



Chelmsford School Department School Committee

Notice of Public Meeting

Email Posting to townclerk@townofchelmsford.us Thank you.

Filed with Town Clerk:

As required by G.L. c. 30 A, §18-25

DATE: Tuesday May 5, 2020 TIME: 6:00 p.m. ROOM: Virtual Meeting

PLACE: Virtual Remote GoToMeeting ADDRESS: On-Line Meeting

The Chelmsford School Committee intends to conduct a virtual remote meeting using the GoToMeeting electronic platform. All participation will take place remotely, not in-person. The meeting will be live-streamed by Chelmsford Telemedia and posted to the CPS website for interested community members to access and watch. Interested community members may submit comments through either the School Committee Chair, Mr. Dennis King, via e-mail to kingd@chelmsford.k12.ma.us, or Superintendent of Schools, Dr. Jay Lang, via e-mail to langj@chelmsford.k12.ma.us during the meeting. Comments submitted will be read under the public participation portion(s) of the agenda.

CALL TO ORDER

CHAIR OPENING STATEMENT

CONSENT AGENDA

1. Approval of the minutes of the regular school committee meeting of April 22, 2020

CHS STUDENT REPRESENTATIVE ANNOUNCEMENTS

GOOD NEWS

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

NEW BUSINESS

1. Update on the Status of the Chelmsford Public Schools Closure
2. Vote to Approve Substitute Nurse Rate Increase – 2020/21 School Year
3. FY2019 MA DESE End-of-Year Audit Report
4. FY2020 Financial Projection
5. Recommended FY2020 Budget Transfers
6. Discussion on FY2021 Budget Process
7. Update: Elementary Literacy Program Adoption

8. Update: Curriculum, Instruction & Assessment Guide
9. Approval of School Committee Meeting Schedule – 2020/21 School Year
10. School Committee Policy Updates

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
All Members Attended Remotely by Logging on to
GoToMeeting.com
April 22, 2020
Meeting Minutes

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

Also present: Dr. Jay Lang (Superintendent), Dr. Linda Hirsch (Assistant Superintendent) and Ms. Joanna Johnson-Collins (Director of Business and Finance). Also, in attendance are Town Manager, Paul Cohen and the CHS student representatives, Katrina and Sudeep.

Call to Order

6:06 p.m.

Chair Opening Statement

The Chair called the meeting back to order following an Executive Session. The meeting is taking place using GoToMeeting.com electronic platform. All are attending the meeting remotely. The meeting is being televised and recorded by Chelmsford Telemedia. Community members are encouraged to watch and submit comments via email to Dr. Lang or Mr. King.

Consent Agenda

1. **Approval of the minutes of the regular school committee meeting of April 7, 2020**
2. **Approval of the minutes of the regular school committee meeting of April 13, 2020**

Mr. Moses motioned to approve the April 7th and April 13, 2020, regular school committee minutes. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

CHS Student Representative Announcements

Katrina reported that, although online learning has proven difficult, the students are adapting very well. The teachers assign work at the beginning of the week and the work is due by Friday. Each class is also holding online meetings.

Sudeep shared that the experience, although different, has been going well. Teachers schedule online meeting times during the week, so students know when to log on. Some teachers assign work each day rather than at the beginning of the week. Students need to manage their time.

Katrina added that students who have questions about assignments can email the teacher or make private comments to the teacher. Some teachers schedule office hours for students to contact them. Both students feel that students are getting enough support from the staff. Regarding participation in the class meetings, Sudeep said about 75% participate. Some teachers are assigning more work than was anticipated, "but it is manageable" said Sudeep. Katrina feels that the workload is a little lighter than normal and she is liking online learning a lot.

Dr. Hirsch stated that many teachers are checking in weekly with students about how online learning is going. She stated that The Committee following up on how online learning goes would be a good idea. Ms. Santos suggested polling parents for elementary and middle school feedback on online learning. Dr. Hirsch added that data would be gathered again when school reopens in August.

Public Comments

Ms. Newcomb shared that parents are looking for some additional guidance as remote learning continues. Also, what supports are in place for students for whom online learning is a real struggle? Dr. Lang believes tonight's agenda will cover those concerns. If not, questions may be raised again during the second public comments time of the meeting.

New Business

1. Ratification of Memorandum of Agreement: CFT Building Custodians

This covers the nine daytime building custodians who are employees of The District. The evening cleaning is contracted out. The new contract will run through June 30, 2023. Dr. Lang provided an overview of the new contract. Negotiations were "swift and smooth".

Town Manager, Paul Cohen, said he would vote against this agreement tonight. He feels that due to the current economic insecurity he is not comfortable voting to support a three-year agreement. The economic shutdown and its effect on the future are concerning to him. Mr. Cohen believes the agreement should be for two years for it to be on the same time table for reconsideration as all the other town and school contracts.

Mr. Moses motioned to ratify the Memorandum of Understanding with the custodial unit. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-1.

Mr. Cohen left the meeting at 6:29, after the vote.

2. Vote to Approve Assistant Superintendent's Contract

Dr. Lang asks The Committee to vote in favor of this contract which was discussed previously in executive session.

Ms. Santos stated that going forward she would like more information available on curriculum and how it is formed.

Mr. Moses motioned to approve the three-year employment agreement covering the period from July 1, 2020 through June 30, 2023 with Dr. Linda Hirsch to continue to serve as Assistant Superintendent in accordance with the terms and condition as outlined. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Committee members spoke favorably of the work that Dr. Hirsch does on a regular basis. They especially appreciated her leadership during the recent sudden switch to online learning. She thanked them.

3. Vote to Approve Non-Affiliated Staff Salary Schedules

Mr. Moses motioned to approve the FY21 through FY25 salary schedule for non-affiliated Central Administration staff members as outlined. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve the FY21 through FY25 salary schedule for non-affiliated Elementary, Middle and High School Principals as outlined. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

4. Update on the Status of the Chelmsford Public Schools Closure

Governor Baker has closed schools in Massachusetts for the rest of this school year. Dr. Lang reviewed what has been accomplished during the past six weeks of remote learning. During the past two weeks new concepts were being introduced by the teachers. Now we are ready to map out the next 8 to 10 weeks of school and provide updates to what should be expected to occur during this time. The State is considering which standards they want districts to focus on and what will happen with standardized testing for the next school year. During the next week, Dr. Lang would like to focus on our students in transition: fourth graders going to middle school; eighth graders heading to CHS; and graduating seniors. In particular, focusing on those who will be leaving the District's school system and not returning. He will be talking with area principals on Friday to ascertain how the different districts are handling senior activities. He looks forward also to input from CHS students. The food programs will continue. Dr. Lang thanked the food service staff and custodians for their hard work. Whether or not summer programs will be held is not known at this point. Dr. Lang will share updates on the website as they become available. There are also many questions about what the reopening of school will look like. Times will have to be scheduled for students to return to schools to pick up their personal items and for staff to close the classrooms. Once the school year has ended Dr. Lang plans to set up focus groups to reflect on the distance learning and look at best practices, in case it may have to happen again. Dr. Hirsch added that communication needs to continue between students and teachers, as well as parents and teachers so that the students needs will be met.

Ms. Santos has received emails from parents of sixth graders concerning language selections and what courses will look like in grade seven. Those heading to CHS have questions about how to select their mentors. What transitional activities will take place for students in grades four and eight? Ms. Newcomb proposed that a parent forum be set up for each school with administrators, psychologist and guidance staff to address some of the student anxieties over the upcoming transitions and the current remote learning practices. Dr. Hirsch stated that the guidance counselors have put together a packet for the students and she will be sure it is shared in this week's newsletter. The principals' weekly newsletters are addressing these issues and others. Dr. Lang said information on the proposal to go to standards-based report cards is still on the radar and suggests The Committee put together information to share on this. He does not feel that plans and changes need to be put off due to the school closure. The District will be reaching out regarding transition issues and course selections soon.

Ms. Santos also wondered if the proposed budget should be revisited prior to Town Meeting, as there may be additional costs associated with reopening schools. Dr. Lang thinks the \$63 million budget seems fine. If the budget is approved, The Committee will be able to make line item changes as needed throughout the next school year. Safety needs to be the priority going forward. Mr. Moses added that the remote learning situation is different for each family and that home is not the same controlled environment as a classroom.

5. Vote to Accept MGL Ch. 41 Sec. 56 – Single SC Member Warrant Signing

According to the MASC this would allow The Committee to have just one member sign the warrants instead of continuing to require three members to come to the office to sign. Even if there is one appointed member to sign, all members are still welcome to come to Central Office to review the warrants.

Mr. Moses motioned for The Committee adopt provisions of Mass. General Law Chapter 41, Section 56 and further authorize The Chair to appoint a single signatory for warrants. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

The Chair offered to be the signatory since he regularly needs to be at Central Office, but if anyone else wants to volunteer he/she should let him know.

6. Vote to Approve Student Opportunity Act (SOA) Submission

Chelmsford will only be receiving \$150,000 in new money from The State. The balance of the money for the school budget comes from The Town. The full report is included in tonight's agenda packet.

Mr. Moses motioned to approve the SOA plan as presented and authorize the superintendent to submit the SOA Plan to Mass. DESE for review and approval. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

7. MSBA Vote: Vote to Authorize the Superintendent to Submit to the Massachusetts School Building Authority a Statement of Interest (SOI) for Chelmsford High School

Mr. Moses motioned having convened in an open meeting on Wednesday April 22, 2020, prior to the closing date, the School Committee of Chelmsford, in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest Form dated April 21, 2020 for Chelmsford High School located at 200 Richardson Road which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future, including the elimination of existing severe overcrowding; prevention of severe overcrowding expected to result from increased enrollments; replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility; and replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements; and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City/Town/Regional School District to filing an application for funding with the Massachusetts School Building Authority. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

The complete application may be found in tonight's agenda packet.

8. Vote on School Choice Program: 2020/21 School Year

Dr. Lang shared the details of the School Choice Program and added that revenues raised by this (up to a maximum of \$250,000) will be used to fund the 1:1 technology initiative.

Mr. Moses motioned to accept fifteen (15) additional/new students, two (2) at McCarthy/Parker Middle School in Grade 5, twelve (12) at Chelmsford High School in Grade 9, and one (1) at Chelmsford High School in Grade 10 under the Commonwealth of Massachusetts School Choice Program bringing the total School Choice participation in the Chelmsford Public Schools to fifty (50) enrolled students during the 2020/21 school year. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

9. Vote to Approve Substitute Teacher Rate Increase – 2020/21 School Year

Mr. Moses motioned to recommend the Committee vote to approve an increase in the substitute teacher rate from \$ 75/day to \$ 90/day effective at the start of the 2020/21 school year. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

10. FY20 Financial Report – 3rd Quarter (January – March 2020)

Ms. Johnson-Collins included a memorandum providing details on this quarterly report in tonight's agenda packet. She shared details of this favorable report with The Committee.

11. Recommended FY20 Budget Transfers

Dr. Hirsch articulated the reasons for the requested transfers.

Mr. Moses recommended the school committee vote at the regular school committee meeting on April 22, 2020, to approve these FY2020 local operating budget transfers for the Chelmsford Public Schools as presented. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

12. Language Interpreting Service

Dr. Hirsch spoke of this new program, LanguageLine Solutions, which will provide on-demand 24/7 interpreters available for our families whose primary language is other than English. Professional development for the administrators has already taken place and this program connects directly to Google Chat and GoToMeeting.com. This is an addition to the face-to-face interpreters who attend scheduled meetings. Ms. Santos was pleased especially with the degree of privacy this will provide to our ELL families. A detailed slide show about this program is found in tonight's agenda packet.

13. Personnel Report – March 2020

No action required.

14. School Committee Policy Updates

Mr. Moses motioned to accept the proposed revisions to the School Committee Policy IHBEA English-Language Learners. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

Mr. Moses motioned to approve "Proposed revisions to Student Handbook," (Sections on Codes of Conduct and Due Process) and "Proposed revisions to CPS Discrimination and Harassment Grievance Procedures." Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

A proposed change on restraint procedures will be reviewed and presented for a vote at the next meeting.

Action/New Items

Ms. Newcomb expressed a desire to have more frequent Committee meetings. Due to the schools being closed, she is being contacted by many parents. The Chair stated that the next regular meeting is scheduled to be held on May 5, 2020. Another update should be coming from The Commissioner of Education later this week concerning distance learning for the rest of this school year. Further discussion on additional meetings will take place on May 5th.

The Chair reminded people to fill out the 2020 Census Report.

Public Comments

Ms. Santos shared the she heard from the Lopez family that they were pleased that students were included in the recent survey. They request there be more discussion about “leveling”. They are pleased with the “Capstone Project” and would like to see students do more research. Overall, they are pleased with the education their children received in the Chelmsford School District.

Adjournment

Mr. Moses motioned to adjourn the meeting at 8:47 p.m. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.

*Respectfully submitted,
Sharon Giglio*

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee

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

Date: May 4, 2020

Re: Vote to Approve Substitute Nurse Rate Increase – 2020/21 School Year

The FY21 school committee approved budget included a recommendation to increase the daily rate for substitute nurses to better align with the market. I recommended a daily rate increase from \$ 130/day to \$ 150/day beginning in the 2020/21 school year. To effectuate this change, I recommend the school committee take the following action at their regular meeting of May 5, 2020 as follows:

Motion to adjust the daily rate for substitute school nurses from \$ 130 to \$ 150/day beginning in the 2020/21 school year.

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: May 4, 2020
Re: FY19 MA DESE End-of-Year Audit Report

On an annual basis, each school district in the Commonwealth of Massachusetts must have an external audit completed of their end-of-year financial report submitted to the Massachusetts Department of Elementary and Secondary Education (MA DESE). The Town of Chelmsford contracts with Powers & Sullivan, LLC. to perform its external audit responsibilities, therefore representatives of Powers & Sullivan, LLC. performed our external financial audit for the year ending June 30, 2019.

Attached please find a copy of the FY19 MA DESE financial audit report completed for the Chelmsford Public Schools as of June 30, 2019. I would like to take this opportunity to thank Joanna Johnson-Collins, Director of Business and Finance, for preparing and submitting the FY19 end-of-year financial report to MA DESE on behalf of the district. As noted within the financial audit report, there are no financial findings or financial reporting recommendations from the external auditors.

TOWN OF CHELMSFORD, MASSACHUSETTS

***REPORT ON APPLYING AGREED-UPON PROCEDURES
OVER COMPLIANCE APPLICABLE TO
MASSACHUSETTS SCHOOL DISTRICTS'
END-OF-YEAR FINANCIAL REPORT***

YEAR ENDED JUNE 30, 2019

TOWN OF CHELMSFORD, MASSACHUSETTS
REPORT ON APPLYING AGREED-UPON PROCEDURES
OVER COMPLIANCE APPLICABLE TO
MASSACHUSETTS SCHOOL DISTRICTS'
END-OF-YEAR FINANCIAL REPORT
YEAR ENDED JUNE 30, 2019

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INDEPENDENT ACCOUNTANTS' REPORT ON APPLYING AGREED-UPON PROCEDURES OVER COMPLIANCE APPLICABLE TO MASSACHUSETTS SCHOOL DISTRICTS' END-OF-YEAR FINANCIAL REPORT

To the Honorable Board of Selectmen
and the School Committee
Town of Chelmsford, Massachusetts

We have performed the procedures specified in the Massachusetts Department of Elementary and Secondary Education's (DESE) Compliance Supplement applicable to Massachusetts School Districts to the End-of-Year Financial Report prepared by the Town of Chelmsford, Massachusetts (Town) for the year ended June 30, 2019. We performed these procedures solely to assist the Town and the DESE in evaluating the Town's assertion that it has complied with the DESE requirements applicable to the preparation and filing of a Massachusetts School Districts' End-of-Year Financial Report. The School District's management is responsible for preparing the End-of-Year Financial Report. This agreed-upon procedures engagement was performed in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of the specified users of the report.

Consequently, we make no representation regarding the sufficiency of the procedures specified in the Massachusetts Department of Elementary and Secondary Education's Compliance Supplement applicable to Massachusetts School Districts End-of-Year Financial Report for the purpose for which this report has been requested or for any other purpose.

No instances of noncompliance with the agreed-upon procedures were noted.

We were not engaged to and did not perform an examination, the objective of which would be the expression of an opinion on the End-of-Year Financial Report. Accordingly, we do not express such an opinion. Had we performed additional procedures other matters might have come to our attention that would have been reported to you.

The other matter that accompanies this report represents additional information required by the DESE.

This report is intended solely for the use of the Town and the DESE and should not be used by those who have not agreed to the procedures and taken responsibility for the sufficiency of the procedures for their purposes. However, this report is a matter of public record and its distribution is not limited.

April 27, 2020

Indirect Cost Rate

Specific Requirement #12b requires us to determine if the District charged a restricted indirect rate to grants. While completing this requirement, we noted that the District did not charge a restricted indirect rate to grants.

CHELMSFORD PUBLIC SCHOOLS

Memorandum

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

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

DATE: May 1, 2020

RE: FY2020 Local Budget Projection, Refunds and Budget Transfers

Attached please find a summary of the FY2020 local operating budget and projection by the MA DESE function code categories. As reported in our quarterly financial reports, we are favorable in several categories. We will also bring forward a recommendation at a future school committee meeting to apply some of the savings to one-time purchases and request the associated FY2020 budget transfers. One significant item discussed at previous school committee meetings was the purchase of a curriculum adoption for a new elementary level reading curriculum. Also reflected in this summary are two labor areas that are projected to be unfavorable and a recommendation to apply a portion of the savings to these two areas through a budget transfer. The budget transfers are reflected at the end of this memo.

I have summarized the drivers of the budget projection below:

Favorable Variances – Labor Driven

One of the primary reasons for the favorable variances is due to the salary of a teacher filling an open position (e.g. an internal transfer or a new hire) being less than what was budgeted. For example, if a classroom teacher retired, we budgeted the vacant position salary at Master's Step 3. If a new teacher was hired at Bachelor's Step 1, there would be a favorable variance. Conversely, there are situations where a MA DESE function code category has an unfavorable variance, and this is due to the salary of the teacher filling an open position being greater than what was budgeted. In the same scenario, if an internal transfer teacher who was at a Master's Step 11 is now in that position, the category is unfavorable. These favorable and unfavorable variances net out to favorable variances overall.

A second reason for the favorable labor variances are approved unpaid leaves of absence. While we do budget for Long Term Substitutes and that account is 93% spent, the Day to Day Substitute accounts are favorable and projected to be under budget overall for the MA DESE category due to the school closures and remote learning environment.

A third reason for the favorable labor variances relates to a timing lag of filling a vacancy. While every effort is made to fill the vacancy with a permanent hire immediately, sometimes there may be a short delay.

Due to these savings, the offsets that were budgeted to the CHIPS revolving fund and school choice revolving fund (for special ed out of district tuitions) will not be needed/taken this year.

Favorable Variances – Non-Labor

There are non-labor categories that will also be favorable. Some of the larger favorable variances are in the areas of employee accommodations (less requests), professional development conferences (less attended due to closure), general supplies, special education contracted services, and custodial contracted services. With regard to general supplies, while an individual school or department account may have small favorable variances, when added together, they accumulate to savings in the overall category. There may also be savings in transportation costs due to the school closure, however that has not been factored into the forecast at this time.

Unfavorable Variances

There are two areas that are projected to be greater than the budget this year, and that is in the general ed teacher specialist category and the employee separation costs category. The general ed teacher specialist category is unfavorable by \$9,588 because an internal transfer candidates' salary was greater than the Master's Step 3 salary amount budgeted for the vacancy. The employee separation cost category is unfavorable by \$ 8,000, due to a mid-year retirement and a sick leave buy back payment that was not anticipated/budgeted. We would like to apply the savings in other categories to offset these two areas.

Refunds

Due to the school closures and remote learning environment, several refunds have been issued (from the revolving fund(s) since the revenue was recorded in the revolving fund(s)). The refunds are related to Community Education, CHIPS tuitions (for the general ed population fee-based students) and deposits for facility rentals of the CHS PAC and McCarthy auditorium. There will also be a reduction in projected revenue this fiscal year in these three areas. Another area of unearned revenue will be turf field revenue (spring rentals) and athletic fees (spring sports). At a future meeting I will provide a summary of the amounts by category for refunds and unearned revenue and the impacts this will have to the revolving funds.

FY20 Budget Transfers

As discussed above and shown on the attached projection, there are two MA DESE function code categories that are unfavorable and I would like to request two budget transfer shifting funds from another MA DESE function code category that is favorable.

From		To		Amount
12325000-51004	Day to Day Substitutes-Paras	12310477-51050	Salaries Reading	\$ 9,588
12325000-51004	Day to Day Substitutes-Paras	15150000-51140	Emp Separation Costs	\$ 8,000
		Total		\$ 17,588

I recommend the school committee vote at the regular school committee meeting on May 5, 2020 to approve these FY2020 local operating budget transfers for the Chelmsford Public Schools as presented.

Thank you for your consideration in approving these budget transfers and for the opportunity to provide this update.

CHELMSFORD PUBLIC SCHOOLS
 FY20 BUDGET SUMMARY AND PROJECTION

	2019-2020 ORIGINAL APPROVED BUDGET	2019-2020 APPROVED BUDGET TRANSFERS	2019-2020 REVISED BUDGET	2019-2020 ADJUSTMENTS FOR PROJECTION	2019-2020 PROJECTED SPEND
1110 SCHOOL COMMITTEE	29,900		29,900		29,900
1210 SUPERINTENDENT	378,903		378,903	(10,750)	368,153
1220 ASST. SUPERINTENDENT	234,784		234,784		234,784
1230 DISTRICT WIDE	570,700	66,960	637,660		637,660
1410 BUSINESS AND FINANCE	397,916		397,916	(2,300)	395,616
1420 HUMAN RESOURCES	301,807		301,807	(45,000)	256,807
1430 - 1435 LEGAL SERVICES & SETTLEMENTS	140,000		140,000		140,000
1450 DISTRICTWIDE MIS	1,261,747	(12,250)	1,249,497	(61,000)	1,188,497
2110 CURRICULUM DIRECTORS - REGULAR EDUCATION	1,257,838	(3,279)	1,254,559		1,254,559
2110 CURRICULUM DIRECTORS - SPECIAL EDUCATION	855,817	(1,946)	853,871		853,871
2210 SCHOOL LEADERSHIP	2,650,802	12,130	2,662,932	(19,000)	2,643,932
2300 - 2305 CLASSROOM TEACHERS - REGULAR EDUCATION	23,433,930	(421,408)	23,012,522	(558,862)	22,453,660
2310 TEACHERS SPECIALISTS - REGULAR EDUCATION	1,535,799	40,043	1,575,842	9,588	1,585,430
2310 TEACHERS SPECIALISTS - SPECIAL EDUCATION	5,760,385	127,910	5,888,295	(71,026)	5,817,269
2320 MEDICAL/THERAPUTIC SERVICES	372,797	7,456	380,253		380,253
2325 SUBSTITUTES	581,000	(86,000)	495,000	(115,000)	380,000
2330 PARAPROFESSIONALS	3,954,960	75,977	4,030,937		4,030,937
2340 LIBRARY/MEDIA CENTER	680,849	18,587	699,436	(18,700)	680,736
2357 PROFESSIONAL DEVELOPMENT	157,925		157,925	(8,500)	149,425
2410 - 2415 TEXTBOOKS & INSTRUCTIONAL MATERIALS	522,350	89,838	612,188		612,188
2420 INSTRUCTIONAL EQUIPMENT	171,650		171,650		171,650
2430 GENERAL SUPPLIES	540,725	15,382	556,107	(40,000)	516,107
2440 OTHER INSTRUCTIONAL SERVICES - SPECIAL ED	215,150	(2,000)	213,150	(80,000)	133,150
2451 - 2455 CLASSROOM INST TECHNOLOGY & SOFTWARE	512,000	12,250	524,250		524,250
2710 - 2800 GUIDANCE & PSYCHOLOGICAL SERVICES	2,183,530	42,250	2,225,780	(16,000)	2,209,780
3200 MEDICAL & HEALTH SERVICES	790,244	13,865	804,109	(55,600)	748,509
3300 TRANSPORTATION	3,715,533		3,715,533		3,715,533
3400 FOOD SERVICES	117,512		117,512		117,512
3510 ATHLETIC DEPARTMENT	638,592	473	639,065	(80,000)	559,065
3520 OTHER STUDENT ACTIVITIES	153,940		153,940	(6,000)	147,940
3600 SCHOOL SECURITY	201,279	3,762	205,041	(4,210)	200,831
4110 - 4210 - 4230 CUSTODIAL SERVICES	1,720,247		1,720,247	(71,600)	1,648,647
4120 - 4130 HEATING OF BUILDINGS & UTILITY SERVICES	1,173,250		1,173,250		1,173,250
5150 EMPLOYEE SEPERATION COSTS	228,486		228,486	8,000	236,486
9300 TUITIONS	3,557,653		3,557,653	(43,000)	3,514,653
			<i>recommendations to be presented</i>		
Grand Total	61,000,000	0	61,000,000	(1,288,960)	59,711,040



CHELMSFORD PUBLIC SCHOOLS

Dr. Linda Hirsch, Assistant Superintendent

MEMORANDUM

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

From: Dr. Linda Hirsch, Assistant Superintendent *Linda J. Hirsch*

Date: May 4, 2020

RE: CPS K-4 Reading Program Adoption – *Fountas & Pinnell Classroom*

During the winter of 2020, the Chelmsford Public Schools (CPS) began piloting reading programs to adopt for the 2020-2021 school year. The current reading program, *Journeys* – published by Houghton Mifflin Harcourt (HMH), was originally adopted and implemented in grades K-5 beginning in the 2011-2012 school year. In a typical curriculum adoption schedule, a new program would be adopted every six years. CPS has a pattern of a new program adoption every ten years. It has been nine years since the adoption of *Journeys*, which brings the reading program past the typical timeline of curriculum adoption and puts a new reading program on the upcoming adoption timeline for the CPS. The current *Journey's* program is no longer being published by HMH, and CPS is no longer able to support this reading program, thus necessitating a new reading program adoption for the upcoming 2020-2021 school year. Under the co-direction of Kelly Rogers and me, a group of teachers representing all grade levels and schools K-4 were assembled to pilot two reading programs – *Into Reading* published by HMH and *Fountas & Pinnell Classroom*, published by Heinemann. The programs were implemented and reviewed using the following process:

- Teachers were provided with the materials from the publishers and the necessary professional development for each piloted program, respectively.
- Implementation of each program with current students commenced in January 2020.
- There were site visits and conversations to/with schools implementing these two programs in their district.
**Please note: Due to school closures, the F & P Classroom onsite visit was cancelled and a virtual meeting was created with the implementing school district slated for the visit.*
- Administrative walkthrough observations were conducted for a first-hand view of the programs in action and the ability to discuss the programs with each teacher separately.
- Time was created for pilot teachers of each program to visit one another's classes and have discussions around each other's program.
- An administrative review was conducted for each program against the rubric criteria for curriculum adoption.
- A final individual teacher survey was administered with the rubric criteria for curriculum adoption to receive individual teacher input and recommendations.
- A final review for curriculum bias was conducted to include the following criteria: Invisibility, Stereotyping, Selectivity, Presentation, Unreality, Fragmentation, Linguistic Bias, and Cosmetic Bias.
**Please Note: Continuous investigation activities for bias will be conducted as the program is implemented.*





CHELMSFORD PUBLIC SCHOOLS

Dr. Linda Hirsch, Assistant Superintendent

After reviewing all the data and reflecting on the process, it has been determined that the final decision for a new K-4 reading program adoption for CPS will be *Fountas and Pinnell Classroom* beginning in the 2020-2021 school year.

Although we were fortunate enough to have two solid programs to choose from to adopt, and if only left with one option, either program would have served us well. The determining factors to adopt *Fountas and Pinnell Reading* over *Into Reading* are as follows:

- The program was unanimously recommended by all its pilot teachers.
- The program is in direct alignment with our *Fountas and Pinnell Benchmark Assessment System (BAS)* used to assess student reading levels for instructional purposes.
- The program aligns to our guided reading instruction provided to students for reading groups.
- The program aligns to our Tier 2 Reading instruction with Fountas & Pinnell Leveled Literacy Intervention (LLI) System.
- The instructional materials meet the expectations for standard alignment and teacher usability.
- The materials include appropriately rigorous, high quality texts that are focused on students' reading, writing, speaking and listening, and language practice.
- The lessons are organized to support content knowledge and increasing academic vocabulary.
- The program provides for customization for grade levels, which avoids duplicity in purchases for sections not needed (for example phonics in grades K-2 will be taught using *Foundations*) and the ability to make future upper grade level purchases to fit the district's teaching time for literacy (for example grade 5 in MS will need new programing).
- The units of study align with the History and Social Sciences Standards in grades K-2 and extends these topics into grades 3-4 as new topics are introduced about Massachusetts and North America.
- The units of study align with varying topics in sciences – Physical, Life, and Earth and can extend the learning in the literacy block as complete experiments.

**Please note: Although the main focus to decide on a reading program was not contingent on complete alignment to history and science standards, connecting these standards through the literary block links curriculums together to provide cohesiveness for students.*

The Fountas and Pinnell Classroom program, will be a one-time purchase, that will not require yearly reoccurring costs. The cost of the program for K-4 is approximately \$ 750,000. Final quotes and recommended funding transfers will be provided at the May 19, 2020 school committee meeting.

In closing, I would like to thank the pilot teachers for both programs and the administrators for the tremendous amount of time, effort, and thoughtful feedback provided about each program. These teachers and administrators were intragyral in making this final decision for our district.

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





CHELMSFORD PUBLIC SCHOOLS

Dr. Linda Hirsch, Assistant Superintendent

MEMORANDUM

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

From: Dr. Linda Hirsch, Assistant Superintendent *Linda J. Hirsch*

Date: May 5, 2020

RE: Update - CPS Curriculum Department Brochure

In January, I provided you with a brochure that highlights the district's Department Coordinators for each content area. The brochure provided the mission of the curriculum department, organization charts for the district and the curriculum office, a biography of each Department Coordinator including their name, grade levels served, an update of any current accomplishments, as well as their contact information. The brochure was made available on the district website for parents, teachers, and community members desiring to better understand the structure of the curriculum department.

I recently updated this brochure to include curriculum materials used at each level and content area in the district along with on-line links for further information about the curriculum materials. This document will be updated regularly as changes occur.

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



CURRICULUM INSTRUCTION AND ASSESSMENT

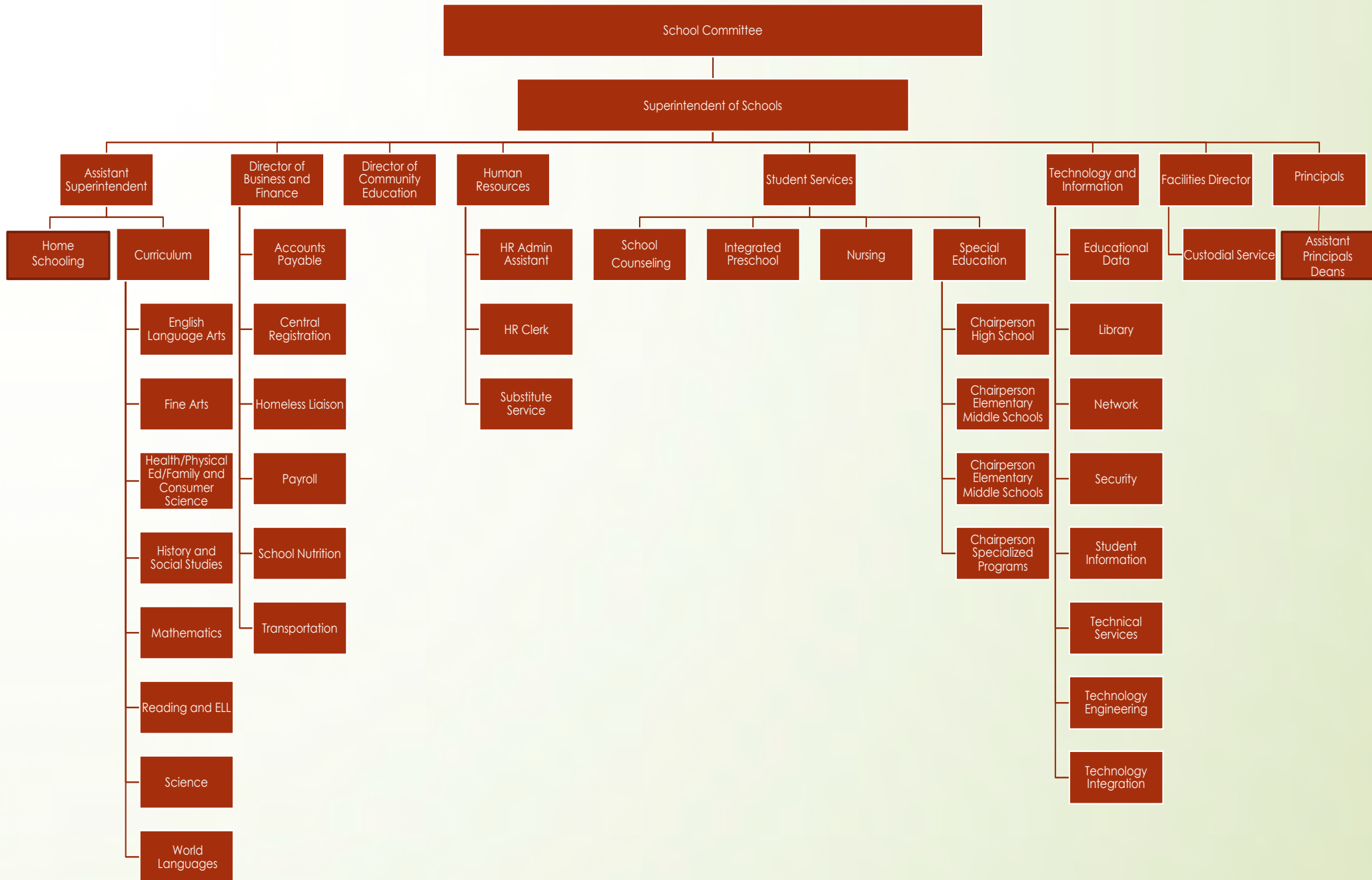


Chelmsford Public Schools
230 North Road
Chelmsford, MA 01824
www.chelmsford.k12.ma.us





CHELMSFORD PUBLIC SCHOOLS ORGANIZATION CHART





CURRICULUM DEPARTMENT ORGANIZATION CHART



Assistant Superintendent

Curriculum, Instruction, and Assessment

English
Language Arts

Fine and
Performing Arts

Health/Physical
Ed/Family and
Consumer
Science

History and
Social Studies

Mathematics

Literacy &
ELL

Science

World
Languages

Visual Arts;
Studio/Media

Music/Theater

Title One

Cultural
Exchange

CENTRAL OFFICE



Dr. LINDA HIRSCH, ASSISTANT SUPERINTENDENT

Dr. Linda J. Hirsch is the Assistant Superintendent for the Chelmsford Public Schools. In her role as Assistant Superintendent, Dr. Hirsch oversees all curriculum, instruction, and assessment in the district. Her previous positions were elementary teacher, special education teacher, English teacher, Department Facilitator and Department Coordinator of English Language Arts where she supervised a team of over 50 English language arts educators.

In addition to her role as Assistant Superintendent, Dr. Hirsch is a graduate instructor at Fitchburg State University. Dr. Hirsch has become an expert in curriculum, instruction, and assessment teaching both new and established teachers in the field of education. Dr. Hirsch's course instruction includes: Universal Design for Learning, Data Analysis, Curriculum and Assessment for Teachers, and Policy, Politics; Curriculum, Educational Leadership and Management, and Educational Research. Dr. Hirsch is skilled in the theory and practice that enables her to improve student learning in the classroom and to teach about leadership.

Dr. Hirsch had taught various professional development courses for Chelmsford Public Schools including Web 2.0 Technologies for the English Teacher and 6-Trait Writing. She has also led the way for writing across the curriculum, running courses for science and social studies teachers on incorporating writing into the curriculum and using common language, data protocols, and rubrics to score student work.

Dr. Hirsch is a member of GS-21 (Global Studies/21st Century Skills), a committee of superintendents/assistant superintendents interested in promoting global education in Massachusetts. Dr. Hirsch has presented in other districts and conferences, including the Lawrence Public Schools, on *Teacher Evaluation* and use of *Common Assessment*, The New England League of Middle Schools Conference (NELMS) on *Universal Design for Learning, Data Analysis, and Learning Walks*, and the Massachusetts Computer Using Educators Conference (MassCUE) on *Technology for Universal Design for Learning and Social Media in Schools*. In addition, she has presented on *Connecting with the Community through Media* at the MASS/MASC Conference.

Dr. Hirsch's academic work includes an A.A.S. in Business and a B.A. in English from the University of New Hampshire, a CAGS from Rivier College in Leadership and Instruction, and a M.Ed. and an Ed.D. from Northeastern University in both Curriculum and Instruction and Organizational Leadership.





MATHEMATICS

Dr. Matthew Beyranevand

Department Coordinator of Mathematics

Grade Level Serviced: K-12

Dr. Matthew Beyranevand is the K-12 Mathematics Coordinator for the Chelmsford Public Schools. After years as a middle school classroom mathematics teacher, Dr. Beyranevand transitioned into the school administration. He is leading all elementary mathematics instruction and a department of over 40 middle and high school math teachers. As a graduate instructor in mathematics and education at UMASS Lowell and Fitchburg State University, Dr. Beyranevand has become an expert in techniques for instructing both new and established teachers. Having taught the courses Curriculum and Assessment for Teachers, History of Mathematics, Working with the Range of Students in Mathematics, and Teaching for Mathematical Understanding, Dr. Beyranevand is familiar with all of the techniques necessary to improve student learning in the classroom.

Dr. Beyranevand is a lifelong learner in education. Having completed his master's degree (2003) and doctorate (2010) at the University of Massachusetts, Lowell, he is experienced with current research involving mathematics education. His dissertation on investigating multiple representations of mathematical concepts led to articles published on the same topic, as well as on the impact of popular culture on mathematics instruction. Dr. Beyranevand shares his mathematical knowledge on his website *Math with Matthew*.





FINE & PERFORMING ARTS

Dr. Christina Whittlesey

Department Coordinator of Fine and Performing Arts

Grade Level Served: K-12

Dr. Christina Whittlesey is the Fine and Performing Arts Coordinator for the Chelmsford Public Schools. For the past seventeen years she has been an educator in settings ranging from PreK to higher education. In addition to her work in Chelmsford, Dr. Whittlesey is also a member of the Berklee College of Music Education Advisory Board, has served on the Massachusetts Music Educators Association Executive Board, and organizes the Northeast Professional Educators Network Arts Conference each year to provide rich, content specific professional development opportunities to art, theater, and music teachers across the northeastern region of the state.

Dr. Whittlesey received an undergraduate degree from Berklee College of Music (2004), a master's degree in Music Education from Boston University (2009), and a Ph.D. with a focus on Educational Research and Evaluation from the University of Massachusetts Lowell (2019), where she was awarded the Education Department's "Outstanding Dissertation Award" for her work researching the educational experiences of transgender and non-binary students. She also serves as an Arts Education Ambassador for the Department of Secondary and Elementary Education to lead teacher professional development on the newly adopted 2019 Arts Curriculum Framework.

Her book, *It's Okay to Say "They": Tips for Educator Allies of Transgender and Non-Binary Students*, will be published by Dave Burgess Consulting, Inc. later this year.



ENGLISH LANGUAGE ARTS



Abbey Dick

Department Coordinator of English Language Arts
Grade Level Serviced: 5-12

Abbey Dick is the ELA Department Coordinator for Grades 5-12. Before coming to Chelmsford, Abbey was the Humanities Director for the Malden Public Schools. In her role as Director of Humanities, Abbey oversaw all curriculum, instruction, assessment, and professional development for English and Social Studies, as well as several other departments in the district. In her previous positions, she taught grades 6-12 ELA, including co-teaching courses. She also taught Advanced Placement Language and Literature.

Abbey also worked as a Literacy Specialist at the Department of Elementary and Secondary Education (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 new things, she missed working in a district and came back to the public schools as an English teacher and then administrator.

Abbey's academic work includes a bachelor's degree from Assumption College in English and Women's Studies/ Philosophy, and a master's degree from Westfield State University in English and Secondary Education.





SCIENCE

Jon Morris

Department Coordinator of Science

Grade Level Serviced K-12

Jon Morris is the Department Coordinator of Science - K-12 for our district. Prior to starting this position, Jon was the Director of STEM for the Melrose Public Schools. Before that, he was a Physics Teacher at Chelmsford High School for 15 years. Using both his education and teaching experience, Jon has had the opportunity to work closely with teachers to develop and model lessons with a focus on engagement strategies that utilize technology to support education in STEM fields.

In addition to his science knowledge, Jon is well versed in the use of assessments to help inform teaching practices and engage colleagues in meaningful dialog around teaching and learning to move students forward. He believes that conversations and cultivating relationships is the key to change and creating a sense of community. In both roles, Jon has worked diligently to foster a shared commitment to high standards and high expectations for all students.

Jon's academic work includes a Bachelor of Science degree from Wittenberg University in Physics, and a master's degree from Lesley University in Science Education.



LANGUAGE AND CULTURE



Jessica Nollet

Department Coordinator of World Languages and Cultural Exchange
Grade Level Serviced: 7-12

Jessica Nollet is the Department Coordinator of World Languages and Cultural Exchange Programs. Prior to coming to Chelmsford, Jessica was a Spanish Teacher in the Framingham Public Schools.

In her eleven years as a middle and high school Spanish teacher, Jessica gained the instructional and pedagogical expertise necessary to provide a rigorous, engaging classroom and to become a leader in both her department and in the school community. Her experiences include being a teacher, leader, mentor, and administrative intern in both a diverse, progressive charter school and a large suburban public school. These settings strengthened her organizational and communication skills, allowing her to become an excellent administrative candidate at the secondary level. Through her coursework and her administrative internship at Framingham High School, she had frequent opportunities to collaborate and problem-solve with fellow colleagues and administrators, in order to improve the school culture and community. As the co-chair of the Principal's Advisory Committee, she led a group of teachers and administrators to design an advisory program at Framingham High School to support students' social, emotional, and academic needs.

Jessica's academic work includes a bachelor's degree from Mount Holyoke College in Education and Spanish, a master's degree from the University of Massachusetts, Boston in Education and Spanish, and a second master's degree from Endicott College in Organizational Leadership.





LITERACY, ELL, TITLE I

Kelly Rogers

Department Coordinator of Literacy/ELL and Director of Title
Grade Level Serviced: K-12

Kelly Rogers is the Department Coordinator of Literacy/ELL and Director of Title I. Prior to accepting this position, Kelly was the Center Elementary Principal in our district. Before she became Principal, she has held the roles of curriculum coordinator and classroom teacher. Throughout her career as an educator, she has made it a priority to provide opportunities for collaboration designed to solidify instruction within grade levels, vertically, and from school to school. Her educational experiences and dynamic personality have allowed her to build relationships quickly and make a positive impact on the students and staff. Kelly is a committed educator who has strong record of educational improvement, utilizing her communication, leadership, and organizational abilities as an asset to our team.

Kelly's academic work includes a bachelor's degree from The University of Texas at Austin in Speech Communication, a Master of Arts in Teaching from Simmons College and a Certificate of Advanced Graduate Studies from American International College in Educational Leadership.



HISTORY AND SOCIAL SCIENCE



Stephanie Quinn

Department Coordinator of History and Social Science

Grade Level Serviced: K-12

Prior to her role as Department Coordinator, Stephanie taught a variety of social studies courses at Chelmsford High School and coached Women's Soccer and Track and Field from 2002 to 2010. She is committed to her duties around curriculum, instruction, assessment, and professional development in the district. Stephanie was part of a team who brought both the Resiliency Program and the Advanced Placement Capstone Program to CHS, expanding opportunities for support and extending the learning for students. Currently, she is leading the review and revision of the entire K-12 Social Science curriculum to embed civics more deeply into the general curriculum. Building on the relationship Chelmsford Schools had with Fitchburg State University, Stephanie has taught several graduate level courses focused on the professional development of teachers in the district. These courses address both content and pedagogy and support the efforts of the district to enhance instructional practices in Universal Design for Learning and writing across the curriculum. She has also worked with teachers to create mini-content courses via google classroom to help expand the opportunities for professional development for teachers throughout Chelmsford Public Schools (CPS).

Stephanie's academic work includes a bachelor's degree from the University of New Hampshire in History, a master's degree from the University of New Hampshire in History and Secondary Education and a CAGS from Fitchburg State University in Interdisciplinary Studies (History/Education Administration).





PHYSICAL EDUCATION, HEALTH, AND FAMILY & CONSUMER SCIENCE

Katie Simes

Department Coordinator P.E./Health/Family/ Consumer Science

Grade Level Serviced: K-12

Katie Simes is the Physical Education, Health Education, and Family & Consumer Sciences Department Coordinator for grades PreK-12. Katie is also the co-chair of the Wellness Advisory Committee, chair of the Middle School LiveSmart Committee and co-chair of the District MTSS Committee. Katie is entering her 17th year in the Chelmsford Public schools and 8th year in her current administrative role. Prior to her department coordinator role, Katie taught physical education at Chelmsford High School, the Westlands Elementary School, CHIPS Preschool and the Byam Elementary School over the course of nine years. In the winter of 2012, Katie served as the Interim Principal at Byam Elementary.

Katie's academic work includes three degrees from Salem State University. Her bachelor's degree is in Physical Education and Health Education with a minor in Biology, a master's degree in Education with a focus on Physical Education and a CAGS in Educational Leadership.



TECHNOLOGY, BUSINESS & CHSTV



Dr. Marilyn Sweeney

Department Coordinator of Technology, Business, and CHSTV

Grade Level Serviced: K-12

Dr. Marilyn Sweeney is the Technology, Business and CHSTV Department Coordinator for Grades K-12. Dr. Sweeney oversees curriculum, instruction and assessment for all students in their Computer Lab classes. In addition, she oversees the Business Department with courses including Accounting, Marketing, Personal Financial Literacy and Management. The newest course, Retail Marketing and Management with accompanying Internship course operates the new Lions Locker School store at CHS which sells attire and monogrammed items to the CPS community while giving retail experience to CHS students. Dr. Sweeney supervises the CHSTV studio courses which include a Communication/Media course and a Media Internships course, where students create TV vignettes and learn to broadcast the Fall Football games to the entire Chelmsford cable subscriber network. Dr. Sweeney has been working closely with Mass Stem Hub and Worcester Polytechnic Institute (WPI) to bring Project Lead the Way STEM courses to Chelmsford. This includes Engineering and Computer Science at CHS, as well as a new Launch program for all 4 elementary schools this year.

Dr. Sweeney is a member of Massachusetts Computer Using Educators (MassCUE) and Massachusetts Science Educators Leadership Association (MSELA). She has presented at the International Society of Technology Educators (ISTE) conferences. She is an instructor at Fitchburg State University and teaches a graduate course on Blended Learning, as well as providing design technology professional development opportunities for Chelmsford teachers. She supervises the Computer Literacy Labs K-6 and Technology Engineering in Grades 7 and 8, Dr. Sweeney also works with MassSTEM Hub to organized a STEM Engineering Day for all CHS students and a subsequent Statewide PLTW STEM Fair held at CHS for PLTW students in Chelmsford and surrounding PLTW districts.

Dr. Sweeney's academic work includes a bachelor's degree from University of Massachusetts, Amherst in Education, and a master's degree from Lesley University in Computers in Education, and a doctorate from University of Massachusetts, Lowell in Educational Leadership.





SCHOOL COUNSELING & SEL



Laraine Wilson

Department Coordinator of SEL and School Counseling

Grade Level Serviced: K-12

Laraine Wilson is the Department Coordinator of Social Emotional Learning and Counseling for K-12. Before coming to Chelmsford, Laraine was the Director of the Upper School at Cotting School in Lexington. In her role as Director of the Upper School, she was a member of the Senior Administration Team. She oversaw curriculum, instruction, assessment, and professional development for the Upper School as well as the Capstone Transition Program. She was also a member of the Mental Health and Crisis Response Teams. In her previous positions, she was a Student Support Coordinator in the Boston Public Schools as part of a partnership with the YMCA and Boston College, where she was an Adjunct Professor. Prior to that, Laraine was a School Counselor in Hartford, Connecticut. Although she enjoyed her work as a mental health professional, she developed a passion for leadership and sought out an administrative role, which led her first to Cotting and then to Chelmsford.

Laraine's academic work includes a bachelor's degree in Psychology from Clark University, and a master's degree from Boston University in School Counseling. She also pursued post-graduate studies through the Educator Leadership Program at Boston University's Lynch School of Education.





**INDIVIDUAL STUDENTS
(SPECIAL EDUCATION)**

Individual Interventions and Supports: Targeted academics with individual instruction and programs.

Instruction Provided By:

- Special Educator
- Related Service Providers – OT, PT, SLP, School Counselor, BCBA, Specialized Reading Provider (i.e. OG/Wilson)
- Classroom Teacher Continues Core Curriculum

**BELOW GRADE-LEVEL STUDENTS
(NON-SPECIAL EDUCATION)**

Small Group Interventions and Supports: Small groups are used to teach academics skills, supplementing core curriculum and programs.

Instruction Provided By:

- Classroom Teacher
- Interventionist
- Reading Specialists

**ALL STUDENTS
(NON-SPECIAL EDUCATION)**

School-Wide Interventions and Supports: All students are taught academics skills with core curriculum and programs.

Instruction Provided By:

- Classroom Teacher

**MASSACHUSETTS
TIERED SYSTEM OF SUPPORT (MTSS)**

ELEMENTARY CURRICULUM PROGRAMS GRADES K-4

SUBJECT	CURRICULUM PROGRAM	ADOPTION YEAR	PUBLISHER'S WEBSITE	ASSESSMENTS	GRADE LEVELS ASSESSED
ELA	JOURNEYS	2011	https://www.hmhco.com/programs/journeys	DIBELS RAN F & P BAS iREADY WRITING PROMPTS	K-1 K-1 K-4 K-4 K-4
ELA	LIVELY LETTERS	2008	https://www.readingwithtlc.com/	N/A	K-1
ESL/ELL	REACH	2013	https://ngl.cengage.com/	ELA ASSESSMENTS	K-4
READING	LLI/TIER II READING SUPPORT	2011	https://www.fountasandpinnell.com/lli/	F & P BAS	K-5
MATH	MATH EXPRESSIONS	2018	https://www.hmhco.com/programs/math-expressions	iREADY	K-5
HISTORY & SOCIAL SCIENCES	MULTIPLE RESOURCES JOURNEYS PROGRAM G. 3 & 4 NYSTROM ATLAS PROGRAMS	2011/2019	N/A	iREADY WRITING PROMPTS	K-4 K-4
SCIENCE	FOSS SCIENCE	2016	https://www.fossweb.com/	FOSS ASSESSMENTS	K-4
TECHNOLOGY	PROJECT LEAD THE WAY	2018	https://www.pltw.org/our-programs/pltw-launch	PLTW ASSESSMENTS	K-4
TECHNOLOGY	DIGITAL CITIZENSHIP AND SAFETY – VARIOUS PUBLISHERS - Net Smartz; BrainPop JR.; Scratch	2016	https://www.netsmartzkids.org/videos/ https://jr.brainpop.com/	NET SMARTZ ACTIVITIES BRAIN POP QUIZZES COMMON ASSESSMENTS	K-4 K-4

ELEMENTARY CURRICULUM PROGRAMS GRADES K-4

SUBJECT	CURRICULUM PROGRAM	ADOPTION YEAR	PUBLISHER'S WEBSITE	ASSESSMENTS	GRADE LEVELS ASSESSED
TECHNOLOGY	CODE.ORG	2016	https://code.org/	CODE.ORG ASSESSMENTS	K-4
TECHNOLOGY	KEYBOARDING WITHOUT TEARS	2016	https://www.lwtears.com/kwt	KBWOT ASSESSMENTS	K-4
MUSIC	FEIERABEND FIRST STEPS	2011	http://www.giamusic.com/music_education/johnfeierabend-main-first-steps.cfm	FEIERBEND ACTIVITIES	K-4
	DESE MUSIC STANDARDS	2019	http://www.doe.mass.edu/frameworks/current.html	COMMON ASSESSMENTS	K-4
ART	ART OF ED	2011	https://theartofeducation.edu/	ART OF ED ACTIVITIES	K-4
	DESE ART STANDARDS	2019	http://www.doe.mass.edu/frameworks/current.html	COMMON ASSESSMENTS	K-4
P. E	GRADE LEVEL OUTCOMES FOR K-12 P.E.	2011	https://www.shapeamerica.org/uploads/pdfs/2017/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf	GRADE LEVEL OUTCOMES ASSESSMENTS	K-4
	P.E. METRICS 3 RD EDITION	2019	PAPERBACK BOOK	COMMON ASSESSMENTS	K-4
SEL	SECOND STEP	2017	https://www.secondstep.org/elementary-school-curriculum	SECOND STEP ASSESSMENTS	K-4

MIDDLE SCHOOL CURRICULUM PROGRAMS GRADES 5-8

SUBJECT	CURRICULUM PROGRAM	ADOPTION YEAR	PUBLISHER'S WEBSITE	ASSESSMENTS	GRADE LEVELS ASSESSED
ELA	JOURNEYS (GRADE 5 ONLY)	2011	https://www.hmhco.com/programs/journeys	iREADY	5
	MASSACHUSETTS STATE FRAMEWORKS FOR ELA	2017	http://www.doe.mass.edu/frameworks/ela/2017-06.pdf	iXL COMMON ASSESSMENTS	5 5
ELA	HOUGHTON MIFFLIN HARCOURT	2012	https://www.hmhco.com/	iREADY	6-8
	MASSACHUSETTS STATE FRAMEWORKS FOR ELA	2017	http://www.doe.mass.edu/frameworks/ela/2017-06.pdf	iXL COMMON ASSESSMENTS	6-8 6-8
ESL/ELL	INSIDE	2013	https://ngl.cengage.com/	ELA ASSESSMENTS	5-8
READING	LLI/TIER II READING SUPPORT	2011	https://www.fountasandpinnell.com/lli/	F & P BAS	5-8
MATH	BIG IDEAS	2012	https://www.bigideasmath.com/home/	iREADY	K-5
HISTORY & SOCIAL SCIENCES	PEARSON GR. 5 MYWORLD SOCIAL STUDIES BUILDING OUR COUNTY	2019	https://www.pearsonschool.com/index.cfm?locator=PS19Ie&PMDbProgramID=85641	COMMON ASSESSMENTS (iREADY NON-FICTION TEXT)	5

MIDDLE SCHOOL CURRICULUM PROGRAMS GRADES 5-8

SUBJECT	CURRICULUM PROGRAM	ADOPTION YEAR	PUBLISHER'S WEBSITE	ASSESSMENTS	GRADE LEVELS ASSESSED
HISTORY & SOCIAL SCIENCES	NYSTROM ATLAS	2019/2014	http://www.nystromworldatlas.com/site/frame_all.html	COMMON ASSESSMENTS	5-7
HISTORY & SOCIAL SCIENCES	PEARSON GR. 6 WORLD STUDIES	2010	https://www.pearsonschool.com/index.cfm?locator=PSZw3j&PMDbProgramId=75201&elementType=correlations	COMMON ASSESSMENTS (iREADY NON-FICTION TEXT)	6 6
HISTORY & SOCIAL SCIENCES	WORLD HISTORY ATLAS	2015	PAPERBACK BOOK	COMMON ASSESSMENTS	6-8
HISTORY & SOCIAL SCIENCES	PEARSON GR. 7 MYWORLD AND EARLY AGES	2011	https://www.pearsonschool.com/index.cfm?locator=PSZw3j&PMDbProgramId=75201&elementType=correlations	COMMON ASSESSMENTS (iREADY NON-FICTION TEXT)	7 7
HISTORY & SOCIAL SCIENCES	PEARSON GR. 8 WORLD HISTORY AND THE MODERN ERA	2016	https://www.pearsonschool.com/index.cfm?locator=PSZw3j&PMDbProgramId=75201&elementType=correlations	COMMON ASSESSMENTS (iREADY NON-FICTION TEXT)	8 8
SCIENCE	FOSS SCIENCE	2016	https://www.fossweb.com/	FOSS ASSESSMENTS	5-6
SCIENCE	MCGRAW HILL	2017	https://www.mheducation.com/prek-12/explore/6-12-science/programs.html	COMMON ASSESSMENTS	7-8
TECHNOLOGY	PROJECT LEAD THE WAY: DESIGN & MODELING; AUTOMATION & ROBOTICS	2014	https://www.pltw.org/our-programs/pltw-gateway	PLTW ASSESSMENTS	7-8
	GOOGLE	2016	https://www.google.com/	COMMON ASSESSMENTS	5-6
	CODE.ORG	2016	https://code.org/	COMMON ASSESSMENTS	5-6

MIDDLE SCHOOL CURRICULUM PROGRAMS GRADES 5-8

SUBJECT	CURRICULUM PROGRAM	ADOPTION YEAR	PUBLISHER'S WEBSITE	ASSESSMENTS	GRADE LEVELS ASSESSED
MUSIC (BAND)	BREEZIN' THROUGH THEORY	2020	https://breezinthrutheory.com/	BREEZIN' ASSESSMENTS	5-8
	STANDARDS OF EXCELLENCE	2017	https://kjos.com/band/methods-by-series/standard-of-excellence-comprehensive-band-method.html	STANDARDS ASSESSMENTS	5-8
	DESE MUSIC STANDARDS	2019	http://www.doe.mass.edu/frameworks/current.html	COMMON ASSESSMENTS	5-8
MUSIC (CHORUS)	BREEZIN' THROUGH THEORY	2019	https://breezinthrutheory.com/	BREEZIN' ASSESSMENTS	5-8
	CONVERSATIONAL SOLFEGE	2016	https://www.giamusic.com/products/P-5380.cfm	CS ASSESSMENTS	5-8
	DESE MUSIC STANDARDS	2019	http://www.doe.mass.edu/frameworks/current.html	COMMON ASSESSMENTS	5-8
MUSIC (ORCHESTRA)	BREEZIN' THROUGH THEORY	2019	https://breezinthrutheory.com/	BREEZIN' ASSESSMENTS	5-8
	DESE MUSIC STANDARDS	2019	http://www.doe.mass.edu/frameworks/current.html	COMMON ASSESSMENTS	5-8
MUSIC (MS MUSIC CONCEPTS & CULTURES)	BREEZIN' THROUGH THEORY	2019	https://breezinthrutheory.com/	BREEZIN' ASSESSMENTS	5-8
	GUITAR 1 HOT BOOKS	2019	PAPERBACK BOOK	GUITAR 1 ASSESSMENTS	5-8
	DESE MUSIC STANDARDS	2019	http://www.doe.mass.edu/frameworks/current.html	COMMON ASSESSMENTS	5-8

MIDDLE SCHOOL CURRICULUM PROGRAMS GRADES 5-8

SUBJECT	CURRICULUM PROGRAM	ADOPTION YEAR	PUBLISHER'S WEBSITE	ASSESSMENTS	GRADE LEVELS ASSESSED
ART	ART OF ED	2018	https://theartofeducation.edu/	ART OF ED ACTIVITIES	5-8
	DESE ART STANDARDS	2019	http://www.doe.mass.edu/frameworks/current.html	COMMON ASSESSMENTS	5-8
P. E	GRADE LEVEL OUTCOMES FOR K-12 P.E.	2011	https://www.shapeamerica.org/uploads/pdfs/2017/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf	GRADE LEVEL OUTCOMES ASSESSMENTS	5-8
	P.E. METRICS 3 RD EDITION	2019	PAPERBACK BOOK	COMMON ASSESSMENTS	5-8
HEALTH	NATIONAL HEALTH STANDARDS	2007	https://people.uwplatt.edu/~mccabec/nationalstandards.pdf	COMMON ASSESSMENTS	5-8
HEALTH	LESSON PLANNING FOR SKILL- BASED HEALTH EDUCATION, HUMAN KINETICS	2019	https://us.humankinetics.com/	COMMON ASSESSMENTS	5-8
HEALTH	THE ESSENTIALS OF TEACHING HEALTH EDUCATION, HUMAN KINETICS	2016	https://us.humankinetics.com/	COMMON ASSESSMENTS	5-8
HEALTH/SEL	SIGNS OF SUICIDE, MINDWISE INOVATIONS	2013	https://www.sprc.org/resources-programs/sos-signs-suicide	SOS ACTIVITES	7-8
WORLD LANGUAGES	EXPRESATE/BIEN DIT! LEVELS 1-4	2011	https://go.hrw.com/gopages/wl-fr.html	COMMON ASSESSMENTS	7-8
WORLD LANGUAGES	EXPRESATE	2011	https://go.hrw.com/gopages/wl-fr.html	COMMON ASSESSMENTS	7-8
WORLD LANGUAGES	BIEN DIT!	2011	https://go.hrw.com/gopages/wl-fr.html	COMMON ASSESSMENTS	7-8

HIGH SCHOOL CURRICULUM PROGRAMS GRADES 9-12

SUBJECT	CURRICULUM PROGRAM	ADOPTION YEAR	PUBLISHER'S WEBSITE	ASSESSMENTS	GRADE LEVELS ASSESSED
ELA	VARIOUS WORKS OF LITERATURE (FICTION AND NON-FICTION)	MULTIPLE YEARS	https://www.chelmsford.k12.ma.us/Page/1778	COMMON ASSESSMENTS	9-12
	MASSACHUSETTS STATE FRAMEWORKS FOR ELA	2017	http://www.doe.mass.edu/frameworks/ela/2017-06.pdf		9-12
ESL/ELL	EDGE	2013	https://ngl.cengage.com/	ELA COMMON ASSESSMENTS	9-12
MATH	BIG IDEAS	2015	https://www.bigideasmath.com/home/	COMMON ASSESSMENTS	9-12
HISTORY & SOCIAL SCIENCES	PEARSON GR. 9 WORLD HISTORY THE MODERN ERA	2012	https://www.pearsonschool.com	COMMON ASSESSMENTS	9
	PEARSON THE HERITAGE OF WORLD CIVILIAZATIONS	2012(H)		COMMON ASSESSMENTS	9(H)
HISTORY & SOCIAL SCIENCES	PEARSON GRS. 10/11 UNITED STATES HISTORY	2015,2016	https://www.pearsonschool.com	COMMON ASSESSMENTS	10-11
HISTORY & SOCIAL SCIENCES	PEARSON - BY THE PEOPLE	2012	https://www.pearsonschool.com	COMMON ASSESSMENTS	10-11
HISTORY & SOCIAL SCIENCES	CENAGE/GALE	N/A	https://www.gale.com/	ON-LINE RESOURCE	9-12

HIGH SCHOOL CURRICULUM PROGRAMS GRADES 9-12

SUBJECT	CURRICULUM PROGRAM	ADOPTION YEAR	PUBLISHER'S WEBSITE	ASSESSMENTS	GRADE LEVELS ASSESSED
HISTORY & SOCIAL SCIENCES	PEARSON PSYCHOLOGY (AP)	2007	https://www.pearsonmylabandmastering.com/northamerica/mypsychlab/	COMMON ASSESSMENTS	11-12
	PEARSON PSYCHOLOGY	2012			
HISTORY & SOCIAL SCIENCES	GLENCOE SOCIOLOGY	2010	ASSUMED BY MCGRAW HILL https://www.mheducation.com/highered/sociology.html	COMMON ASSESSMENTS	11-12
HISTORY & SOCIAL SCIENCES	PEARSON GR. INTERNATIONAL RELATIONS – THE NEW WORLD	2010	https://www.pearsonschool.com	COMMON ASSESSMENTS	12
HISTORY & SOCIAL SCIENCES	GLENCO – STREET LAW	2011	http://glencoe.mheducation.com/sites/007879983x/index.html	COMMON ASSESSMENTS	10-12
HISTORY & SOCIAL SCIENCES	HOUGHTON MIFFLIN – THE CHALLENGE OF DEMOCRACY	2005	http://college.cengage.com/polisci/janda/c hall_dem/8e/instructors/parallel/index.html	COMMON ASSESSMENTS	11-12
SCIENCE	PEARSON - BIOLOGY	2019	https://www.pearsonschool.com	COMMON ASSESSMENTS	9-10
SCIENCE	PEARSON - BIOLOGY	2019	https://www.pearsonschool.com	COMMON ASSESSMENTS	10-11
SCIENCE	OPENSTAX - PHYSICS	2018	https://openstax.org/details/books/college-physics	COMMON ASSESSMENTS	11-12
BUSINESS	READ MARKETING NOW	2019	https://www.readmarketingnow.com/	COMMON ASSESSMENTS	9-12

HIGH SCHOOL CURRICULUM PROGRAMS GRADES 9-12

SUBJECT	CURRICULUM PROGRAM	ADOPTION YEAR	PUBLISHER'S WEBSITE	ASSESSMENTS	GRADE LEVELS ASSESSED
BUSINESS	KNOWLEDGE MATTERS VIRTUAL BUSINESS (MARKETING; MANAGEMENT; BUSINESS CAREER PATHWAYS)	2019	https://knowledgematters.com/highschool/management/ https://knowledgematters.com/highschool/retailing/ https://knowledgematters.com/highschool/hotel/ https://knowledgematters.com/highschool/sports/	SIMULATION ASSESSMENTS COMMON ASSESSMENTS	9-12
BUSINESS	BUSINESS LAW	2019	https://www.cengage.com/discipline-business-law/	COMMON ASSESSMENTS	9-12
BUSINESS	RETAIL MARKETING AND MANAGEMENT	2018	Lions Locker store project-based learning	PROJECT-BASED (PBL) ASSESSMENTS	9-12
BUSINESS	ACCOUNTING	2019	https://www.cengage.com/discipline-accounting/	MINDTAP COMMON ASSESSMENTS	9-12
BUSINESS	PERSONAL FINANCIAL LITERACY	2019	https://www.ngpf.org/	ONLINE RESOURCES	9-12
TECHNOLOGY	PROJECT LEAD THE WAY – ENGINEERING - COMPUTER SCIENCE	2017	https://www.pltw.org/	PLTW ASSESSMENTS	9-12
TECHNOLOGY	COMPUTER SCIENCE	2019	http://schram.org/ExpoCS2018/ExpoCS2018.html	COMMON ASSESSMENTS	9-12
MUSIC (BAND, CHOIR, ORCHESTRA, MUSIC THEORY)	DESE MUSIC STANDARDS	2019	http://www.doe.mass.edu/frameworks/current.html	COMMON ASSESSMENTS	9-12

HIGH SCHOOL CURRICULUM PROGRAMS GRADES 9-12

SUBJECT	CURRICULUM PROGRAM	ADOPTION YEAR	PUBLISHER'S WEBSITE	ASSESSMENTS	GRADE LEVELS ASSESSED
MUSIC (GUITAR)	GUITAR 1 HOTBOOKS: NEW EDITION	2019	HARDCOVER BOOK	COMMON ASSESSMENTS	9-12
	DESE MUSIC STANDARDS	2019		COMMON ASSESSMENTS	9-12
MUSIC (DIGITAL WORLD)	DESE MUSIC STANDARDS, MEDIA ARTS STANDARDS <i>DIGITAL CREATION TOOLS: GARAGEBAND, iMOVIE</i>	2019	http://www.doe.mass.edu/frameworks/current.html	PROJECT-BASED ASSESSMENTS	9-12
STUDIO ART, MEDIA ARTS	ART OF ED	2019	www.artofed.com	COMMON ASSESSMENTS	9-12
	DESE STUDIO ART AND MEDIA ARTS STANDARDS <i>DIGITAL CREATION TOOLS: CREATIVE SUITE, PHOTOSHOP, MAYA</i>	2019	http://www.doe.mass.edu/frameworks/current.html	COMMON ASSESSMENTS	9-12
THEATER, FILMMAKING	DESE THEATER ARTS STANDARDS, MEDIA ARTS STANDARDS	2019	http://www.doe.mass.edu/frameworks/current.html	COMMON ASSESSMENTS	9-12
P. E	GRADE LEVEL OUTCOMES FOR K-12 P.E.	2011	https://www.shapeamerica.org/uploads/pdfs/2017/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf	GRADE LEVEL OUTCOMES ASSESSMENTS	9-12
	P.E. METRICS 3 RD EDITION	2012	PAPERBACK BOOK	COMMON ASSESSMENTS	9-12

HIGH SCHOOL CURRICULUM PROGRAMS GRADES 9-12

SUBJECT	CURRICULUM PROGRAM	ADOPTION YEAR	PUBLISHER'S WEBSITE	ASSESSMENTS	GRADE LEVELS ASSESSED
HEALTH	NATIONAL HEALTH STANDARDS	2007	https://people.uwplatt.edu/~mccabec/nationalstandards.pdf	COMMON ASSESSMENTS	9-12
HEALTH	LESSON PLANNING FOR SKILL- BASED HEALTH EDUCATION, HUMAN KINETICS	2019	https://us.humankinetics.com/	COMMON ASSESSMENTS	9-12
HEALTH	THE ESSENTIALS OF TEACHING HEALTH EDUCATION, HUMAN KINETICS	2016	https://us.humankinetics.com/	COMMON ASSESSMENTS	9-12
HEALTH/SEL	BREAKING FREE FROM DEPRESSION, MINDWISE INOVATIONS	2013	http://www.childrenshospital.org/Centers-and-Services/Programs/A--E/boston-childrens-hospital-neighborhood-partnerships-program/break-free-from-depression-program	BRFD ACTIVITES	9-12
FAMILY AND CONSUMER SCIENCES	GOODHEART-WILCOX - CHILD DEVELOPMENT EARLY STAGES THROUGH AGE 12 – EIGHTH EDITION	2016	https://www.g-w.com/child-development-2016	GW ASSESSMENTS	9-12
WORLD LANGUAGES (SPANISH)	EXPRESATE <i>LANGUAGE LAB SOFTWARE: SANAKO</i>	2011	www.gohrw.com	COMMON ASSESSMENTS	9-12
WORLD LANGUAGES (FRENCH)	BIEN DIT! <i>LANGUAGE LAB SOFTWARE: SANAKO</i>	2011	www.gohrw.com	COMMON ASSESSMENTS	9-12

DIGITAL LEARNING TOOLS

i-Ready

iReady assesses students' academic skills in reading, helping teachers design individualized instruction for them based on their unique needs while setting a personalized pathway for students within the iReady Instruction.

iXL

IXL (from "I excel") is a math and language arts practice website for K-12 (subscription based). It has unlimited questions on thousands of math and English language arts state standards and a comprehensive reporting and assessment system.

LEXIA

Lexia® Core5® Reading supports educators in providing differentiated literacy instruction for students of all abilities in grades pre-K–5. Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.

Raz-Kids

Raz-Kids is an award-winning teaching product that provides comprehensive leveled reading resources for students. ... Every eBook is available in online and mobile formats, and allows students to listen to, read at their own pace, and record themselves reading.

Brain Pop

BrainPop is a group of educational websites with over 1,000 short animated movies for students in grades K-12, together with quizzes and related materials, covering the subjects of science, social studies, English, mathematics, engineering and technology, health, and arts and music.

Language Live

LANGUAGE!® Live is a comprehensive, blended literacy solution. One portion of the program is face-to-face teacher-led instruction; the other portion is technology-based, independent learning.

Google G Suite for Education

G Suite for Education is the same set of apps that you know and love—Gmail, Docs, Drive, Calendar, Hangouts, and more— but designed with new intelligent features that make work easier and bring teachers and students together.

Edgenuity

Edgenuity's® ELA, math, science, social studies, world languages, Advanced Placement®, CTE, and elective courses are designed to help students in grades 9–12 meet the rigor of Common Core and state standards, as well as your state's graduation requirements. Our courses can be used for initial credit or credit recovery as well as content or concept recovery in order to ensure subject-area mastery.

Overdrive

OverDrive is a free service offered by your library or school that lets you borrow digital content (like ebooks and audiobooks) anytime, anywhere. Every OverDrive collection is slightly different because each library or school picks the digital content they want for their users.

Keyboarding Without Tears

Keyboarding Without Tears is an elementary web-based curriculum that makes it easy for teachers to teach their students pre-keyboarding and keyboarding skills such as typing, general computer readiness, digital citizenship and online test prep – they need to succeed on any assignment, in any setting.

Office 365

Office 365 is an integrated experience of apps and services, designed to help you pursue your passion and grow your business. Get apps like Word, Excel, PowerPoint, and more, updated monthly with the latest features and security updates.

Project Lead The Way

PLTW empowers students to develop and apply in-demand, transportable skills by exploring real-world challenges. Through our pathways in computer science, engineering, and biomedical science, students not only learn technical skills, but also learn to solve problems, think critically and creatively, communicate, and collaborate. We also provide teachers with the training, resources, and support they need to engage students in real-world learning.

Pilot Apps/Plug-Ins

Class Kick - Tool to allow students to fill in PDFs and send/receive work with teachers.

Pear Deck - Presentation tool that allows real time assessment of student learning.

Kami - Allows users to annotate on cleartouch TVs, over any application, and save the output easily to Google Drive.



Chelmsford Public Schools - A Future Ready District

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee

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

Date: May 4, 2020

Re: School Committee Meeting Schedule – July 2020 – June, 2021

Attached please find a draft meeting schedule for the school committee to consider for FY21, July 2020 through June 2021. I recommend holding our July meeting on the fourth Tuesday of the month (July 28, 2020) instead of the third to allow additional time for the fiscal yearend financial closing and the recommendation of any necessary end of period budget transfers. I have moved the second meeting in the months of February and April to the fourth Tuesday of the month to avoid conflict with the school vacation weeks. I have also moved the first meeting in April to the first Thursday of the month to avoid conflict with the town elections. I recommend the school committee vote to accept and publish the proposed meeting schedule at the regular meeting of May 5, 2020.

CHELMSFORD PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING SCHEDULE

July 2020 – June 2021

July 7	6:00	School Committee Meeting	Administration Office (TELEVISED)
July 28	6:00	School Committee Meeting	Administration Office (TELEVISED)
August 4	6:00	School Committee Meeting	Administration Office (TELEVISED)
August 18	6:00	School Committee Meeting	Administration Office (TELEVISED)
September 1	6:00	School Committee Meeting	Administration Office (TELEVISED)
September 15	6:00	School Committee Meeting	Administration Office (TELEVISED)
October 6	6:00	School Committee Meeting	Administration Office (TELEVISED)
October 20	6:00	School Committee Meeting	Administration Office (TELEVISED)
November 3	6:00	School Committee Meeting	Administration Office (TELEVISED)
November 17	6:00	School Committee Meeting	Administration Office (TELEVISED)
December 1	6:00	School Committee Meeting	Administration Office (TELEVISED)
December 15	6:00	School Committee Meeting	Administration Office (TELEVISED)
January 5	6:00	School Committee Meeting	Administration Office (TELEVISED)
January 19	6:00	School Committee Meeting	Administration Office (TELEVISED)
February 2	6:00	School Committee Meeting	Administration Office (TELEVISED)
February 23	6:00	School Committee Meeting	Administration Office (TELEVISED)
March 2	6:00	School Committee Meeting	Administration Office (TELEVISED)
March 16	6:00	School Committee Meeting	Administration Office (TELEVISED)
April 8	5:00	Reorganization Meeting	Town Hall
April 27	6:00	School Committee Meeting	Administration Office (TELEVISED)
May 4	6:00	School Committee Meeting	Administration Office (TELEVISED)
May 18	6:00	School Committee Meeting	Administration Office (TELEVISED)
June 1	6:00	School Committee Meeting	Administration Office (TELEVISED)
June 15	6:00	School Committee Meeting	Administration Office (TELEVISED)

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: May 4, 2020
Re: School Committee Policy Updates

At the regular school committee meeting on Tuesday April 21, 2020, several updates to school committee policies, procedures and handbooks were presented. One update pertained to School Committee Policy JKAA – Physical Restraint of Students. The committee did not act on this policy at the meeting of April 21, 2020, instead asked the administration to review the requested update and provide further information regarding the recommendation. Upon further investigation, no change to Policy JKAA – Physical Restraint of Students is recommended at this time.

Included within Policy JKAA – Physical Restraint of Students is the requirement of the Superintendent to develop procedures related to the implementation of this policy. We have worked with special education counsel to update our procedures. I have attached the new CPS Restraint Prevention and Behavior Support Procedures document prepared by counsel. I am seeking the school committee to acknowledge the receipt of the procedures document which will be transmitted to the Massachusetts Department of Elementary and Secondary Education as part of the Coordinated Program Review. I recommend the following action:

Move to acknowledge the Chelmsford Public Schools Restraint Prevention and Behavior Support Procedures as presented.

DRAFT

CHELMSFORD PUBLIC SCHOOLS

Restraint Prevention and Behavior Support Procedures

CONTENTS

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- II. DEFINITIONS
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- VI. REQUIREMENTS FOR USE OF PHYSICAL RESTRAINT
- VII. REPORTING PHYSICAL RESTRAINT USE
- VIII. ADMINISTRATIVE REVIEWS OF PHYSICAL RESTRAINT USE
- IX. TRAINING REQUIREMENTS
- X. SPECIFIC PROCEDURES

I. OVERVIEW

The Chelmsford Public Schools (“District”) seeks to promote a safe and productive workplace and educational environment for its employees and students and to ensure that every student is free from the use of physical restraint that is inconsistent with the requirements of 603 C.M.R. 46.00. Physical restraint is an emergency measure of last resort. It may be administered only when necessary to protect a student and/or school community member from assault or imminent, serious physical harm. When, based on this standard, physical restraint is necessary, staff will strive to prevent or minimize any harm to the student as a result of the use of physical restraint. The District will annually review its Restraint Prevention and Behavior Support Policy and Procedures, provide it to all District staff, and make it available to parents of enrolled students.

II. DEFINITIONS

Mechanical Restraint: the use of any device or equipment to restrict a student’s freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Medication Restraint: the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

Physical Escort: a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Physical Restraint: direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Principal: instructional leader of a public school education program or his or her designee.

Prone Restraint: a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

Seclusion: involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined below.

Time-Out: a behavioral support strategy, developed pursuant to 603 CMR 46.04(1), in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

DESE's *Technical Assistance Advisory SPED 2016-1*, issued on July 31, 2015, provides the following additional definitions pertaining to time-out:

Inclusionary time-out: when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom.

Exclusionary time-out: the separation of the student from the rest of the class either through complete visual separation or from actual physical separation.

III. PROHIBITIONS

Chemical restraint, mechanical restraint and seclusion are prohibited in all public school education programs.

IV. SPECIFIC RIGHTS

Neither 603 C.M.R. 46.00 nor this policy prohibits: (1) any teacher, employee or agent of the District from using reasonable force to protect students, others or themselves from imminent, serious, physical harm; (2) any individual from reporting to appropriate authorities a crime committed by a student or other individual; (3) law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or person alleged to have committed a crime or posing a security risk; or (4) an individual from reporting neglect or abuse to the appropriate state agency, pursuant to M.G.L. c. 119 § 51A.

V. DESE TECHNICAL ASSISTANCE ON USE OF TIME-OUT

DESE's *Technical Assistance Advisory SPED 2016-1*, issued on July 31, 2015, explains the differences between "inclusionary time-out" and "exclusionary time-out" as follows:

"Inclusionary time-out": when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom.

The use of "inclusionary time-out" functions well as a behavior support strategy while allowing the student to remain fully aware of the learning activities of the classroom. "Inclusionary time-out" includes practices used by teachers as part of their classroom behavior support tools, such as "planned ignoring," asking students to put their heads down, or placing a student in a different location within the classroom. These strategies, used to reduce external stimuli in the student's environment while keeping the student physically present and involved in learning, have proven to be useful tools for classroom management.

If the student is not "separated from the learning activity" or the classroom, the student will be in "inclusionary time-out" and the requirements that accompany the use of "exclusionary time-out," listed below, do not apply. A student is not "separated from the learning activity" if the student is physically present in the classroom and remains fully aware of the learning activities.

"Inclusionary time-out" does not include walled off "time-out" rooms located within the classroom; use of those is considered to be "exclusionary time-out."

"Exclusionary time-out": the separation of the student from the rest of the class either through complete visual separation or from actual physical separation.

The following requirements apply to the use of "exclusionary time-out":

- "Exclusionary time-out" may be used only for the purpose of calming;
- During "exclusionary time-out," the student must be continuously observed by a staff member;
- The staff member will either be with the student or immediately available to the student at all times;
- The space used for "exclusionary time-out" must be clean, safe, sanitary and appropriate for calming;

- Unless it poses a safety risk, a staff member must be physically present with the student who is in an exclusionary time-out setting;
- If it is not safe for the staff member to be present with the student, the student may be left in the time-out setting with the door closed. However, in order to ensure that the student is receiving appropriate support, a school counselor or other behavioral support professional must be immediately available outside of the time-out setting where the individual can continuously observe and communicate with the student as appropriate to determine when the student has calmed;
- Students must never be locked in a room;
- For students displaying self-injurious behavior, a staff member must be physically present in the same setting with the student;
- An “exclusionary time-out” must be terminated as soon as the student has calmed; and
- An “exclusionary time-out” may not extend beyond thirty (30) minutes without the approval of the Principal. A Principal may grant an extension beyond thirty (30) minutes based only on the individual student’s continuing agitation.

VI. REQUIREMENTS FOR USE OF PHYSICAL RESTRAINT

Legal Standard for Use

Physical restraint is considered an emergency procedure of last resort. This means that it may be used only when the student’s behavior poses a threat of assault or imminent, serious, physical harm to self and/or others; *and* the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

Physical restraint may never be used for punishment. Physical restraint may not be used as a response to a student’s property damage, disruption of school order, refusal to comply with rules/directions, or verbal threats, unless the above harm standard is also met.

Brief physical contact to promote safety is not considered a restraint. DESE’s *Question and Answer Guide to Implementation of 603 CMR 46.00, The Regulations for the Prevention of Physical Restraint and Requirements if Used*, issued on July 31, 2015, states that “brief physical contact to promote safety refers to measures taken by school personnel consisting of physical contact with a student for a short period of time solely to prevent imminent harm to a student, for example, physically redirecting a student about to wander on to a busy road, grabbing a student who is about to fall, or breaking up a fight between students.”

Physical restraint may not be used as a standard response for any student. No IEP or written behavioral plan may include physical restraint as a standard response to any behavior.

Safety

To ensure student safety, staff will review and consider a student’s medical and psychological limitations, known or suspected trauma history, and/or behavior intervention plans. Physical restraint will not be used when it is medically contraindicated for reasons including, but not

limited to, communication-related disorders, asthma, seizures, cardiac condition, obesity, bronchitis, or risk of vomiting.

During a physical restraint, staff will continuously monitor the student's physical status, including skin temperature, color and respiration, and make certain that the student is able to breathe and to speak. Staff will use the safest physical restraint method available and appropriate for the situation, and will use only the amount of force necessary to protect the student or others from physical injury or harm. Whenever possible, another adult who is not a participant in the restraint will witness the administration of the restraint.

Duration

A physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student demonstrates or expresses significant physical distress (e.g., difficulty breathing, sustained or prolonged crying, sustained or prolonged coughing). If a student demonstrates or expresses significant physical distress, staff will release the restraint and seek medical assistance immediately. **For any student to be restrained for more than twenty (20) minutes, staff must obtain the Principal's approval.** This approval must be based on the student's continued agitation justifying the need for continued restraint.

Follow-up

Follow-up procedures will be implemented after the release of the student from physical restraint. These will include reviewing the incident with the student to address the precipitating behavior, reviewing the incident with staff who administered the restraint to discuss whether proper restraint procedures were followed, and considering whether any follow-up is appropriate for students who witnessed the incident.

Prone and Floor Restraints

Prone restraints are prohibited, except on an individual basis and when all of the following conditions, which require specific documentation, are met: (1) the student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff; (2) all other forms of physical restraint have failed to ensure the safety of the student and/or others; (3) there are no medical contraindications, as documented by a licensed physician; (4) there is psychological or behavioral justification for the use of prone restraint and no psychological or behavioral contraindications, as documented by a licensed mental health professional; (5) the program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and the use of prone restraint is approved in writing by the Principal; and (6) the program has documented all of the above before using prone restraint and maintains the documentation. The only staff authorized to administer a prone restraint are staff who have received in-depth restraint training in accordance with 603 C.M.R. 46.04(3).

Floor restraints are prohibited unless the staff administering the restraint have received in-depth training in accordance with 603 C.M.R. 46.04(3), and these trained staff members determine that such method of restraint is required to provide safety for the student or others.

VII. REPORTING PHYSICAL RESTRAINT USE

All physical restraints, regardless of duration, will be reported.

Reporting within School and to Parents

The reporting process within the school and to the student's parents is as follows: The staff will immediately verbally inform the Principal, and the Principal will make reasonable efforts to verbally inform the student's parents within 24 hours of the restraint. The staff will file a detailed written report no later than the next school day, and the Principal will e-mail or mail the written report to the parents within three (3) school days of the restraint. There are no individual waivers permitted for these reporting requirements.

Report Contents

The report will include: names and job titles of those involved, including observers; date and time the restraint began and ended; the name of the administrator who was verbally informed; the name of the Principal or designee who approved extending the restraint beyond twenty (20) minutes, when such approval was obtained; what was happening before the restraint; the efforts staff used to prevent escalation of the student's behavior, including the specific de-escalation strategies that the staff used; the alternatives to restraint that staff attempted; the justification for initiating the restraint; a description of the holds used and why they were necessary; a description of the student's behavior and reaction during the restraint, and any medical care given; information regarding any further actions the school has taken or may take; and information regarding opportunities for the student's parents to discuss the restraint with the school.

Reporting to the Department of Elementary and Secondary Education

The reporting process to the Department of Elementary and Secondary Education (DESE) is as follows: The District will report to DESE all restraints that result in injury to either a student or a staff member within three (3) working days of the restraint. The District will also send DESE a copy of the record of restraints maintained by the principal pursuant to 603 CMR 46.06(2) for the thirty (30) day period prior to the date of the reported restraint. Additionally, the District will provide DESE with an annual report of its physical restraint use.

VIII. ADMINISTRATIVE REVIEWS OF PHYSICAL RESTRAINT USE

Two types of administrative reviews will be conducted in regard to the use of physical restraint. The Principal will conduct a Weekly Individual Student Review and a Monthly School-Wide Review.

Weekly Individual Student Review

A Weekly Individual Student Review will be conducted regarding any student who has been restrained multiple times during the week. The Principal will convene a review team to assess the progress and needs of any such student, with the goal of reducing or eliminating future restraint. This team will review and discuss the written restraint reports, analyze the factors that led to the restraint, consider the factors that may have contributed to the escalation of the student's behavior, and develop a written action plan.

Monthly School-Wide Review

A Monthly School-Wide Review will also be conducted by the Principal. In this review, the Principal will consider patterns of restraints, number of restraints, duration of restraints and any

injuries caused by restraints. The Principal will assess whether the restraint prevention and behavior management policy needs to be modified and/or whether there is a need for additional staff training on restraint reduction and restraint prevention strategies.

IX. TRAINING REQUIREMENTS

General Training

The Principal will ensure that all staff receive training on the District's Restraint Prevention and Behavior Support Policy and Procedures and the requirements for the use of restraint. This training will comply with the requirements of 603 C.M.R. 46.04(2).

In-Depth Training

The Principal will identify and authorize certain staff to serve as a school-wide resource to assist in ensuring the proper administration of physical restraint. These identified staff will participate in an in-depth training that complies with the requirements of 603 C.M.R. 46.04(3) and 603 C.M.R. 46.04(4).

X. SPECIFIC PROCEDURES

The District has developed and implemented the following specific procedures regarding appropriate responses to student behavior that may require immediate intervention:

Alternatives to Physical Restraint

There are a variety of appropriate responses to student behavior that may require immediate intervention. These alternative methods should be used first when seeking to prevent student violence, and/or self-injurious behavior and/or to de-escalate potentially dangerous behavior occurring among groups of students or with an individual student. Examples of interventions and less intrusive methods that may preclude the need for the use of physical restraint, include, but are not limited to: verbal prompts; partial or full physical cuing; physical escort; inclusionary time-out; exclusionary time-out; and de-escalation techniques.

General guidelines for de-escalating potentially dangerous behavior occurring among groups of students or with an individual student include:

Remain calm - To help prevent the likelihood of a student experiencing distress from escalating his/her behavior use a neutral and level tone of voice, control one's facial expressions and use a supportive non-threatening body language.

Obtain Assistance - Whenever possible, school personnel should immediately take steps to notify school administrators, the school's administrative response team and/or other school personnel of a potentially dangerous situation and to obtain additional assistance.

One Person Speaks - In order to minimize the likelihood of confusion and/or the likelihood of a student experiencing distress from escalating his/her behavior having one person providing overall direction to the response and the follow up procedures is advisable. This often may be either the first trained staff person on the scene or the staff person with the most information about the particular situation.

Remove Student if Possible – When feasible and as appropriate, have the student experiencing distress leave an area with other students and move to another more private and safe area in order to de-escalate.

Remove Other Students - If it is not feasible to have a student experiencing distress move to a more private and safe area in order to de-escalate, consider the feasibility of having other staff assist and monitor the removal of other students to another area within the school until the student de-escalates.

Description of Physical Restraints Used in Emergency Situations

In the event when a student engages in behavior that is a danger to him/herself or others the school's crisis team will follow procedures outlined by the Crisis Prevention Institute (CPI) training. There are four types of CPI restraints: seated holding, standing holding, standing hold team control position, and children's control position. Each of the physical restraints used to maintain safety fall into three categories: low, medium and high intensity.

Restraint Information and Complaint Procedure

Parents/guardians are welcome to contact the principal of their child's school at any time to discuss the District's Restraint Prevention and Behavior Support Policy and Procedures. Additionally, any individual with a concern or complaint regarding the use of a physical restraint may use the informal resolution and/or formal complaint procedure below.

Informal Resolution

Before initiating a formal complaint, a student or their parent/guardian who has concerns regarding a specific use of a physical restraint, may seek to resolve their concerns regarding a specific use of a physical restraint by raising the issue with the principal of the school. The student and/or his/her parent/guardian should direct their concerns regarding a specific use of a physical restraint to the principal within ten (10) days of the parent/guardian's receipt of the written restraint report. The principal shall attempt, within their authority, to work with the individual to resolve the complaint fairly and expeditiously. If the student and/or their parent/guardian is not satisfied with the resolution, or if the student and/or their parent/guardian do not choose to use informal resolution, then the student and/or their parent/guardian may proceed with the formal complaint process.

Formal Complaint

A student or his/her parent/guardian who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her concerns regarding a specific use of a physical restraint by submitting a written complaint to the Office of the Superintendent. The student and/or his/her parent/guardian should submit this letter to the Office of the Superintendent within twenty (20) days of the parent/guardian's receipt of the written restraint report. The written complaint should include: (a) the name of the student; (b) the name of the school where the physical restraint allegedly occurred; (c) the date of the restraint; (d) the basis of the complaint or concern; and (e)

the corrective action sought.

The Office of the Superintendent, through its designees, shall investigate the complaint. In the course of its investigation, the Office of the Superintendent and/or its designees shall contact those individuals that have been referred to as having pertinent information related to the complaint. Strict timelines cannot be set for conducting the investigation because each set of circumstances is different, but the complaint will be responded to promptly. After completing the formal investigation, the Office of the Superintendent shall contact the individual who filed the complaint regarding the outcome of its investigation.

Legal Authority:

603 C.M.R. § 46.00

DESE Technical Assistance Advisory SPED 2016-1, July 31, 2015