routes. She was joined to present by Mr. Peter Brekalis, Transportation Coordinator. All must register even if no payment is due. Parents are encouraged to register as early as possible (before August 1<sup>st</sup>) to insure the most satisfactory route assignments. Late registrations create a problem for route assignments.

**Mr. Moses motioned to approve the transportation fees for the 2019/20 school year as presented. Ms. Newcomb seconded. Motion carries 5-0.**

### 6. Preliminary Kindergarten Enrollment: 2019/20 School Year

Dr. Lang is sharing this information in tonight's packet. No action required by the Committee.

### 7. McCarthy and Parker Middle School Assignments

Dr. Lang has included a memorandum in tonight's packet addressing the middle school assignments for the children leaving the four elementary schools. At this time the numbers do not support changing the current policy. This may be monitored in upcoming years for reconsideration.

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

**Mr. Moses motioned to approve the Chelmsford High School field trip request. Ms. Newcomb seconded. Motion carries 5-0.**

### **Reports**

#### **Liaison Reports**

Ms. Santos attended the Economic Development Council's meeting. They have created a website about Chelmsford to encourage more economic growth. She also attended the EL Council meeting at which bylaws were adopted. The organization is now officially formed. She be attending the PTO meetings this week at McCarthy and Harrington. She felt that last night's Forum went well. She requested a link be put on the District's website to connect to community services.

The Chair and others met with representatives last week on "Day on the Hill".

#### **Action Items**

Ms. Newcomb would like to see more than ten minutes allocated at Town Meeting for the superintendent to present the budget. The Chair offered to send a letter to the Town Moderator concerning this issue.

Mr. Thomas reminded the Committee that the Rotary Duck Race will be held on May 11<sup>th</sup> this year. The Rotary is very supportive of the schools.

#### **Public Comments**

None.

#### **Adjournment**

**Mr. Moses motioned to adjourn the meeting at 8:22 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 by Sharon Giglio*

# CHELMSFORD PUBLIC SCHOOLS

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## Memorandum

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

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

DATE: May 15, 2019

RE: Recommendation: Contracted Custodial Cleaning Services

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I am pleased to report that ten (10) responses were received from custodial cleaning service providers in response to our recently advertised Request for Proposals (RFP #19-05). Each of the non-cost proposals were reviewed for compliance with the minimum specifications and further rated in accordance with the specified comparative criteria. Four (4) of the ten proposers were invited to make a presentation to the RFP review team. After the presentations, the RFP team reviewed the results to determine which proposers offered the most advantageous proposals and provided the best value to CPS.

Based upon the proposal review, I am recommending the following three (3) proposers be awarded one-year contracts for the 2019/2020 school year with two additional one-year contract extensions for the 2020/2021 and 2021/2022 school years exercised at the sole discretion of the Chelmsford School Committee as follows:

**Advanced Maintenance Solutions, Inc.**  
Beverly, Massachusetts

\$62,698.50	Byam Elementary School
\$63,889.75	Center Elementary School
\$64,414.75	Harrington Elementary School
\$50,405.57	South Row Elementary School
\$35,533.43	Westlands/Community Ed
\$10,862.18	Central Administration Building

\$287,804.18 Total Contract Value

**MP Building Services, LLC**  
Methuen, Massachusetts

\$153,758	McCarthy Middle School
\$119,064	Parker Middle School

\$272,822 Total Contract Value

# CHELMSFORD PUBLIC SCHOOLS

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**Dynamic Janitorial Cleaning, Inc.**  
Milford, Massachusetts

\$269,700      Chelmsford High School

A line item of \$ 883,811 for contracted custodial cleaning services is included in the FY2020 budget documents, with an offset to the Westlands / Community Education Building Contract of \$ 32,050 for the portion of the contract that will be allocated to the Community Education revolving fund (507). The value of the contracts recommended above totals \$830,326.18, which results in a net savings of \$ 21,434.82 from the budgeted amount.

**Suggested Motion: I move to accept the base bids and award the Contracted Custodial Cleaning Services for Chelmsford Public Schools commencing on July 1, 2019 through June 30, 2020 to the following three vendors:**

**Advanced Maintenance Solution, Inc., 46 Middlebury Lane, Beverly, MA 01915 for the four elementary schools, the Community Education Building and the Central Administration Offices in the amount of \$287,804.18.**

**MP Building Services LLC, 11 Morgan Drive, Methuen, MA 01844 for the two middle schools in the amount of \$272,822.**

**Dynamic Janitorial Cleaning, Inc., 176 Main Street, Milford, MA 01757 for the Chelmsford High School in the amount of \$269,700.**



# CHELMSFORD PUBLIC SCHOOLS

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## Memorandum

TO: Jay Lang, Superintendent  
Members of the School Committee

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

DATE: May 15, 2019

RE: FY2019 Budget and FY2020 Budget – Foster Transportation Account

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I would like to request a new account number within the FY2019 local budget titled Foster Transportation. This account would be within the DESE function code category of Transportation (3300). This new account would also continue into the FY2020 budget. Establishing this new account within the category will assist with reporting requirements to DESE and other entities.

Once this new account is established, a FY2019 budget transfer of \$ 14,000 would be completed to move funds from the homeless transportation account to the new foster transportation account. This budget transfer is within the DESE function code category of transportation.

From		To:	Amount
13300000-53999	Homeless Transportation	Foster Transportation	14,000

Thank you for your consideration in approving this new account within the transportation category.

# CHELMSFORD PUBLIC SCHOOLS

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Jay Lang, Ed.D., Superintendent

## **Memorandum**

To: Members of the School Committee  
From: Jay Lang, Ed.D., Superintendent of Schools  
Date: May 20, 2019  
Re: FY19 One-Time Purchase Recommendations

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As discussed at the May 7, 2019 regular meeting of the school committee, I am recommending a number of one-time purchases with projected FY19 surplus funds. Due to a number of favorable personnel and non-personnel variances in the FY19 local operating budget, approximately \$ 734,800 is projected to be available on June 30, 2019, our fiscal yearend. I am recommending a portion of the projected surplus be set aside in the Circuit Breaker fund to pay for unanticipated/unbudgeted future special education costs bringing the available Circuit Breaker balance to \$ 2.5 million on June 30, 2019.

Attached please find a list of recommended one-time expenditures totaling \$ 487,197. The anticipated amount, description, school/department, and responsible individual is identified on the recommended list of expenditures. I will provide an overview of each recommendation at tomorrow evening's regular school committee meeting.

As expenditures to the FY19 budget are finalized, and the proposed/recommended Circuit Breaker set aside of \$ 2.5 million is achieved, additional funds may be available to expend in the event open purchase orders are liquidated and/or personnel expenses (salaries and hourly wages) are not fully earned/paid out as of June 30, 2019. In that event, I may bring a recommendation forward to the school committee for consideration at one of the scheduled June school committee meetings to pre-purchase with FY19 funds, a number of the photocopiers included in the FY20 budget. The photocopiers are going to be purchased either way (either before June 30 or on July 1). In the event FY19 funds are used for the purchase, FY20 budgeted funds would be available for reallocation to other needs in the schools.

Please feel free to contact me with any concerns or questions you have regarding these recommendations.

## FY2019 One-Time Expenditure Recommendations

Amount	Description	School	Contact	FY2019 Budget Transfer		
				From DESE Category	To DESE Category	
\$ 16,172.75	Replace the dust collection system for the woodshop	Chelmsford High School	Jon Morris	Classroom Teachers	2305 Inst Equipment	2420
\$ 38,010.00	Replace the digital photography student lab	Chelmsford High School	Bill Silver	Classroom Teachers	2305 Inst Technology	2450
\$ 5,990.95	Replace the digital photography student lab	Chelmsford High School	Bill Silver	Classroom Teachers	2305 Inst Technology	2450
\$ 5,978.00	Purchase a new exterior storage container	Center Elementary School	Brian Curley	Classroom Teachers	2305 Custodial	4110
\$ 19,565.40	High & low ropes course elements	Chelmsford High School	Katie Simes	Classroom Teachers	2305 Inst Equipment	2420
\$ 11,006.46	Purchase music instruments (1 saxophone & 2 tuba's)	McCarthy, Parker & CHS	Christy Whittlesey	Classroom Teachers	2305 Gen Supplies (Music)	2430
\$ 4,567.39	CPR and stop the bleed training materials/supplies	Districtwide	Peggy Gump	Human Resources	3200 Nursing	3200
\$ 3,806.25	Medium hi-lo activity chair	CHIPs Program	Russ Hoyt	Human Resources	1420 Other Instructional	2440
\$ 15,000.00	Upgrade café video projection and sounds system	Center Elementary School	Dianna Fulreader	Human Resources	1420 Inst Technology	2450
\$ 15,000.00	Upgrade café video projection and sounds system	Byam Elementary School	Jason Fredette	Nursing	3200 Inst Technology	2450
\$ 15,000.00	Upgrade café video projection and sounds system	Harrington Elementary School	Robert Asselin	Nursing	3200 Inst Technology	2450
\$ 14,316.00	Science equipment upgrade	Middle Schools & CHS	Jon Morris	Classroom Teachers	2305 Inst Equipment	2420
\$ 38,000.00	Purchase and install interactive classroom technology equipment for use with 1:1 chromebook implementation	McCarthy Middle School	Bill Silver	Classroom Teachers	2305 Inst Technology	2450
\$ 38,000.00	Purchase and install interactive classroom technology equipment for use with 1:1 chromebook implementation	Parker Middle School	Bill Silver	Classroom Teachers	2305 Inst Technology	2450
\$ 152,000.00	Purchase and install interactive classroom technology equipment for use with 1:1 chromebook implementation	Chelmsford High School	Bill Silver	Classroom Teachers	2305 Inst Technology	2450
\$ 55,000.00	Purchase a 14 passenger multi-function student activity vehicle for use by the CHS athletic teams and extracurricular activities	Districtwide	Joanna Johnson-Collins	Substitutes	2325 Athletic Services	3510
\$ 39,784.30	Pre-Pay the second and final installment payment for the updates to the fitness center	Chelmsford High School	Katie Simes	Curriculum Directors	2110 Athletic Services and Inst Equip (PE)	3510 and 2420
<b>\$ 487,197.50</b>	<b>TOTAL Recommended One-Time Expenditures</b>					

# CHELMSFORD PUBLIC SCHOOLS

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Jay Lang, Ed.D., Superintendent

## **Memorandum**

To: Members of the School Committee  
From: Jay Lang, Ed.D., Superintendent of Schools  
Date: May 19, 2019  
Re: Chelmsford Public Schools: 2018/19 Year in Review

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

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

### **FY2018 Massachusetts DESE Financial Audit**

Every year, each school district in Massachusetts must submit an external audit of their end-of-year financial report to the Massachusetts Department of Elementary and Secondary Education (DESE). Powers & Sullivan, LLC performed the district's external financial audit for the year ending June 30, 2018. As noted in the audit report, the auditors had no financial findings or financial reporting recommendations. This outcome is desirable and significant, given the number of financial audits and reviews of the Chelmsford Public Schools conducted in prior fiscal years, each with findings and recommendations for improvement of financial practices.

### **FY2019 Budget Administration**

School Committee members received regular reports on the district's finances throughout FY2019, including the local operating budget, grant funds, and revolving funds. After reviewing the FY2019 budget, I am pleased to report the district has made

great strides in stabilizing its finances. By implementing strict financial practices, it has accrued several reserve fund balances for future budget needs. At the end of FY2019, the district is able to:

- reserve approximately \$2.5 million in the special education circuit breaker revolving fund to pay for future unanticipated/unfunded special education student tuition and/or transportation costs (as a reminder, in the fall of 2015, the school department had to request a supplemental appropriation from the town of \$500,000 to cover unanticipated special education tuition costs as no reserve fund balance was available).
- carry over approximately \$600,000 in food service/school nutrition funds. Given the annual revenue and expenses for the school nutrition program, this is a significant achievement, as many school districts find themselves operating their food service programs at a deficit.
- set aside approximately \$1.6 million in school choice funds as a reserve for future spending by the School Committee on educational programs, services to augment current program offerings in the schools, or a contingency in the event of an unanticipated budget shortfall. School choice funds will be utilized annually to support the 1:1 chromebook initiative.

### **FY2020 Budget Presentation and Review**

In February, the central office presented the FY2020 general fund operating budget to the School Committee, including net school spending compliance and comparable community analysis (demographic and financial). We highlighted the assumptions that underlie the FY2020 budget, including normal step and lane increases, a set aside for contract negotiations with our unions, a net decrease in special education tuition costs, special education student transportation increases, funding to reinstate a full-time curriculum coordinator for world languages and student exchange programs, two additional assistant principal positions to support the elementary schools, an additional integrated preschool classroom at the CHIPs Program, a social worker at Parker Middle School and a new special education team chairperson to support our intensive special education programs districtwide. The School Committee held public input sessions and reviewed district-level budget detail and a staff salary book that cross-walked salaries to the main budget document.

At the April town meeting, representatives once again asked thoughtful questions, received straightforward answers, and approved (nearly unanimously) the FY2020 funding request of \$61 million to support the Chelmsford Public Schools.

## **10 Year Capital Plan**

The Facilities Subcommittee of the school committee met in the summer of 2018 to begin to review the recommendations of the Dore & Whittier (D&W) comprehensive facilities assessment as it relates to the Chelmsford Public Schools (CPS). An initial internal review and prioritization of the D&W recommendations were provided and sorted in the following major categories: Completed, General Maintenance, High Priority (1 – 3 years), Medium Priority (4 – 6 years), and Low Priority (7 – 10 years) action items. Further, a number of items were categorized as “building envelope” and “no action recommended.” The items categorized as building envelope will be taken together for further review and recommendation. Throughout the fall, various elements of the 10 year capital plan were presented to the school committee and prioritized for consideration. While the priority of various elements of the approved 10 year capital plan may evolve, the 10 year capital plan provides a roadmap for town and school department investments in the schools.

## **FY2020 Capital Expenditures**

In November, the School Committee approved a prioritized request of \$1.77 million for building and technology capital projects in the schools. The town capital planning committee ultimately recommended \$ 1 million in school related capital projects to spring town meeting for consideration which was approved. The building capital projects approved by town meeting include code compliance upgrades to several school kitchen and food preparation areas (\$ 285,644), upgrades to kitchen service lines (\$ 101,706), and expansion of the front parking lot at Harrington Elementary School (\$ 205,000). Technology capital projects include the first year of a three year investment in upgrades to the existing security camera and intrusion systems at McCarthy and Parker Middle Schools (\$440,000).

## **Options Based (ALICE) Emergency Response Protocol**

The district adopted an options based response protocol to emergency events in the 2018/19 school year. This initiative was a coordinated effort with local first responders including the Chelmsford Police and Fire Departments. Training was provided to all staff at the beginning of the school year on the ALICE options based response protocols. A number of administrators attended specialized training and were certified as ALICE instructors. Staff and students collaborated to create age appropriate training videos and materials to assist in the ALICE options based emergency response implementation. All staff and students practiced the various responses to drill scenarios throughout the school year. All school and district emergency response plans were updated and an external, 3<sup>rd</sup> party review, of our facilities, emergency plans, and response protocols is in process.

### **MA DESE Coordinated Program Review**

A five-member Massachusetts Department of Elementary and Secondary Education team conducted a Coordinated Program Review (CRP) in the Chelmsford Public Schools to evaluate the implementation of selected criteria in the program areas of special education, civil rights and other related general education requirements, and English learner education. The team had an opportunity to interview staff and parents, to observe classroom facilities and to review the programs underway in the district. A copy of the Coordinated Program Review report of findings was provided to the school committee. All district action steps and elements and of the Coordinated Program Review have been accepted by MA DESE.

### **Elementary Level Therapeutic Program: STRIVE**

The establishment of the “STRIVE Program” was recommended and approved in the FY19 budget to address the need for a continuum of services with regard to students requiring behavioral/therapeutic services at the elementary grade levels of our district. This was identified as a programmatic need within our recently completed MA DESE Coordinated Program Review. The new program, housed at the South Row Elementary School, opened and began enrolling students in the fall of 2018. Staff including a Board Certified Behavior Analyst (BCBA), special education teachers and paraprofessionals worked incredibly hard this past summer to develop entry and exit criteria for the program and a structure to support each referred students’ academic, social and emotional health and well-being. The program has been very successful in its first year of operation due largely to the dedication of so many individuals at South Row and throughout the district committed to ensuring each referred student is successful in the Chelmsford Public Schools.

### **Appointment of Coordinator of Social Emotional Learning and Counseling Services**

When the former Coordinator of School Guidance, Mr. Thomas Wright, resigned to take on a new challenge in a neighboring district, I felt it was timely with our district wide focus (Strategic Plan Goal No. 2) on students’ social emotional health and well-being, to clearly articulate our vision for a coordinated effort to evaluate and provide responsive programming to meet the SEL needs of our students and staff. Mr. Wright and Ms. Katie Simes had taken the lead over the past year coordinating the SEL initiatives and programming throughout the district, however we had an opportunity to clearly articulate our vision for this work to be embedded and supported within our current positions we employ to support such services.

An updated job description for a new position of Coordinator of Social Emotional Learning and Counseling Services was established to replace the current Coordinator of School Guidance position. Ms. Larainne Wilson was selected as the new Coordinator of Social Emotional Learning and Counseling Services. She joined the district this past December. Ms. Wilson’s educational philosophy is child-centered and she sought to join

a school environment where the adults understand themselves to be lifelong learners in an effort to constantly improve their teaching and therapeutic practices. Throughout her career, Larainne has had many opportunities to use data to inform curriculum and instruction decisions. As part of her instructional leadership team work, she has guided the process of using student testing and performance data as well as staff survey feedback to guide instructional choices. Larainne values diversity and believes that all children, staff and parents have the right to a safe, nurturing school environment where academic achievement is valued, supported and celebrated.

### **Appointment of Coordinator of English 5 – 12**

The School Committee approved the restoration of the coordinator of English position in the FY2019 budget process. Due to budget issues, the district had eliminated the position during the 2014/15 school year. Since that time, the social studies coordinator for the district had been performing the work of both the English and social studies coordinators. Ms. Abbey Dick was appointed to serve as the coordinator of English 5-12 for the Chelmsford Public Schools for the 2018/19 school year.

Abbey previously served as director of humanities in the Malden Public Schools. In that role, Abbey oversaw curriculum, instruction, assessment, and professional development for English, social studies, and several other departments in the district. Before that, she had taught grades 6-12 ELA, including co-teaching Advanced Placement language and literature. Abbey has also worked as a literacy specialist at DESE, where she learned about data analysis, assessment writing, grant evaluation, curriculum units, and the diverse needs of Massachusetts school districts. Although she enjoyed state-level education policy and learned many things, she missed working in a district and came back to the public schools as an English teacher and then administrator.

### **Addition of Elementary Level Assistant Principal Positions**

The FY2019 budget added 2.0 elementary school assistant principal positions in support of Goals I and II of the district's strategic plan. During the 2018/19 school year a .5 FTE assistant principal position was added at the Byam, Center, Harrington and South Row Elementary Schools. We were able to attract two outstanding candidates to fulfill these new roles in our district.

Ms. Betsy Dolan was appointed as the assistant principal for the Byam and Harrington Elementary Schools. Previously, Betsy served as a school counselor at the elementary level in the Ayer-Shirley school district. In this role she handled many administrative duties while supporting the varying needs of students throughout her building. Her approach to working with students, families, staff and the wider community was highlighted throughout her interview process and through speaking with current supervisors and colleagues. She is seen as a leader in her building and district, where she brings a thoughtful and supportive style.



Mr. Jayson Ramalho was appointed as the assistant principal for the Center and South Row Elementary Schools. Jayson is a proud South Row alumnus! Prior to his return to South Row, he was a physical education teacher at Methuen Comprehensive Grammar School since 2011, where he was recognized as their *2018 Teacher of the Year*. Jayson has taken on many leadership roles in his former district. He was a member of their district evaluation, wellness, professional development and PBIS teams. Jayson is an active member of the Massachusetts Association for Health, Physical Education, Recreation and Dance (MAHPED). He is currently the VP of Adaptive Physical Education on their executive board. In addition to coaching numerous teams, he is active in the PTO and family events in the school community.

### **1:1 Technology Initiative**

*An Information Communication and Technology Services Steering Committee* was convened to discuss and plan for a 1:1 chromebook implementation in the district. The committee, comprised of 24 members, represented all of our stakeholder groups. The committee brought together district and building administrators, teachers, technology integration specialists, technicians, union representation, and parents. It was a diverse mix of interested parties, and everyone worked very hard to make sure critical components for the roll-out were addressed.

The Committee followed the International Society for Technology in Education ([ISTE](#)) recommended guidelines to address planning a 1:1 implementation. This gave the committee a good starting point to think about all of the changes that teachers, students, and parents would experience, as this initiative unfolds. Documentation was produced to serve as a guide for the district as we begin this journey. The plan developed requires constant revisiting based upon administrator, teacher, student, and parent feedback. This is both expected and encouraged. We want the Chelmsford Public Schools' (CPS) 1:1 initiative to be successful, and it will be, because the approach taken is deliberate and founded in best instructional practices. Funding to launch the 1:1 chromebook initiative was approved in the FY2020 budget.

### **Ratification of the Chelmsford School Administrators Association (CAA) Collective Bargaining Agreement**

In March 2019, the School Committee ratified a three-year contract with the Chelmsford School Administrators Association (CAA) bargaining unit covering the period from July 1, 2019 to June 30, 2022.

### **Ratification of the Chelmsford Schools' Food Service Association Contract**

In March 2019, the School Committee ratified a three-year contract with the Chelmsford Schools' Food Service Association covering the period from July 1, 2019 to June 30, 2022.

As I reflect on this past year, I see that we have accomplished much as we worked together. In addition to the developments already listed, we have taken steps to rebuild both the school community's and the greater Chelmsford community's confidence in the school department administration. I have worked closely with Town Manager Cohen and the members of his financial team to provide accurate and timely information on our budget to Chelmsford's boards. We will close the books on FY2019 with a positive fund balance, transferring any unexpended local budget appropriation to the circuit breaker revolving fund to help offset future unanticipated special education tuition costs, and set aside remaining school choice funds as a reserve for School Committee use. Much work lies ahead, but I strongly feel we are continuing to move in the right direction. I am excited about our staff's past accomplishments in the district and look forward to a successful 2019/20 school year.

# CHELMSFORD PUBLIC SCHOOLS

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Jay Lang, Ed.D., Superintendent

## Memorandum

To: Members of the School Committee  
From: Jay Lang, Ed.D., Superintendent of Schools  
Date: May 19, 2019  
Re: 2018/2019 Superintendent's Evaluation Process

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Below is a proposed timeline and process for conducting my evaluation for the 2018/19 school year. This is in-line with previous evaluations conducted.

### Superintendent Evaluation Process

1. The superintendent submits a Year-in-Review Report at the May 21, 2019 regular school committee meeting and presents the highlights to the school committee. At the June 4<sup>th</sup> school committee meeting members will have an opportunity to ask clarifying questions or request additional evidence/information for use in completing the superintendent's evaluation.
2. Each school committee member prepares an End-of-Cycle Summative Evaluation Report by June 11, 2019 taking into consideration the Year-in-Review Report submitted by the superintendent as well as any other relevant evidence/information for the purpose of arriving at:
  - An assessment of progress on goals;
  - A rating of the superintendent's performance on the Standards;
  - An overall rating of the superintendent's performance.

Members will electronically submit their evaluation reports to Chairman King, copied to the superintendent, by June 11, 2019.

3. The Chair (Dennis) drafts an End-of-Cycle Summative Evaluation Report of the superintendent for the committee. The Chair will:
  - Prepare a single summative evaluation based upon the preponderance of individual ratings;
  - The Chair sends the summative evaluation to committee members by June 15, 2019;
  - The school committee adopts a final End-of-Cycle Summative Evaluation Report (on agenda for June 18, 2019).

# CHELMSFORD PUBLIC SCHOOLS

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Jay Lang, Ed.D., Superintendent

This timeline will allow us to review the current year and move the discussion to the next (2019/20) school year this summer. I am working on goals to present to the school committee in August to guide my work for the 2019/20 school year. To aid in your review and evaluation of my work, I have attached an evaluation rubric taken from MA DESE for the superintendent's evaluation. This rubric is to be completed by each individual member and then submitted individually to Chairman King for compilation. The individual evaluations *are not public record* and *are not shared with the public*. The cumulative summative document (ratings and comments) that Chairman King will compile based upon individual member ratings will become public record and will be shared with the public.

I have colored coded the rubric for you. Each box that is colored (yellow and green) requires a rating. It is recommended that you complete the yellow sections first, review the ratings, and go back and complete the green sections. The green sections are overall summative ratings for each area included in the yellow sections. I hope this make sense, please feel free to let me know if there is anything I can provide to help in your review.

I am also available/willing to meet individually with any committee member that desires to review the work of this past year and assist in providing additional evidence of practice where it may be helpful. If you would like to schedule a time to meet, please reach out and we'll get together.

**End-of-Cycle Summative Evaluation Report: Superintendent  
2018 - 2019 School Year**

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

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

**Comments:**

**End-of-Cycle Summative Evaluation Report: Superintendent  
2018 - 2019 School Year**

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

**Superintendent’s Performance Rating for Standard I: Instructional Leadership**

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>I-A. Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.				
<b>I-B. Instruction:</b> Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.				
<b>I-C. Assessment:</b> Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.				
<b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.				
<b>I-E. Data-Informed Decision Making:</b> Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.				
<b>Overall Rating for Standard I</b>				
The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.				

**Comments:**

**End-of-Cycle Summative Evaluation Report: Superintendent  
2018 - 2019 School Year**

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

**Superintendent’s Performance Rating for Standard II: Management and Operations**

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.				
<b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.				
<b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.				
<b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.				
<b>II-E. Fiscal Systems:</b> Develops a budget that supports the district’s vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.				
<b><i>Overall Rating for Standard II</i></b>				
The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.				

**Comments:**

**End-of-Cycle Summative Evaluation Report: Superintendent  
2018 - 2019 School Year**

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

**Superintendent’s Performance Rating for Standard III: Family and Community Engagement**

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>III-A. Engagement:</b> Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.				
<b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.				
<b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.				
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.				
<b><i>Overall Rating for Standard III</i></b>				
The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.				

**Comments:**



**End-of-Cycle Summative Evaluation Report: Superintendent  
2018 - 2019 School Year**

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

**Superintendent’s Performance Rating for Standard IV: Professional Culture**

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.				
<b>IV-B. Cultural Proficiency:</b> Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students’ backgrounds, identities, strengths, and challenges are respected.				
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.				
<b>IV-D. Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.				
<b>IV-E. Shared Vision:</b> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.				
<b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.				
<b>Overall Rating for Standard IV</b>				
The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.				

**Comments:**

**End-of-Cycle Summative Evaluation Report: Superintendent  
2018 - 2019 School Year**

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

**Add Evaluator Comments**

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

NOTES:

# CHELMSFORD PUBLIC SCHOOLS

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Dr. Linda J. Hirsch, Assistant Superintendent

## MEMORANDUM

To: Dr. Jay Lang, Superintendent  
Members of the School Committee  
From: Dr. Linda Hirsch, Assistant Superintendent *Linda J. Hirsch*  
Date: May 21, 2019  
RE: Strategic Plan – 2018-2019 School Year

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Attached you will find a narrative update for the 2018 – 2019 Strategic Plan Goals. The update includes the objectives, initiatives and action items for each of the three primary goals of the strategic plan. The cover incorporates the Strategic Plan Overview document that provides a snapshot of the global three-year plan. Dr. Lang and I will review this document at Tuesday evening's school committee meeting.

Please feel free to reach out to me if you have any questions.

**CHELMSFORD PUBLIC SCHOOLS STRATEGIC PLAN 2017-2020**

**Mission:** The mission of the Chelmsford Public Schools is to educate, engage, prepare, and empower well-rounded and knowledgeable learners who PERSEVERE through challenges, demonstrate RESPECT and INTEGRITY in their words and actions, are DEDICATED to their community, and display EMPATHY as global citizens while discovering and pursuing their full potential.

**Vision:** The vision of the Chelmsford Public Schools is to provide all students with multiple pathways to optimize their own potential for academic excellence, leadership, and social and emotional wellness. We work from a rigorous curriculum that is aligned with state standards using multiple forms of data to inform innovative approaches to teaching. Our students' success is anchored in the high expectations of teachers who are part of a professional, collaborative culture that demands a continuous focus on instructional improvement. It is our responsibility that every student feels safe, cared for, appropriately challenged, and supported in our schools. Our students' successes are celebrated within and across schools as well as throughout the broader community. Parents and the Chelmsford community are connected to the daily life of our schools through consistent, multidirectional and multi-modal communication, which builds external support for and pride in the district, schools, teachers, and students. As a result of high quality teaching, meaningful partnerships, and well-resourced schools, our students contribute to the Chelmsford community as self-directed, creative, and well-rounded learners who are ready to become the innovative leaders of tomorrow.

**Our Values:**

- 👉 Academic Achievement for All Students
- 👉 Positive and Supportive School Cultures
- 👉 Excellence and Professionalism in Teaching
- 👉 Supportive and Stable Relationships
- 👉 Strong Fiscal and Facility Support

**Strategic Objectives and Initiatives**

① <b>Every Student Achieving Academically</b>	② <b>Every Student Supported in a Positive, Prosocial Learning Environment</b>	③ <b>Aligned Financial and Facility Resources in Support of the Strategic Plan</b>
<p><b>Theory of Action:</b> By establishing a comprehensive tiered system of support that addresses the academic needs of all students and provides multiple access points to learning, we ensure that every student achieves to his/her full potential.</p>	<p><b>Theory of Action:</b> By establishing a comprehensive tiered system of support that promotes our PRIDE norms, values, and expectations, we ensure that students' social and emotional learning needs are addressed and that all members of the school community feel engaged, respected, and safe.</p>	<p><b>Theory of Action:</b> By developing an aligned sustainable financial foundation that supports the resource needs of the district, we ensure that students, families, and educators are supported and growing.</p>
<ul style="list-style-type: none"> <li>• Initiative #1: Ensure an aligned, consistent, rigorous comprehensive curriculum</li> <li>• Initiative #2: Identify and consistently implement effective Tier I instructional practices</li> <li>• Initiative #3: Establish systems for data-informed instructional practices</li> </ul>	<ul style="list-style-type: none"> <li>• Initiative #1: Establish district level commitment to and support for the effective implementation of tiered systems and practices</li> <li>• Initiative #2: Establish systems for data-informed decisions to best monitor and support students' social, emotional, and behavioral needs.</li> <li>• Initiative #3: Ensure local capacity for implementation by providing technical assistance.</li> <li>• Implement effective systems and practices across schools</li> </ul>	<ul style="list-style-type: none"> <li>• Initiative #1: Align building conditions with the Comprehensive Facilities Assessment</li> <li>• Initiative #2: Monitor NESDEC Projections to maintain equitable class size for instruction</li> <li>• Initiative #3: Establish a Facilities Master Plan supported by the Town of Chelmsford revenue to align with MSBA funding</li> </ul>

**Perseverance • Respect • Integrity • Determination • Empathy**

**Objective I - Every Student Achieving Academically**

**Initiative #1: Ensure aligned, consistent, rigorous curriculum**

**Item #1.1 - Prepare students for achieving in Next Generation Science Standards**

**Action Items:**

- Begin implementation of FOSS curriculum adoption for grades K-4 in **Life Science**
- Begin FOSS curriculum adoption for grade 5 in **Earth Science**
- Continue to review DESE guidance documents and make any curricula adjustments as needed
- Continue reviewing and gaining literacies around embedded literacy skills (thematic teaching) into science/social studies blocks. Assign pilot groups.

**Narrative Update:**

All grade levels and departments have completed the review of all pacing guides/syllabi for science and are in the process of alignment for the new content. This work will continue as teachers continue with the implementation of all three topics moving forward. Next steps include work with the assessments for each content area.

The district has offered in-service workshops for the implementation and adoption of the FOSS Science curriculum for Grades K-5. Professional development will continue into next year school on content days, as designated on the professional development calendar. Additionally, grade level teachers worked with the curriculum coordinators and coaches, to embedding non-fiction science and social studies content into the literacy block. Professional development was provided for all elementary teachers in Inquiry-Based Learning that crosses all content areas and encourages critical thinking, reading and writing activity with Science and Social. Starting in the summer of 2018, teams of grade level teachers met to develop an Essential Course of Studies (ECOS) for grades K-4. Teachers embedded Science and Social Studies themes (new frameworks) into the documents. Teachers in K-4 have utilized the documents as a guide for curriculum instruction over the year. Based on teacher feedback, we are reconvening an ECOS workshop this summer (2019) to make revisions to the framework. All requests for trade books/readers fund in grades K-4 to support instruction of science and social science concepts and enhance literacy skills have been submitted.

Grade 6 began their pilot curriculum and are moving forward with the BLANK program. Grades 7-12 will continue with their current alignment as they work with the new standards and testing. The adoption process will be an on-going goal for science. Biology just finished their pilot and will be making final decisions by the end of the year.

**Initiative #1:: Ensure aligned, consistent, rigorous curriculum**

**Item #1.2: Review of all pacing and syllabi at all levels for instructional adjustments**

**Action Items:**

- Meet with individual departments and grades to review, revise, and update documents
- Continue monitoring of posted syllabi updates
- Adjustment and expand district Program of Studies as needed
- Create consistency around the practice of homework and assignments at the secondary level
- Refine and update 5-year curriculum adoption cycle
- Utilize district coaches to implement and model lessons for all standards

**Narrative Update:**

Similar to the science alignment, all departments are reviewing and refining their pacing guides/syllabi to meet new standards and to keep current coursework for students. The district is moving to a full *Google* platform and *Team Drives* are created to store all guides and syllabi in one spot or access.

Our high school Program of Studies was expanded to include dual enrollment classes in science, mathematics, social studies, and computer science. The newest department additions for next year are business, fine arts and family and consumer sciences. Additional courses include US History 2, Psychology, Writing for College, Chemistry, Early Childhood 3, Statistics, Studio Art 3, Accounting, Marketing, and Management.

The action steps of homework alignment needs to continue with department coordinators to develop each department’s collective implementation. Our 5<sup>th</sup> and 6<sup>th</sup> grade teachers will make the alignment to homework standards with the change to standards-based report cards (SBRC) that will separate homework success to learned standards. Grades 7 and 8 will make the final transition to SBRC, which will continue this alignment work.

We continue with the curriculum adoption cycle that is being implemented. All curriculum adoptions have been fully funded with professional development supporting the new materials.

The district math/science and writing coaches were again funded by the Title I and Title IIA grant. These coaches have continued the work with classroom teachers and have provided professional development for the school year. Our goal is to continue with the coaching model with the funding source of the grants.

**Initiative # 2: Identify and consistently implement effective Tier 1 instructional practices (pedagogy)**

**Item #2.1: Establish documents and models/exemplars to guide schools’ efforts to implement T1 practices.**

- Action Items:**
- Continue implementation of agreed upon instructional expectations and pedagogy and refine as necessary
  - Assess and refine agreed upon instructional expectations and pedagogy and refine as necessary

**Narrative Update:**

The district follows the accommodations that are identified in our District Curriculum Accommodation Plan (DCAP). These accommodations allow the flexibility for teachers to make adjustments, and to meet the individual needs of students. Additionally, the district implements the Universal Design for Learning (UDL) guidelines. We offered both a graduate course and 15 PDP module for teachers to access and implement the guidelines in the classroom. Our administrative team was trained in the guidelines and will continue with additional literacies in the area of UDL. There will be continued revisions and review these teaching practices at all levels with the teachers through professional development, coaching, and faculty meetings. Teachers have been provided curriculum writing time to create lessons to incorporate these teaching practices.

The District Leadership Team (DLT) have engaged in professional development for instructional practices and how this relates to supervision. As a team, we are creating a Chelmsford specific “Look For” document using the DESE evaluation rubric to create consistency across the district. This professional development will continue into the summer months and next year.

An administrative team of department coordinators have engaged as a Learning Walk Team along with various building administrator participating. The schedule and sign up was shared and we used the protocols based on the book Instructional Rounds by Elizabeth City, Richard Elmore, Sarah Fiarman, and Lee Teital. This year, we were able to conduct cross level Learning Walks. Also, our mentors and mentees have engaged in Learning Walks to provide our new teachers with professional development and to support their new teaching practices in the district.

**Initiative # 3: Establish systems for data-informed instructional decisions to best monitor and support student**

**Item # 3.1 Assess student development and growth**

**Action Items:**

- Identify data to use as district student assessments
- Train administration and faculty in the use of data dashboards
- Create housing mechanism to store district data electronically
- Continue the use and implementation of universal screener in grades K-8
- Continue with data meetings to inform instructional practices with common protocols
- Identify representative members for the Standards-Based Report Card Committee

**Narrative Update:**

The yearly district assessment calendar has been created for grades K-8 that states the assessment windows for internal benchmarks, standardized assessments, and grading. These windows account for data meetings around student data to assess current action plans and provide an opportunity for refinement to action steps including professional development. This year was the full implementation of iReady benchmarks, which were incorporated into the assessment calendar. We are currently in the third benchmark testing window with the final data meetings being conducted in June. iReady is also a building block program where teachers are able to assign lessons and use the program as an intervention. Teachers have received their first professional development of iReady to include how to read reports, assign lessons, and use the program in a blended learning environment.

The curriculum and technology department still continue to collaborate, in order to streamline as many data points possible into the fields of our student management system (X2) to begin the process of creating a localized place for data access. The first iteration of dashboards have been created for review. We will begin the training this summer with our administration to show how these dashboards will provide a full profile of school and student grades, attendance, standardize testing, and school history. Data meetings will continue using the data dashboards as a new tool.

The Standards-Based Report Card (SBRC) Committee has been established with representation from both middle schools, grades and content areas. The first phase will include the grades 5 and 6 roll-out for the 202-2021 school year. The committee has had its second meeting this year, and the alignment work from 4<sup>th</sup> grade to 5<sup>th</sup> and 6<sup>th</sup> has begun with the building of vertically aligned standards. The committee will continue this work into next year and move to the teachers to create aligned benchmarks.



**Objective II - Every Student Supported in a Positive, Prosocial Learning Environment**

**Initiative # 1: Establish district level commitment to and support for the effective implementation of tiered systems and practices.**

**Item #1.1: Sustain a District- Level Leadership Team as an oversight representative group for systems and practices of behavioral support**

**Action Items:**

- Ensure DLT consists of representation from all schools.

**Narrative Update:**

In 2017, the District Level Multi-Tiered System of Support (MTSS) team was established. This team has representation from Central Office including the Superintendent, Assistant Superintendent, Director of Student Services, Director of Personnel, as well as the Coordinator for Social Emotional Learning and Counseling Services, and Coordinator for Health Education, Physical Education and Family & Consumer Sciences. There is one building administrative representative from each of the seven schools. In addition to the previously listed members, there are two Positive Behavioral Intervention and Supports/Social Emotional Learning Consultants on the team as well.

The District MTSS team meets every other month which totaled 5 meetings for this current 2018-2019 school year. The District MTSS team meeting dates were determined over the summer and sent out to all members in order to maximize attendance at all meetings. The agenda was developed and shared on the District MTSS team drive prior to each meeting and notes, next steps, and action items were taken during the meeting. The Consultants assisted in the development of the agendas with the Coordinator of Social Emotional Learning and Counseling Services, as well as the Coordinator of Health/PE/FCS.

The District MTSS team took a look at data from all schools from the Tiered Fidelity Inventory (TFI) which was filled out by MTSS teams as well as the School Assessment Survey (SAS) which was filled out by the entire staff. The team was able to look at growth from previous years to this year on both of these surveys, as well as determine next steps for professional development and trainings. This data was also looked at on a school level to determine next steps and goals for the year.

**Initiative # 1: Establish district level commitment to and support for the effective implementation of tiered systems and practices.**

**Item #1.2: Strengthen the effectiveness of school-based teams**

**Action Items:**

- Review Tier 1 teams operational efficiency and effectiveness procedures and team membership.
- Develop an action plan for items identified incomplete on the CTC.

**Narrative Update:**

Each school has a Multi-Tiered System of Support (MTSS) team in place. These teams have representation from multiple grade levels, specialist teachers, administrators, as well as two to three facilitators. At the beginning of each school year, the teams complete the Collaborative Team Checklist (CTC), which is designed to help organize team and meeting processes through the assessment of features of effective team and meeting practices. It is recommended that all team members participate in using the CTC for the assessment of current practices and then collaboratively addressing the improvement of those features that are assessed as “partially in place” or “not in place”. An action planning format is included to address tasks to be completed.

The focus for the Multi-Tiered System of Support teams is Tier 1 practices and interventions. The team uses data-based decision making to determine what practices, supports and interventions are needed and then presents this information to the entire staff. The staff is then charged with putting into practice these tier 1 supports, practices and interventions to support all students.

Each Multi-Tiered System of Support school-based team filled out the Tiered Fidelity Inventory, which measures fidelity at all three tiers of PBIS, and each tier is measured independently. It is used as a progress monitoring tool and as an annual assessment tool for each team and school.

**Initiative # 1: Establish district level commitment to and support for the effective implementation of tiered systems and practices.**

**Item #1.3: Continue implementation of Tier I Supports**

**Action Items:**

- Identify and implement Tier 1 plan assessing the fidelity of implementation and impact/effectiveness of Tier 1 teaching rollouts.
- Identify and implement procedures across levels for school-wide Tier 1 common classroom routines
- Assess school-wide implementation of routines and classroom practices

**Narrative Update:**

In order to assist with the continuation of implementation of Tier 1 supports in each school, the District MTSS Team has provided school-based MTSS teams with three “Team Days” which are approximately six hours in length. These “team days” have provided each time with time to identify and implement Tier I plan assessing the fidelity of implementation and impact/effectiveness of tier 1 teaching rollouts; identify and implement procedures across levels for school-wide tier 1 common classroom routines; and assess school-wide implementation of routines and classroom practices. Each team has used data-based decision making using the TFI and the SAS in order to identify, implement and assess tier 1 practices rolled out in each school. These data points have also driven the team meetings, team planning days, and next steps in Tier I practices and supports.

**Initiative # 1: Establish district level commitment to and support for the effective implementation of tiered systems and practices.**

**Item #1.4: Design and Implementation Universal Systematic Screening Tool School-wide Pilot**

**Action Items:**

- Research universal screening process for identification of children who are at-risk for on-going social, emotional or behavioral concerns.

**Narrative Update:**

There has been a kick-off to a systematic Tier 2 universal screener at three of the elementary schools this 2018-2019 school year. This has been a thorough and extensive process at each school and each one has made a determination on what they are going to use moving forward. This process was completed by the Tier 2 team, the facilitators, the building administrators and the consultant working with the elementary schools. These screeners have identified children at-risk for on-going social, emotional and behavioral concerns. The teams have taken the data from the screeners to determine and implement Tier 2 interventions.

This process will continue with the other school-based teams in the 2019-2020 school year.

**Initiative # 1: Establish district level commitment to and support for the effective implementation of tiered systems and practices.**

**Item #1.5: Provide technical assistance to build local capacity.**

**Action Items:**

- Form a representative team with effective operating procedures consisting of school personnel.
- Identify Tier 2 Coaches
- Tier 2 Teams utilize the Collaborative Team Checklist to guide the development of effective operating procedures
- Conduct the Tiered Fidelity Inventory (TFI) for Tier 2 to identify system and practice features in need of improvement
- Develop an action plan based on need assessment

**Narrative Update:**

Each school has a well-developed MTSS team focused on Tier 1 practices and supports. These teams meet approximately two times a month for an hour. Each elementary team has two facilitators that plan, organize and run these team meetings in conjunction with the building administrators as well as with support from the district's two consultants. The facilitators meet about twice a month with each other and on occasions building administrators and consultants will meet with them as well.

Two schools have identified Tier 2 facilitators as well as Tier 2 teams this school year. South Row Elementary School and Byam Elementary School have a dedicated facilitator for Tier 1 as well as for Tier 2. Each of these schools has a Tier 1 and a Tier 2 team in place at this point. Each team has gone through the Collaborative Team Checklist (CTC) as well as the Tiered Fidelity Inventory (TFI) in order to develop an action plan based on the need's assessment on Tier 2 supports, practices and interventions.

It is anticipated that more schools will develop a Tier 2 team and facilitator in the 2019-2020 school year.

**Initiative #2: Establish systems for data-informed decisions to best monitor and support Students’ social, emotional, and behavioral needs.**

**Item #2.1: Strengthen effectiveness of behavioral data systems.**

**Action Items:**

- Ensure all schools have access effective behavioral data information system.
- Ensure all schools have trained personnel in data entry and data retrieval.
- Ensure all staff understand accurate behavioral data.
- Review and revise systems for response.

**Narrative Update:**

We are currently in the piloting phase of utilizing a behavioral data information system. Two elementary schools are using System-Wide Information System (SWIS). SWIS is a web-based information system to collect, summarize, and use student behavior data for decision making. The other two elementary schools are using Google Forms to collect their schoolwide data. The middle schools and high school are using our current student management system, X2, to filter all data into the program. X2 provides a flat data source to review student information including behavioral data. The plan is for the District MTSS Team to make a decision by the end of the 2019-2020 school year on which system we are going to adopt and use as a district.

There has been trainings and professional development for building administrators as well as facilitators on data entry and data retrieval which was done by our two consultants. It was also determined at our last District MTSS Team meeting that all facilitators moving forward will fill-out a confidentiality agreement for assisting in the data entry and retrieval processes.

**Initiative # 3: Ensure local capacity for implementation by providing technical assistance.**

**# 3.1: Evaluate Tier 1 and 2 Practices for Local Capacity of Implementation**

**Action Items:**

- Conduct the Tiered Fidelity Inventory (TFI) for tiers 1 and 2.
- TFI data are used to help guide development of an annual action plan.
- Plan for the expansion of needed Tier 2 interventions and supports.
- Schedule and Prepare to administer the School Assessment Survey (SAS) for *Fall 2019*

**Narrative Update:**

The Tiered Fidelity Inventory (TFI) has been completed by every school twice: once in the 2017-2018 school year and again in the 2018-2019 school year. It is the plan moving forward to complete this inventory again next school year to continue to identify, implement and assess all three tiers as well as develop annual action plans.

Each school has administered, completed, and analyzed the data from the School Assessment Survey (SAS) during the 2018-2019 and 2019-2020 school year. Each school-based team has used this data to help develop their annual action plans.

Two elementary schools have Tier 2 teams, facilitators, interventions and supports in place which started this 2019-2020 school year. Each school is at a different place in regard to their MTSS teams and Tier 1 supports but are all moving towards the implementation (when ready) to a Tier 2 team, facilitator, interventions and supports.

**Initiative # 3: Ensure local capacity for implementation by providing technical assistance.**

**# 3.2: Expand local capacity for implementation of Tiers 1 and 2.**

**Action Items:**

- Identify a schedule for district-level and school-based teams summer/fall 2019 meeting dates
- Create a Team Drive with information for district- and school-based teams

**Narrative Update:**

There were four dedicated Multi-Tiered System of Support (MTSS) professional development (PD) half-days put into the PD calendar for this school year, which was driven by the school-based teams and building administrators in conjunction with the two district consultants.

The school-based teams meet approximately twice a month and the facilitators running these teams also meet an additional two times a month.

There have been three “team days” where the school-based teams could get together and assess their progress, assure readiness for implementation, and then determine next steps for implementation and roll-out to the entire school.

There has been three facilitator training/sharing days on the calendar this year which provided the consultants some time to train our school-based facilitators, provide them with some professional development and give them an opportunity to share and hear from other facilitators in the district.



**Initiative # 4: Implement effective systems and practices across schools.**

**Item # 4.1: District teams will expand the behavioral support system by integrating “Social-Emotional Learning” (SEL) curricula.**

**Action Items:**

- Expand the implementation of Social Emotional Curriculum at schools.

**Narrative Update:**

Second Step has been fully implemented at the South Row Elementary school and partially implemented at the other three elementary schools in order to help students with skill-development. One of the elementary schools is currently tracking the fidelity of implementation as well as student’s skill development in regard to their social-emotional learning.

It is the plan moving forward to have Second Step fully implemented in all four schools and assess their fidelity of implementation as well as student’s social and emotional skill development.

For the 2019-2020 school year, we are going to take a look at curricula for the middle school level, specifically, starting with fifth grade.

**Initiative # 4: Implement effective systems and practices across schools.**

**Item # 4.2: District-wide implementation of Tier 2 Systems and Practice**

**Action Items:**

- Identify and implement at least one systematic Tier 2 intervention
- Plan for the expansion of needed Tier 2 interventions and supports

**Narrative Update:**

Three elementary school have Tier 2 teams in place and two out of the three have implemented one systematic Tier 2 intervention. Following the implementation of one Tier 2 intervention, the Tier 2 teams took a look at the intervention data and created a plan for expansion of Tier 2 interventions and supports. Both schools have implemented multiple Tier 2 interventions and supports this 2018-2019 school year with the projection that the third school will be ready to implement at the start of the 2019-2020 school year.

The other schools are making progress in this area and will be moving towards Tier 2 in the 2019-2020 school year with support from the two consultants to get started.

**Objective III - Aligned Financial and Facilities Resources in Support of the Strategic Plan**

**Initiative # 1: Align building conditions with Comprehensive Facilities Assessment**

**Item #1.1: Develop action plans to address the findings and recommendations for the existing conditions and physical assessments of each school building as detailed in the Dore & Whittier Comprehensive Facilities Assessment.**

**Action Items:**

- Continue assessment and identify educational program needs, including budgetary needs, to address the goals, strengths and deficiencies of CPS academic programming.
- Continue committee meetings to provide academic expertise to facility planning
- Continue with scheduled meeting time with SC and school and town facilities teams
- Begin first phase of priority project identified in the Align Dore & Whittier facilities assessment
- Monitor finances and action steps to ensure project completion
- Assess and review current academic needs with current building projects

**Narrative Update:**

The Facilities Subcommittee of the school committee met in the summer of 2018 to begin to review the recommendations of the Dore & Whittier (D&W) comprehensive facilities assessment as it relates to the Chelmsford Public Schools (CPS).

An initial internal review and prioritization of the D&W recommendations were provided and sorted in the following major categories: Completed, General Maintenance, High Priority (1 – 3 years), Medium Priority (4 – 6 years), and Low Priority (7 – 10 years) action items. Further, a number of items were categorized as “building envelope” and “no action recommended.”

The items categorized as building envelope will be taken together for further review and recommendation. Throughout the fall, various elements of the 10 year capital plan were presented to the school committee and prioritized for consideration. While the priority of various elements of the approved 10 year capital plan may evolve, the 10 year capital plan provides a roadmap for town and school department investments in the schools.

In November, the School Committee approved a prioritized request of \$1.77 million for building and technology capital projects in the schools. The town capital planning committee ultimately recommended \$ 1 million in school related capital projects to spring town meeting for consideration which was approved. The building capital projects approved by town meeting include code compliance upgrades to several school kitchen and food preparation areas (\$ 285,644), upgrades to kitchen service lines (\$ 101,706), and expansion of the front parking lot at Harrington Elementary School (\$ 205,000). Technology capital projects include the first year of a three year investment in upgrades to the existing security camera and intrusion systems at McCarthy and Parker Middle Schools (\$440,000).

**Initiative # 2: Monitor NESDEC Enrollment Projection to maintain equitable class size for instruction**

**Item # 2.1: Develop a plan to continuously monitor areas of need to support elementary, middle and high school level educational programming.**

**Action Items:**

- Review report and plan long-term student enrollment analysis annually with School Committee and administration.
- Align to current enrollment, district trends and town birth rates
- Review class size determination to support educational practices for each level and across the district
- Continue with assessment and identifying educational program needs, including budgetary needs, to address the goals, strengths and deficiencies of CPS programming.
- Continue with assessment and identifying educational program needs, including budgetary needs, to address the goals, strengths and deficiencies of CPS programming.

**Narrative Update:**

A full NESDEC longitudinal student enrollment projection was completed and shared with the school committee, school administration, and community providing a comprehensive analysis of current enrollment, birth rates and, and projected changes for both through 2026. Class sizes continue to stay steady without issue even with reductions of sections at both the middle and high school levels. The current school committee policy on class size has been determined to be adequate and the district has been able to address any needs to add sections in schools where the grade level requires additional staff to meet the current educational needs of students.

**Elementary School Level Highlights**

Average class size for our full day Kindergarten classrooms range between a low of 22 students per classroom at Byam to a high of 26 students per classroom at Center. At the 1<sup>st</sup> grade level, classrooms range between 20 and 26 students. At the second grade level, classrooms range between 20 and 25 students. At the 3<sup>rd</sup> and 4<sup>th</sup> grade levels, average class sizes are lowest and range between 20 and 22 students in our four elementary schools.

**Middle School Level Highlights**

Overall class size at the middle school grade levels is exceptionally good, averaging 19 to 25 students in grades 6 through 8 at both McCarthy and Parker Middle Schools.

This student enrollment data is important as we begin establishing desirable conditions and budget parameters for the FY20 budget development process in the new year.

**Initiative # 3:** Establish a **Facilities Master Plan** supported by the Town of Chelmsford to align with **MSBA funding**

**Item # 3.1:** Provide sustainable facilities and operations for educational programming conducive to both present and future student learning.

**Action Items:**

- Continue scheduled meetings with School Building Authority to guide the school building project
- Continue scheduled meetings with school and town administrators inclusive of facilities assessment
- Continue analysis of available data sources including local benchmarks, DESE RADAR, Edwin Analytics, current operating budget, and capital funds for correlation of funding and educational achievement

**Narrative Update:**

The district will continue to meet and apply for MSBA funding for a new school project past the current application that was not funded in 2017 and 2018. The committee continues to meet and discuss programming in relation to school space. The current academic and financial analysis with existing tools has projections on track to provide complete programming at all levels. Class size remained steady and manageable for the year and is projected to be sustainable in future years.

# CHELMSFORD PUBLIC SCHOOLS

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## **Memorandum**

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

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

DATE: May 16, 2019

RE: Bus Route and Bus Stop Development

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During the May 7, 2019 school committee meeting, I presented a student transportation program report and fee update. During the discussion, there was a request to provide a written summary of the process used for creating bus routes and bus stops, based on the student bus registration information.

Attached please find a summary of the process which we will post to the CPS website.

Thank you for the opportunity to provide this update.

# CHELMSFORD PUBLIC SCHOOLS

## 2019-2020 BUS ROUTE AND BUS STOP DEVELOPMENT

### ALL STUDENTS MUST REGISTER ON-LINE

Please remember to register on-line to ride the school bus for the 2019/2020 school year using MCC eSchool. Please view the Chelmsford Public Schools (CPS) website, select the PARENT TAB, and scroll down to REGISTER AND PAY ONLINE. A student ID number is required to register.

### ALL RIDERS MUST REGISTER, EVEN IF THERE IS NO FEE

All students **must be registered each year** if they would like to ride the school bus, even if they do not need to pay a fee. If all students register to ride the bus, the district has more accurate student/rider data, therefore bus routes may be established with better efficiency and on-time performance.

The determination of a fee or no fee is based on the grade level of the student and the mileage between home and school. To summarize:

GRADE	UNDER TWO MILES	OVER TWO MILES
K-6	PAY FEE	NO FEE
7-12	PAY FEE	PAY FEE

The data collected from the bus registration process allows the district to establish bus routes and bus stops based on several factors:

1. Safety – We analyze busy streets and determine the safest location for each bus stop.
2. Efficiency – Small groups of students at each bus stop are encouraged to increase bus route efficiency and on time performance.
3. Capacity – There may be more than one bus in the same geographic (neighborhood) area depending on the actual number of the riders. The bus registration data allows us to develop bus routes and bus stops to balance the capacity of students on each bus.

### BUSSES MAKE MULTIPLE RUNS EACH DAY

We transport approximately 3,400 students using 29 buses daily. Most of the busses make three (3) runs each morning and afternoon, with high school students on the first run, middle school students on the second run, and elementary school students on the third run. There are also eight (8) late day runs, three (3) days a week, for high school and middle school students from mid-October to mid-June who elect to participate in after school activities. Service times begin at 6:30 a.m. and typically end by 5 p.m.

On time performance and the ability to accomplish all three (3) runs during each school's arrival and departure time is a challenge with daily traffic, student loading variables, and other factors. For example, once the middle school students are dropped off at school, the bus departs at approximately 8:10 a.m. and travels in traffic until reaching the first elementary school bus stop. To help keep the bus ride to a maximum of approximately 30 minutes, and to have the students arrive on time to school, bus stops with small groups of students are set to achieve efficiency, safety and on time performance. To achieve these goals, students are not picked up at their individual homes and instead will be grouped together at common stops. In addition, busses are not routed to go down one-way streets or cul-de-sacs where they may have to back-up and turn-around with children on board. For safety and efficiency, students residing on one way streets and/or cul-de-sacs are assigned a bus stop at the top cross street. Every year, the busses have a trial run and report any potential issues to the Transportation Coordinator before school starts to ensure a safe start to the new school year.

- High school students should expect their assigned bus stop to be at a cross street. Also, fewer bus stops help us not start any high school bus route before 6:30 a.m. The current average distance from home to bus stop for high-school students is .15 of a mile with an average duration (run-time) of 24 minutes.
- Middle school students should expect their assigned bus stop to be at a cross street. The current average distance from home to bus stop for middle school students is .10 of a mile with an average duration (run-time) of 24 minutes.
- Elementary school students should expect their assigned bus stop to be at a cross street. The current average distance from home to bus stop for elementary school students is .09 of a mile with an average duration (run-time) of 26 minutes.

The average distances and route durations referenced above are based on actual 2018/19 school year bus route information. These are averages, some home to bus stop distances and run durations will be longer, some shorter. School bus stops will be at centralized locations. Students are not entitled to street-by-street or door-to-door pick-up and/or drop-off. The distance over the most direct public ways between a student's residence and the nearest school bus stop shall not exceed 1.0 mile, in accordance with state law.

### **CREATING THE BUS ROUTES, BUS STOPS AND BUS PASSES**

The data collected during the bus registration process is uploaded into a transportation software tool that assists in creating the bus routes and bus stops. While the bus routes and bus stops may be very similar each year, they will be adjusted based on the students who registered to ride the bus.

This data is also used to create bus passes for each student. The bus pass includes the bus number, bus stop location, and estimated pick-up/drop-off time. Bus passes will be mailed home in August before school begins. This information is also in the X2 portal for the family to view.

Initial bus route creation will be based on student registrations received as of July 31, 2019. Once the bus routes are created, the bus company is provided with the route. Each driver is required to do a test run before the first day of school and is also given the opportunity to provide input regarding their bus route and assigned bus stops. We encourage all families to register their students early to ride the bus. Delays in registration may result in a bus stop assignment that may be further away from home than the family prefers due to bus routing.

Students who register late to ride the bus (August 1, 2019 through August 23, 2019) will be assigned an existing bus stop location based upon the initial bus routes created. Additional bus stops may be added and bus routes may be updated based upon late registrations received, however the initial bus routes for the 2019/20 school year will be in effect from the start of the school year through mid-September. In the event bus routes are to be changed due to additional stops being added, prior notice shall be provided to families through an e-mail communication and updated route information posted to X2.

Students who register after August 23, 2019 will be assigned an existing bus stop location based upon the bus routes created. The review of bus routes for efficiency, including adding/removing bus stop locations is ongoing throughout the school year. If and when modifications to existing routes are made, prior notice of route adjustments shall be provided to families through an e-mail communication and updated route information posted to X2.

### **CONTACT INFORMATION**

Please contact Peter Brekalis, CPS Transportation Coordinator, at [brekalis@chelmsford.k12.ma.us](mailto:brekalis@chelmsford.k12.ma.us) or (978) 251-5100 x6942. Additional information may also be viewed in the CPS website. To access the website, select the DISTRICT TAB, and scroll down to TRANSPORTATION. You may contact MCC directly at (508) 460-6000 for assistance if you encounter issues processing your on-line registration using the MCC eSchool product.



# CHELMSFORD PUBLIC SCHOOLS

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*Cheryl L. Kirkpatrick, Ed.D., Director of Personnel and Professional Learning*

*Office of Human Resources*

*230 North Road, Chelmsford, MA 01824*

*Telephone: (978) 251-5100 Fax: (978) 251-5110*

*[kirkpatrickc@chelmsford.k12.ma.us](mailto:kirkpatrickc@chelmsford.k12.ma.us)*

TO: Dr. Jay Lang, Superintendent

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

DATE: May 15, 2019

RE: **Personnel Report APRIL 2019**

Please see the attached Personnel Report which includes retirements, resignations, new hires and assignment changes for the month of April, 2019. Thank you for sharing this report with the members of the Chelmsford School Committee.

**Personnel Report - APRIL 2019**

**New Hires**

**Shea, Kaitlyn**

**Paraprofessional  
Chelmsford High School  
Effective date: 5/13/19**

**Resignations:**

**Breveleri, Carmen**

**Paraprofessional  
Chelmsford High School  
Effective date: 4/1/19**

**Cole, Christopher**

**Paraprofessional  
Chelmsford High School  
Effective date: 6/12/19**

**D'Amato, Concetta**

**.2 Physical Education Teacher  
Byam  
Effective date: 6/13/19**

**Goselin, Ryan**

**Paraprofessional  
Chelmsford High School  
Effective date: 6/12/19**

**Perry, Candace**

**Paraprofessional  
Chelmsford High School  
Effective date: 5/3/19**

**Reinemann, Michelle**

**Grade 2 Teacher  
Center Elementary School  
Effective date: 4/30/19**

**Segal, Jennie**

**.5 Music Teacher  
McCarthy Middle School  
Effective date: 6/13/19**

**St. Hilaire, Joseph**

**Paraprofessional**  
**Chelmsford High School**  
Effective date: 5/3/19

**Tierney, Alicia**

**Paraprofessional**  
**Chelmsford High School**  
Effective date: 6/12/19

**Vandal, Ryian**

**Paraprofessional**  
**Chelmsford High School**  
Effective date: 6/12/19

**Retirements:**

**None**

**Assignment Changes:**

**Baker, Amy (formerly Grade 4 Teacher @ Byam)**

**Grade 6 (ELA/SS) Teacher**  
**McCarthy Middle School**  
Effective date: 8/26/19

**Dunn, Christina (formerly Grade 5 Special Needs Teacher @ Parker)**

**Moderate Special Needs Teacher**  
**Harrington Elementary School**  
Effective date: 8/26/19

**Guerra, Mary (formerly Grade 4 Teacher @ Harrington)**

**Grade 4 Teacher**  
**Center Elementary School**  
Effective date: 8/26/19

**Kennedy, Meghan (formerly Special Education Teacher @ South Row)**

**Reading Teacher**  
**Byam Elementary School**  
Effective date: 8/26/19

**Mazzone, Kelly (formerly Art Teacher @ Parker)**

**Art Teacher**  
**Harrington Elementary School**  
Effective date: 8/26/19

**Nagle, Kaitlyn (formerly Grade 2 Teacher @ Harrington)**

**Grade 3 Teacher**  
**Harrington Elementary School**  
Effective date: 8/26/19

**Waszak, Alison (formerly Grade 1 Teacher @ Byam)**

**Grade 2 Teacher**

**Byam Elementary School**

Effective date: 8/26/19

# CHELMSFORD PUBLIC SCHOOLS

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## Memorandum

TO: Jay Lang, Superintendent  
Members of the School Committee

FROM: Cheryl Kirkpatrick, Director of Personnel & Professional Learning

DATE: May 16, 2019

RE: Substitute Staffing Report: Coverage Needs and Recruitment Efforts

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The purpose of this memo is to provide a description of our substitute recruitment efforts and pool, and to address the question of considering substitute candidates with Associates degrees.

### Substitute recruitment efforts

Our substitute recruitment efforts begin in July for the next academic year. We publicize widely, organize a summer recruitment effort, and reconnect with substitutes on our roster to determine if they are planning on returning to the pool the following year. Our recruitment activities continue throughout the year yielding, on average, 8-10 new substitutes each month.

- Advertising vehicles: School Spring, district website, town website, library, local colleges, message board in front of McCarthy, occasionally the local papers.
- This year our summer recruitment effort yielded 41 new substitutes.
- Since September 2018 school year recruitment efforts have brought in nearly 60 additional new subs.
- We averaged between 110 to 125 active subs at any time during the 2018-2019 academic year.
- The substitute pool often serves as a pipeline to other full-time positions in the district. This year 21 active subs were hired into permanent positions since September.

Since July 2018, just under 200 people applied to be substitutes in the district. Approximately 50% of these applicants withdrew before they could be considered for hire. This is not unusual since many candidates consider substituting when they are in between jobs. Approximately ninety-five percent (95%) of applicants who were interviewed (95) were hired.

### Substitute requirements

We accept applications for substitutes from anyone with a high school diploma and strong references. Although we have different requirements for different types of substitutes (explained below), we post for substitute positions using a general posting so that all applicants are considered for any and all substitute positions for which they qualify. Despite the requirement to possess a minimum of a high school diploma, most of our applicants have Bachelor's degrees or higher. Of the substitutes that we have on-boarded since July, more than 80% of them had a BA or higher, and only about 4% (4 new hires) had an Associate's degree.

Different substitute positions have different degree requirements. Any substitute who has completed a high school diploma, but has not completed a Bachelor's degree is eligible to sub for recess aids and paraprofessionals. Any substitute who has completed a Bachelor's degree is eligible to substitute for teachers, as well. In order to be hired as a long-term substitute, the candidate not only needs to possess a Bachelor's degree, but also needs DESE licensure. To be a substitute nurse, candidates must possess a valid nursing license. Rates for these different substitute positions differ as indicated below:

- Substitutes for recess aids and paraprofessionals earn \$12/hour
- Substitutes for teachers earn \$75/day

- Long-term substitutes earn \$125/day
- Nurse substitutes earn \$130/day

Often those who substitute do so in several districts and opt to take assignments that pay the most. Therefore, we are in competition with neighboring districts for sub coverage and may want to examine the rates we offer now that minimum wage has increased. Rate comparisons can be provided at your request.

### **Substitute Management**

We use Frontline (AESOP) as our substitute management platform. This platform enables teachers to create accounts to record their absences and enables substitutes to view and sign-up for assignments. Ms. Sherri Panneton has been in the role of Substitute Coordinator among other responsibilities in the Personnel Office. She ensures that substitutes are enrolled in the system and manages accounts and sub-coverage.

When a teacher, paraprofessional or recess aid needs a substitute, he/she enters the absence into AESOP, it is approved by the principal, and it then becomes available to the substitute pool. Educators have the ability to create a preferred substitute list, which alerts those substitutes of the assignment first, and gives the preferred substitutes a short window of time to view and accept the assignment before it is accessible to the general pool of substitutes.

Additionally, when possible, we endeavor to find a consistent substitute to sign-up for extended absences. This provides more consistent service provision to students.

### **Absence coverage and fill patterns**

Of course, all of these efforts are to ensure that services to students are consistently provided despite staff absences. Since we would only be satisfied if we provided substitute coverage for every absence every day, we are always looking for ways to improve our recruitment of substitutes, our substitute coverage rates, and staff attendance. Because many of our most loyal substitutes are community members, we have and will continue to develop our networks in the community including networking more closely with school PTOs.

That said, we have been able to provide substitute coverage for about 85% of all teacher absences, on average, relatively consistently. Of the 15% of absences that go uncovered, over 90% of them are entered within 24 hours of the absence, leaving little time for substitute candidates to access and accept the assignment. During the week of May 6-10, 2019 there were 161 recorded teacher absences requiring substitutes. 135 (84%) of these absences were filled. 23 (14%) of these absences were not filled. Of the 23 that were not filled, all but 2 (91%) were recorded less than 24 hours before the absence.

Substitute coverage for paraprofessionals and recess aids is not as consistent. Paraprofessional absences are filled about 65% of the time, and recess aid absences are filled about 55% of the time. One factor is undoubtedly the rates we are able to offer as well as the hours of work. Since most of the substitutes in our pool (more than 80%) qualify to be teacher substitutes, assignments that are generally preferred, these assignments are often taken first.

### **Regarding accepting substitute candidates with Associate degrees**

This report is, in part, a response to a question about whether we might consider allowing substitutes with Associates degrees to become substitutes. As the context provided above clarifies, we already do accept substitutes who possess Associates degrees. They make up a very small portion of our substitute pool (only about 4% or 5 individuals in a pool of 120), and are hired to substitute for paraprofessionals and aids. If there are individuals with Associates degrees who would like to be considered as substitutes for teachers, I would be in favor of considering their application on a case by case basis. If an individual who possesses an Associate's degree has significant coursework or experience with teaching children, I would fully support accepting him/her as a teacher substitute based on this experience. Unfortunately, the data presented here suggests that considering these candidates would not significantly impact our substitute recruitment efforts or coverage rates.

# CHELMSFORD PUBLIC SCHOOLS

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Jay Lang, Ed.D., Superintendent

## **Memorandum**

To: Members of the School Committee  
From: Jay Lang, Ed.D., Superintendent of Schools  
Date: May 19, 2019  
Re: Updates: Ongoing Projects

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### **1.) Center and Harrington School Parking Lot Expansions**

Bids were recently received for the parking lot expansions at Center and Harrington Elementary Schools. The low bidder for the project, Family Paving, supplied a total bid amount of \$ 386,900 for the specified work to be completed at both schools. A total of \$ 393,000 has been appropriated for these projects (\$ 205,000 from town meeting in FY20 capital funding and \$ 188,000 remaining from the modular classroom construction projects). The contract to Family Paving is being recommended for award at Monday (5/20) evening's Board of Selectmen meeting. If awarded, work on both projects would begin as soon as school ends this June. It is anticipated that both projects would be completed by mid-August before staff and students return to the schools for the 2019/20 school year.

### **2.) Chelmsford High School Parking Lot Line Striping**

The cold and rainy spring created scheduling issues to have the work completed. At this point, given school is out for the summer break in about three (3) weeks, the line striping will be completed in the rear parking lot areas of Chelmsford High School over the summer months.

### **3.) INTERFACE Referral Service**

At the school committee's third public forum on Social Emotional Learning and Academic Connections, the topic of mental health support services was discussed. The Town of Chelmsford has a contract with William James College for INTERFACE referral services. The annual contract fee of \$ 13,000 is split between the Town of Chelmsford, Chelmsford Public Schools and Board of Health. A copy of the contract with a description of the services provided is attached for your review. A copy of the most recent activity report for the months of July – November, 2018 is also attached for your review.



**WILLIAM JAMES  
COLLEGE**

GRADUATE EDUCATION IN PSYCHOLOGY

June 1, 2019

INVOICE

*Susan Rosa, RN*  
Director of Public Health  
Chelmsford Board of Health  
50 Billerica Road  
Chelmsford, MA 01824

The service being provided for the community:

- Update the town page on the existing INTERFACE website to include information appropriate for adults, children and families within the community: it includes guides for navigating mental health services and links to resources within the area that help adults, children and families gain access to mental health and wellness services. Webpage access will be given to the designated community liaison to keep up to date.
- Recruit and add additional providers and services to the existing database that are appropriate for the community.
- Provide helpline services to residents for resource and referral during business hours (Monday-Friday, 9- 5PM) using resources available in the area.
- Promote help-line services in collaboration with appropriate community stakeholders by attending two community marketing events each contract year.
- Service reporting two times each year.

Total due **June 30, 2019** for the contract year 7/1/19-6/30/20

**\$13,000.00**

Payable upon receipt to:  
William James College  
Attention: The Freedman Center  
One Wells Avenue  
Newton, MA 02459

One Wells Avenue  
Newton, Massachusetts 02459  
617.327.6777  
[www.williamjames.edu](http://www.williamjames.edu)





**WILLIAM JAMES  
COLLEGE**

GRADUATE EDUCATION IN PSYCHOLOGY

Agreement for INTERFACE Referral Service  
Contracted with: Town of Chelmsford  
Contract to cover: Chelmsford Community  
Contract Term: July 1, 2019 – June 30, 2021

INTERFACE Referral Service is an initiative of The Freedman Center at William James College. The primary goal of INTERFACE Referral Service is to enhance, improve, or develop collaborative efforts between community-based mental health services and community mental health systems and services. The model of INTERFACE Referral Service aims above all to help break down the "silos" that exist within community agencies or systems that can often hinder access to mental health and wellness services.

The primary feature of the service is to provide personalized counseling referrals matched for location, specialty and insurance or fee requirements. Residents of the community can call the referral helpline at 617-332-3666 x 1411, (toll free number at 1-888-244-6843 x1411) Monday-Friday from 9 AM-5 PM, to consult with a Resource and Referral Counselor to receive services. Another feature of the INTERFACE Referral Service is its impressive website on mental health and wellness issues impacting children and families. (<http://interface.williamjames.edu>)

By enhancing communication between schools and agencies, providing education, training and support, INTERFACE Referral Service allows each organization and system to work more effectively on behalf of the individuals and families it serves.

The service being provided for the community:

- Update the town page on the existing INTERFACE website to include information appropriate for adults, children and families within the community: it includes guides for navigating mental health services and links to resources within the area that help adults, children and families gain access to mental health and wellness services. Webpage access will be given to the designated community liaison to keep up to date.
- Recruit and add additional providers and services to the existing database that are appropriate for the community.
- Provide helpline services to residents for resource and referral during business hours (Monday-Friday, 9- 5PM) using resources available in the area.
- Promote help-line services in collaboration with appropriate community stakeholders by attending two community marketing events each contract year.
- Service reporting two times each year.



**WILLIAM JAMES  
COLLEGE**

GRADUATE EDUCATION IN PSYCHOLOGY

**Total Contract Cost: \$26,000**

**Contract Term: July 1, 2019 – June 30, 2021**

**Payment Due June 30, 2019: \$13,000**

**Payment Due June 30, 2020: \$13,000**

Agreed to by:

\_\_\_\_\_  
Margaret Hannah                      Date  
Executive Director, Freedman Center  
William James College

\_\_\_\_\_  
Daniel Brent                              Date  
Chief Financial Officer  
William James College

\_\_\_\_\_  
*Susan Rosa, RN*                      Date  
Director of Public Health  
Chelmsford Board of Health



**Chelmsford William James INTERFACE Activity Report  
July 1, 2018 – November 30, 2018**

**Number of Cases**

Total Since Service Began on 7/1/11: 655

<b>Reporting Period</b>	<b>Total</b>	<b>Children (0-17)</b>	<b>Adults (18+)</b>
July, 2011-Dec. 2011	23	15	8
Jan. 2012 – June 2012	37	31	4
July 2012-January 2013	36	34	5
February 2013-June 2013	53	48	8
July 1 <sup>st</sup> - 2013- December 31 <sup>st</sup> , 2013	29	24	5
Jan. 1 <sup>st</sup> -2014- June 30, 2014	66	55	10
July 1, 2014- December 31, 2014	48	37	11
Jan. 1 <sup>st</sup> , 2015- June 30 <sup>th</sup> , 2015	67	59	8
July 1, 2015-December 31, 2015	39	35	4
January 1, 2016- July 1, 2016	42	35	7
July 1, 2016-December 31, 2016	35	28	7
January 1, 2017- June 30, 2017	37*	32	5
July 1, 2017-December 31, 2017	37*	26	11
January 1, 2018-June 30, 2018	60*	50	10
July 1, 2018-November 30, 2018 (Please note this reporting period is one month shorter than typical due to adjusting reporting timeframes)	46*	31	15

\*One was a student in Chelmsford, residing in another town.

**Data Trends**

Chelmsford’s use of the service is significantly higher than the same reporting period in 2017, despite the fact that it is one month shorter in duration. The service continues to be utilized more for youth; however, this was the highest number of adults using the service since it began in Chelmsford. Most callers heard about the service through the schools. This reporting period INTERFACE Referral Staff invited community liaisons to the Annual Stakeholder Training and Meeting held at William James College on 11/7/18. As with most communities, a majority of callers were requesting help for Anxiety (28) and/or Depression (16); additionally, 11 referrals were also made for Family Related Issues and 6 referrals for each of the following: ADD/ADHD, Behavioral Issues and/or Stress. Of note 3 referrals reported Suicidal Ideation currently or in the recent past.

As of April 21st, 2016, the INTERFACE Referral Service began collecting demographic information on race, income, and employment status. The majority of referrals this reporting period noted their race and ethnicity as White, followed by Hispanic/Latinx and Muti-Racial. The majority of referrals continued to report annual household incomes of between \$50,000-99,999/year, though referrals were



**WILLIAM JAMES  
COLLEGE**

**INTERFACE Referral Service**

represented in all income brackets. In regards to employment status, most were students; however, of the adults most continued to report being employed on a full or part time basis in or out of the home.

**Breakdown of Cases**

**Age of Client to be Served:**

Preschool (0-5 years)	1
Children (6-12 years)	15
Teenagers (13-17 years)	15
1Young Adult (18-24 years)	3
Adult (24-59)	10
Older Adult (60+)	2

**Gender of Client to be Served:**

Declined:	2
Female:	21
Male:	20
Other:	1
Transgender:	2

**Sources of Calls by School:**

Byam Elementary School	2
Center Elementary School	3
Chelmsford High School	12
Col. Moses Parker School	3
Harrington Elementary School	4
McCarthy Middle School	5
Nashoba Valley Regional Voc Tech	1
Middlesex Community College	1
William James College	1

**Type of Caller:**

Parent/Guardian	31
Self	15

**Learned about INTERFACE Service:**

*(May have heard about service from multiple sources)*

Council on Aging	1
Family	2
Friend	4
Mental Health Professional	4
Primary Care	3
Repeat Caller	5



School	25
Web	1

**Presenting Concerns:**

*\*(Note: some cases have overlapping issues, so the following numbers do not match up with the number of cases. The highest number of presenting issues have been bolded. If the presenting issue was not reported this period, it has been removed from the list).*

Abuse and Neglect	1
<b>ADD/ADHD</b>	<b>6</b>
Anger Management	4
<b>Anxiety</b>	<b>28</b>
Autism Spectrum Disorders	1
<b>Behavioral Issues</b>	<b>6</b>
Bipolar Disorder	2
Bullying	1
Chronic & Disabling Conditions	1
<b>Depression</b>	<b>16</b>
Divorce	3
Elimination Disorders	1
<b>Family-Related Issues</b>	<b>11</b>
Gender Identity Support	3
Grief & Loss	2
Learning Issues	1
Parent Coaching	1
Sexual Orientation Support	1
Social Issues	1
<b>Stress</b>	<b>6</b>
Substance Abuse & Addictions	2
Suicidal Ideation	3
Suicide Bereavement	1
Trauma	3

# CHELMSFORD PUBLIC SCHOOLS

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Jay Lang, Ed.D., Superintendent

## **Memorandum**

To: Members of the School Committee  
From: Jay Lang, Ed.D., Superintendent of Schools  
Date: May 16, 2019  
Re: Valley Collaborative Newsletter – Spring 2019

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Attached please find a copy of the Valley Collaborative Spring 2019 Newsletter.



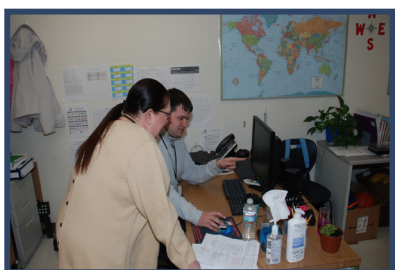
## We are: Creating

■ Page 2: Valley's focus on the arts is helping students find their creative spirits — and build skills along the way.



## We are: Looking Ahead

■ Page 4: Middle school students who meet classroom expectations get to explore the world as a reward.



## We are: Working

■ Page 7: Former School-to-Work student Cole Nardone is starting a new career with the help of some Valley friends.

## Turning a Vision into Reality

Dear friends and families:

Happy spring! Valley describes its mission as building a community that empowers children and adults with special needs to find their own way. In this issue of our newsletter we'd like to tell you about the programming and supports that are helping us turn that vision into a reality for the students and adults Valley serves.

Along with a rigorous reading and assessment program at all levels, our students have art, music, outdoor and indoor physical education, authentic learning opportunities through field trips, a robust STEM curriculum and social skills development with various therapies throughout the day and during after-school programs. This creative programming engages our students' creativity and offers them project-based learning that builds the essential skills they'll need when they leave school.

Valley's programming for middle-school students is focused on helping them transition to high school and beyond. Students in Valley's Site 2 Middle School who meet expectations in the classroom have the opportunity to stretch their wings on field trips and practice developing their life skills in the "real world." You will also read about our innovative peer-to-peer mentoring program, in which Valley high school students serve as role models for their younger peers.



Finally, our DDS program - Today and Tomorrow - is helping the adults that we serve realize the goal of working and living independently.

Whether our students are finding their creative voices through art, music or STEM projects, or developing the vocational and transitional skills for competitive employment as adults, Valley is helping them to find their way so that they might realize their fullest potential.

I hope that you are as inspired by this issue of the newsletter as I am. ■

My best to you always,

*Chris*

Chris A. Scott, Ph.D.  
Executive Director



# The Valley Way: Art at the Heart

At Valley an art project is never just about art. Take a recent group activity involving a handful of Site 2 middle school students painting elaborate designs beneath the dim violet glow of a black light. Call it ‘glow in the dark art,’ ‘stained glass class’ or ‘fluorescent-colored fun,’ the project represented the mix of creativity and social skills-building that art teacher Libby DeBoalt loves.

“This is one of my favorite activities,” says Libby, who is currently in her seventh year teaching art at Valley. “It’s one that I use with students of all different ages and abilities. If someone wants to take it to the next level, there is a lot of freedom and flexibility for them to do that. And students also think the black lights are really cool.”

## Getting Creative

On this particular afternoon, while the middle schoolers are getting creative with fluorescent paint and Tiffany-inspired designs, Libby uses the opportunity to teach them some relevant terms and informa-

tion about how stained glass is made—even working in a bit of history about the art nouveau movement. While the students may be unaware of it, the black lights do more than just make the vivid paints ‘pop.’ “The lights calm everyone down so that we can really focus on the art,” says Libby.

Observe Libby in action and her love for what she does is obvious. That’s because her role at Valley combines her two great passions: teaching and art. Libby fell in love with teaching at the ripe age of 16, when she led a rock climbing course at the Boston Rock Gym. She went on to major in education at UMass Dartmouth, then worked as a teachers aide at Masconomet High School, the same school that she attended.

## Inner Exploration

During a recent class at Valley Elementary, Libby brings out a stack of pig-shaped stencils to mark the start of—what else?—the Year of the Pig. While a group of fifth graders traces around the stencils, Libby teaches them about Chinese New Year and its traditions, as well as the difference between a solar and lunar calendar.

Like many of Libby’s art projects, there is an opening here for what she describes as inner exploration. Once the students have finished cutting, how they choose to design their pig is entirely up to them.

One student adds wings to his pig and names him “Pig-a-Sus”; another fashions a punk-rock version, complete with a studded collar.



ART TEACHER LIBBY DEBOALT SHOWS OFF A RECENT STUDENT ART PROJECT: WINTER TREES IN SILHOUETTE

“I’m always in search of projects that are really going to fire kids’ imaginations,” says Libby.

## A Therapeutic Approach

Libby embraces a therapeutic approach in her teaching, meaning that what students ‘get’ out of the experience of making art is just as important as the end result. Group projects are also an opportunity for students to work on their communication and problem-solving skills, and to be flexible when things go wrong. And individual exploration within the context of a group project—like personalized pig designs—allows students to follow their own imaginations while still remaining part of a group.

Whether her students are painting stained-glass inspired pictures, crafting pigs for Chinese New Year, creating tissue paper winter trees in silhouette, or mixing custom colors for a recent cupcake-decorating challenge, the art educator in Libby wants to make sure that they are also learning about art. “I want them to learn as much as they can and to have fun at the same time. That’s my goal.” ■



SITE 2 MIDDLE SCHOOL STUDENTS AT WORK ON A BLACK LIGHT ART PROJECT.



# Valley Elementary: STEM on Display

In a traditional science fair, students do much of the work on their own at home. Valley Elementary’s first-ever Science and Art Fair took a very different approach, explains science and STEM teacher Emily Gilstrap. “We collaborated throughout the school to make sure that every student had the necessary support in order to be able to participate.” And that’s exactly what happened. “Of our 70 students, everyone participated in some way,” says Emily.

Whole classes engaged in hands-on projects. Some students also did their own independent projects at home, further developing their individual interests. Everyone had an opportunity to present and show off their hard work for the rest of the school and the extended Valley community, including families and friends.

Early learners fashioned small “earths” out of Play-Doh, each of the planet’s layer represented by a different color. Fourth and fifth grade students in Valley’s intensive special needs classroom produced a two-scale model of the solar system using papier-mâché and clay, depending upon the size of the planet.

First and second-grade students dissected owl pellets, which as they found, contained rodent bones. They showed off their findings at the fair via a poster, and they weren’t the only ones who were dazzled by the discovery. Their exhibit was awarded top honors by the fair’s attendees, including teachers, parents and other members of the extended Valley community.

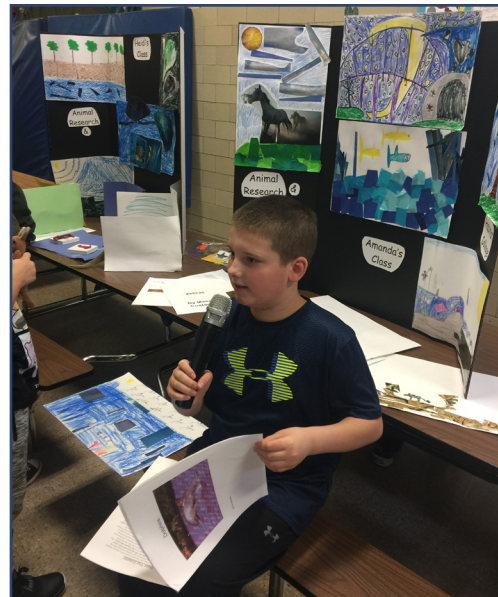
There was also plenty of art, because as Emily notes, “art and science go hand in hand.” Students doing animal research worked on habitat collages with art teacher Libby DeBoalt. Students who’ve been using

Bloxels to design their own video games had a chance to show off their understanding of electronic arts.

“It was a huge success,” says Emily. “We had a great turnout, everybody voted – and students got to take their projects home.” If you missed it, not to worry. Valley Elementary’s first-ever Science and Art Fair was such a hit that Emily and her colleagues plan to make this an annual event. ■

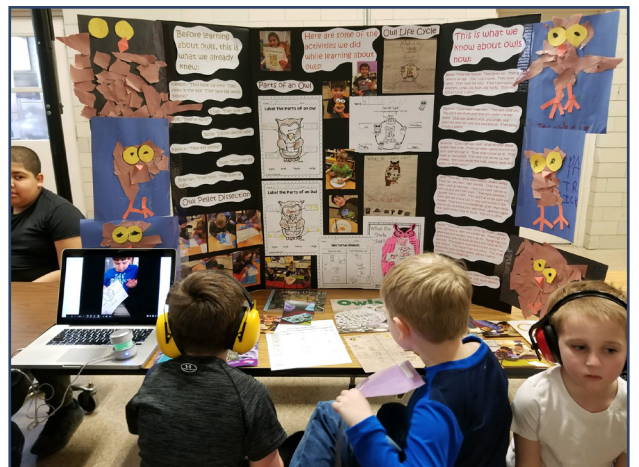


STUDENTS IN GINA DITOMMASO'S 1-3 GRADE CLASS SHOW OFF THE VIDEO GAMES THEY DESIGNED USING BLOXELS.



ERIC NABYDOWSKI PRESENTING HIS DOLPHIN PROJECT. IN ADDITION TO CLASS PROJECTS, STUDENTS HAD THE OPPORTUNITY TO PURSUE THEIR OWN RESEARCH INTERESTS.

HOOT HOOT! THIS STUDY OF OWLS BY STUDENTS IN KELLI BUOTE'S 1-3 GRADE CLASS WON BEST CLASS PROJECT.





## Middle School Site 2: A Positive Place To Be

Cavin Dunn-Benson, an eighth grade student at Valley's Site 2 Middle School, is looking forward to Friday. That's because the end of the week is also an opportunity for Cavin and the other 16 middle school students to celebrate their good work in the classroom with a much-deserved field trip. Students who meet expectations regarding behavior Monday thru Thursday head out into the community on Friday. "They've demonstrated that they're trustworthy enough to go on a trip," says Assistant Principal Glen Costello.

Students get to pick from several different trip options tailored to reflect a broad range of interests. One recent Friday found a group headed into Boston to an indoor sporting facility to play capture the flag; another group went to a make-your-own-pottery studio to get creative.

Cavin joined the sports enthusiasts. "Since it's winter and we're inside all of the time I prefer to get out and run." He says that the prospect of getting to go on an adventure gives him something to look forward to and helps him stay focused during the week. "It's a good incentive."

Jill Morton, also an eighth grade student, went to the pottery studio. "You have to get a certain number of points to earn the trip," she explains.

So far this year the students have gone to Purgatory Chasm State Reservation in Sutton, Mount Wachusett, Beverly's Endicott Park and Harold Parker State Forest where they had an opportunity to practice survival skills, including constructing a shelter out of forest debris. Another off-the-beaten-track destination: the Pepper Palace at Faneuil Hall, where they got to meet the owner and learn about the store's spicy offerings. "He was interesting to talk to," says

Cavin.

The idea of having students earn their way to a reward is one that Valley's Site 2 High School has used successfully for several years. Now Glen and his staff at the middle school are implementing the same approach with seventh and eighth grade students. Glen says that building strong relationships between Valley students and the teachers and staff who work with them has been key to the program's effectiveness. "There's a positivity about the place—you can feel it," says Glen.

Tyler Nelson has worked with the middle school for the last five years as a behavior aide and has extensive experience working in the mental health field. He says that facilitating trust between students and staff is essential when working in a middle school setting. "Our middle school students need a lot of guidance but they're also craving a lot of independence," says Tyler.

For these Site 2 students, the positive behavior incentive program



SHANE BROOKE TAKING A SNOWBOARDING LESSON AT WACHUSETT MOUNTAIN.

offers direction and room to move. And the end of the week brings yet another chance to leave the classroom behind and get out into the world. ■



JAYDEN CANALES BUILDING A FIRE DURING AN OUTDOOR EDUCATION FIELD TRIP TO HAROLD PARKER STATE FOREST.

## Site 3 Middle School: Future Focused

For students attending the Site 3 Middle School, the move to high school can be a momentous occasion, not to mention a little scary. That's why Site 3 teachers and staff decided that it was time to take some of the mystery out of the transition to ninth grade. Explains Principal Nicole Noska: "The students used to be really separate, and middle schoolers didn't really see high schoolers. We've tried to change that by creating clear pathways so that students can see where they're headed next."

During the 2018-2019 school year, the middle and high school programs have been collaborating on social activities and field trips. Whereas in the past eighth graders might have paid a visit to a high school classroom, the new emphasis is on a much more natural transition, allowing the middle schoolers to get to know some of their high-school counterparts. "They see for themselves that the high schoolers have more independence," says Nicole. "That gives them something to look forward to and work towards."

Valley Social worker Jen Schultz Bray says that the idea of getting the



KAYLEIGH TATROE WITH A FURRY FRIEND ON A COMBINED CLASS TRIP TO CHIP-IN FARM.

students together came in response to a challenge: four students in a Site 3 social/pragmatic classroom were in need of more social interaction. Jen approached John Shea, a teacher who works with ninth and tenth graders. "The younger students needed some positive role models. Seeing the older students interact with each other, and with their teachers and staff provided that," says Jen.

The initial experiment was a success. Social activities including movie day and birthday parties, have sparked some friendships and have broadened the younger students' perspectives on life and school. The new middle school/high school group has also had opportunities to interact outside of school. In recent months the students have taken field trips to see the U.S.S. Constitution and to play laser tag. Supported by Valley staffers including social workers, speech therapists and classroom teachers, the students have visited Chip-In Farm in Bedford and stepped out onto the ice at Edge Ice Arena.

Gym teacher Micaelagh Campbell arranged a trip to CKS Training, where students enjoyed an hour-long high intensity workout with the facility's owner. "They got to learn new skills all while having fun," says Micaelagh. Joining the group of Site 3 high school students was middle schooler Adam Conant. "I was so impressed with how well he did on this trip being the only middle school student," says Micaelagh. "He was a rock star!"

"The trips have allowed the students to get to know one another in a less formal setting, and some new bonds have definitely formed," says Jen. During a recent trip to a trampoline park, a middle schooler and a high schooler discovered that they shared a love and a skill for dodge-



ADAM CONANT WORKS ON HIS BOXING SKILLS AT CKS TRAINING.

ball. The field trips and other social events are about more than just having a good time, explains Jen. "The younger students get role models at a time when they really need them. They really seemed to recognize that the older students have more self control, and they look at their own behavior as a result."

As for the high schoolers, they've appreciated the opportunity for additional social interaction and the chance to mentor and model good behavior for their younger peers. As Jen explains: "When I talked to them about this I told them that I wanted the middle school students to see how great you are and learn from you."

Next year, many of the middle schoolers will be joining or taking the place of their older peers in the Site 3 Alternative High School or Transitional High School. Thanks to some creative thinking by Valley staff that transition will be a lot less scary.

"It's going to feel more natural this year than ever before," says Nicole. "They've had so many more opportunities to engage and really see for themselves what the future looks like." ■



# Adult Services: Striving for Independence

The staff at Valley's Today and Tomorrow program began the year with an ambitious goal: to dramatically increase the number of Individuals who are independently employed. Since July, 13 more Individuals have found jobs, bringing to 27 the number who are now working independently at a range of job sites across the region.

The push to expand employment opportunities is part of a larger overhaul of the program that began two years ago. Today and Tomorrow has expanded its emphasis on job skills training, starting with helping the 93 Individuals who are currently in the program identify job areas that interest them. There's also a more systematic approach to providing the kinds of support needed to develop job readiness. Today and Tomorrow staff help with resume writing, role playing job-related skills, and provide guidance on how to behave in the workplace.

The process is also highly-tailored to the Individuals in the program. Once their specific skills and interests are identified, Individuals

have the opportunity to see what a worksite is like. Someone with an interest in office work, for example, might try a stint at Billerica Town Hall. Individuals who are interested in pursuing kitchen work might be paired with Joe Reilly of Joe's Bistro to learn some skills before they move onto the next level. Once a match has been made, Valley's five job developers work to come up with a schedule that combines work with career planning. All of that support and attention to detail is paying off for the Individuals in the program. Ninety percent are currently employed, either individually or as part of a group, and earning the minimum wage or more.

## Support Team

The list of job sites where Today and Tomorrow participants are currently employed includes 3M, Lantheus Medical Imaging, Billerica Town Hall, Bristol Meyers Squibb, CVS, Petco, TJ Maxx, Stop and Shop, Outback Steakhouse, and various other local restaurants and grocery stores. Valley job developers are always on the lookout for new potential employers. "When I see that somebody's got a job opening, the first question I ask is 'who would that be good for?'" says Darren Goad. "Our goal is to get the Individuals we serve recognized as a real asset for employers."

Making a job match is only part of the equation. The job developers also offer whatever assistance is needed in order to help the Individuals work independently, keeping a running assessment of who is doing well and who needs additional support. The Individuals typically receive more support at first, less as they grow more comfortable working independently. "We provide the kind of support that can help turn a job into a career," explains job developer



CRYSTAL D. ON THE JOB AT WEGMANS.

Pam McNulty, noting that some of the Individuals in the program have held the same jobs for a decade or more.

The job developers also make a point of stopping by various worksites to see how things are going, and check in with managers regularly. "If there's a problem, we can work together to try to fix it," says Pam. "That little bit of extra support can make all the difference."

The Outback Steakhouse in Lowell, where Samantha W. has worked for the past year as a Kitchen Assistant, portioning and weighing food items before they are served to patrons, is one of Pam's regular stops. When Samantha first started at Outback she needed some help navigating the responsibilities of her new job, including figuring out how to use the time clock. Pam worked with Outback managers to find a solution, and these days Samantha needs less support.

»continued on page 7



# A School-to-Work Success Story

Cole Nardone has some advice for Valley students: don't get discouraged when things get hard. "Ask for help when you need it," says Cole, who recently started a new job in the IT department at MACOM Technology Solutions in Lowell.

Cole has always loved technology but his experiences at Valley helped him transform a passion into a career. He started out as a student at Valley's former school in Pepperell before transitioning into the School-to-Work program. A job at Bristol Myers Squibb delivering mail gave him his first taste of the routines of a big workplace; a stint at a veterinary clinic taught him his limits. "That was a little too traumatic," Cole recalls.

But it was his work with Valley's technology department that helped Cole figure out his true calling. He interned for a year and a half before joining the staff as a full-time technician, providing tech support and troubleshooting expertise to Valley staff. "He was an essential part of the team," says Angel Cartagena, Valley's Senior IT Technician.

The tech part of his job came easy, says Cole. "I love to tinker with computers. I started out with my family's PC." Navigating the workplace, though, with its often unspoken rules, was a bigger challenge. For assistance, Cole relied on Sean Curran, a job development coach



COLE NARDONE ATTENDED VALLEY'S SCHOOL-TO-WORK PROGRAM AND HAS JUST STARTED A JOB AT AN IT COMPANY.

at Valley, calling upon him whenever he needed advice about how to handle a situation at work.

"Cole's tech skills are unbelievable," says Sean. "He just needed to develop confidence and gain an understanding that people have different styles at work and that not everyone is a tech expert." In the course of his time in Valley's tech department, Cole made considerable progress, says Sean. "We've seen so much growth in him."

Sean and the other job development coaches, including Darren Goad and Pam McNulty, say that as proud as they are of Cole, it wasn't easy to see him move on. "We've become extremely close. We're like a family," says Sean. Cole plans to stay in touch from his new job, and if he needs help, his old friends at Valley will be on hand to offer support, assistance and advice. They may even call upon him with the occasional tech question. "I'm horrendous at tech," says Sean. "I miss Cole already."

So how are things going at Cole's new job? "He loves it," says Richard Infante, Valley's junior IT technician. "He just called us to tell us about a big new project he's working on." ■

## Striving for Independence

»continued from page 6

"My goal is to be the very best that I can be," says Samantha.

In the event that a job doesn't work out, the job developers also want to make sure that they understand why, even sitting in on exit interviews to make sure that parting goes smoothly. "We try to end it with grace. You want to keep the door open," says Darren. Understanding what went wrong helps the job developers determine what kind of training and support is required to make the Individual's next job a success.

### Building Independence

Until recently, the job developers worked separately based on the funding source that supported their work. These days they are increasingly working together, sharing leads on potential jobs and

partnerships with local businesses. "We have a team of people—it's a village," says Darren.

A more unified structure isn't the only change at Today and Tomorrow. Last year, the program expanded its recreational offerings, specifically targeting Individuals who reside in group homes. Explains Adult Services Manager Joe Venskus: "They don't always have the opportunity to get out because transportation is such an issue, so we're providing that."

While the Today and Tomorrow staff members are still working on reaching the goal of finding independent employment for 25 more Individuals this year, they are on their way, says Joe. "Our goal is to help the people we serve live and work independently and we're building, building, building to get there." ■

# Valley Collaborative Leadership Team



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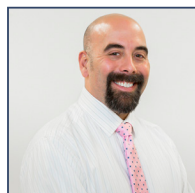
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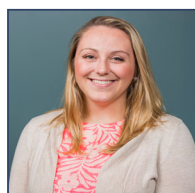
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## Valley Collaborative Board

**Chair: Mr. Timothy Piowar**  
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Public Schools

**Dr. Jay Lang**  
Superintendent of the Chelmsford  
Public Schools

**Mr. Steven Stone**  
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**Dr. Laura Chesson**  
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**Dr. Denise Pigeon**  
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Valley Technical School District

**Mr. Brad Morgan**  
Superintendent of the North  
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**Dr. Michael Flanagan**  
Superintendent of the  
Tyngsborough Public Schools

**Mr. Everett (Bill) Olsen**  
Superintendent of the Westford  
Public Schools

### Special Thanks To:

**Jennifer Berkshire**, newsletter  
writing and editing

**Joe Cronin**, photography

**QPL**, printing

## **Conference & Field Trip Requests**

None