



Chelmsford School Department School Committee

Notice of Public Meeting

Email Posting to townclerk@townofchelmsford.us Thank you.

Filed with Town Clerk:

As required by G.L. c. 30 A, §18-25

DATE: Tuesday March 2, 2021 TIME: 6:00 p.m. ROOM: Conf. Room 1

PLACE: CPS Central Administration Office ADDRESS: 230 North Road

The Chelmsford School Committee intends to conduct an in-person meeting on the date and time specified, however all public participation will take place remotely, not in-person. The meeting is not open to the public for in-person participation. The meeting will be live-streamed by Chelmsford Telemedia for interested community members to access and watch. Interested community members may e-mail Superintendent of Schools, Dr. Jay Lang, at langj@chelmsford.k12.ma.us prior to 5:00 p.m. on Tuesday March 2, 2021 to be recognized to provide remote public input under the public participation portion(s) of the agenda via a GoToMeeting link that will be provided.

CALL TO ORDER

PLEDGE OF ALLEGIANCE

CHAIR OPENING STATEMENT

CONSENT AGENDA

1. Approval of the minutes of the regular school committee meeting of February 16, 2021

CHS STUDENT REPRESENTATIVE ANNOUNCEMENTS

GOOD NEWS

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

NEW BUSINESS

1. Presentation: Spotlight on the Schools – South Row Elementary School
2. Presentation: Spotlight on the Departments – Health & Physical Education
3. UMASS Lowell Teaching Excellence and Achievement (TEA) Fulbright Scholars
4. School Committee Mid-Year Goals Review

5. Superintendent's Mid-Year Goals Review
6. COVID Update
 - a. Community & School Covid Data Trends
 - b. Staff Covid Vaccination
 - c. Staff & Student Covid Pool Testing
 - d. Planning for Additional In-Person Learning Opportunities
7. Personnel Report: January 2021

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
SPECIAL MEETING
February 16, 2021
Meeting Minutes**

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

Also present: Dr. Jay Lang (Superintendent) and Dr. Linda Hirsch (Assistant Superintendent).

Call to Order

5:00 p.m.

Pledge of Allegiance

Chair Opening Statement

“Tonight’s meeting is being live-streamed by Chelmsford Telemedia and posted to the CPS website for interested community members to access and watch. Although we are not allowing for in-person public participation, interested community members are encouraged to submit their names and addresses to Superintendent Lang if they would like to participate remotely under the public input portion of our meeting. During our public input session anyone who has joined us through the *gotomeeting* platform and expressed interest in making a comment will be recognized by the Superintendent and allowed to speak with The Committee. If anyone watching this meeting live has questions or comments to share they are encouraged to email one of us during the meeting. We will read those questions or comments during our second public input session at the end of the meeting.”

The Chair welcomed all to the meeting. The purpose of the meeting is to consider changes to The District’s definition of “close contacts”. Joining tonight’s meeting is Sue Rosa, Public Health Director for the Town of Chelmsford, and Peggy Gump, Coordinator of Nursing Services for the Chelmsford Public Schools.

Public Comments

Laurie Pellegrino, of Eight Sunrise Avenue, a parent whose family chose the hybrid model for the current school year spoke first. Her family adheres to all the recommended health protocols, especially to protect elderly family members. She believes CPS should continue to operate as they have since school opened in September. If modifications are made to the protocols and cohorts, her family will need to reconsider hybrid involvement and would need to choose remote (at the expense of her children having in person contact at school) for the balance of this school year.

Lauren Cochran and Katy Sullivan from the Chelmsford Federation of Teachers shared information from a letter concerning returning to “normalcy” in our schools. Until “pool testing” is implemented and teachers are vaccinated, they would like the current successful protocols remain in place. They are seeking assurance that the “remote” teachers will remain in remote status for the remainder of this school year.

Shelley Bethel, representing the CFT, who is additionally a teacher at McCarthy and has two children in the CPS, feels that the current quarantine practices need to be continued to assure safety. She is also concerned about Tier 1 and Tier 2 staff who have been in the buildings, because they cannot afford to live without pay. She would prefer things to stay as they are for the remaining months of this school year.

Mr. Doherty shared that The Committee received an email from a parent, Erica Redner, who had opted for hybrid with the understanding that “close contact” protocols would stay the same. If changes are made she may have to opt out of the hybrid learning model for her children.

Mr. King summarized additional input received by The Committee. Many families prefer there be no changes and may change from hybrid to remote learning if changes take place. Others believe that things have gone so well that changes may not have much affect on the spread of COVID. They would like to see more in-person opportunities for students. They believe struggling students would benefit by more time in school.

Hanna Barker, a parent, would like to hear more about the timing for changes and the ability for more vaccinations for staff. She also is concerned about COVID variants. Additionally, she would like more details on the communication between public health and the school district.

Another parent, Theresa Evans, whose family chose the hybrid learning model in August and has been pleased with this model. She does not believe changing the model is wise currently. She is concerned about the new variants and lack of vaccinations for school staff.

New Business

1. COVID Update

Prior to hearing from Sue Rosa, Dr. Lang stated that the district plans to maintain the six-foot distance for safety, although some districts have lowered this to three feet.

a. Close Contact Definition

The CDC definition is being used in Chelmsford. “Close contact” means being “within six feet of an individual who tests positive for COVID for more than 15 minutes in a 24-hour period”. Dr. Lang stated that in the past, if there has been a positive test, the entire class was placed in quarantine. Testing has shown the other students in the class have tested negative. Dr. Lang would like to change this so that only those who have been in “close contact” will have to quarantine and not the entire class. If the teacher has not been in “close contact” with the COVID positive student, they would not have to quarantine and would then be able to teach his/her other classes where there have been no positive tests.

Sue Rosa shared that the schools and staff have done a “fabulous” job so far this year with adhering to the guidelines. When public health is notified of a positive test in the schools, they contact the parent (to find out when the symptoms started) and speak with either Peggy Gump or the nurse in that school to check on the child’s school schedule and whether they traveled on a school bus. Students are expected to always sit in their assigned seats both in school and on the bus, which facilitates contact tracing. The school busses have cameras which makes it easy to see which seats students were in, even if they moved during the ride. Teachers who have tested positive since September were affected by family spread and **not** school spread. Most spread is from sports outside of school or social gatherings outside of school. Sue Rosa does support Dr. Lang’s requested change.

Peggy Gump shared that the protocols which were in place since September, have led to spreading in the schools **not being an issue**. She feels that overidentifying of “close contacts” has taken in-person school contact and learning away from many students unnecessarily. Even with the proposed change, all other protocols and tracing would continue to be followed. She is impressed by the students’ adherence to mask-wearing and social distancing.

Tonight’s presentation in its entirety may be viewed on Chelmsford Telemedia YouTube.

Ms. Rosa stated that the CDC guidelines have not changed with the arrival of the more contagious variants. For more safety, the wearing of two or three masks, may be a better choice. People also need to wear well-fitted masks that stay put and do not require adjustments by the wearer. Noses must be covered! Data is shared as needed between public health and CPS regarding all positive cases (confidentiality is protected). Ms. Rosa and Ms. Gump answered questions asked by The Committee. Ms. Gump shared that direct service providers in the schools have received vaccines. She will also be sharing a report on the numbers of students and staff who have gone out on quarantine.

After Ms. Rosa and Ms. Gump left the meeting, The Committee members each shared their thoughts on changing the “close contact” protocol.

Mr. King motioned to support a change in the close contact designation to the CDC guidelines starting March 2, 2021 utilizing the notification process described in tonight’s meeting. Mr. Moses seconded. A roll call vote was taken. Motion carries 5-0.

Adjournment (6:27 p.m.)

Ms. Newcomb motioned to adjourn. Mr. Moses seconded. A roll call vote was taken. Motion carries 5-0.

*Respectfully submitted,
Sharon Giglio, Recording Secretary*



Spotlight on South Row Elementary School & FCS , Health, and Physical Education Department



*Dr. Molly McMahon, Principal- South Row
Mr. Jayson Ramalho, Asst. Principal South Row
Mrs. Katie Simes, FCS, Health, PE Dept Coordinator PK*

Presentation Overview

- Introduction
- Social Emotional Learning/Wellness
- Supports for Students
- Student Engagement
- Supports for Staff
- Supports for Parents
- SEL District Programming
- Wellness/SEL Connection
- Fitness Challenge
- Questions & Comments



Social Emotional Learning Supports & Overall Wellness

PBIS: is a MULTI-TIERED BEHAVIOR SUPPORT SYSTEM

OUR STUDENTS

Tier 2: Secondary Interventions & Supports:

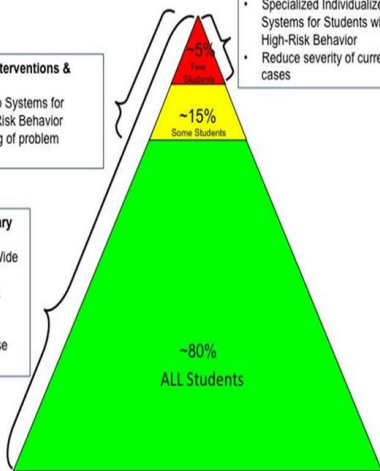
- Specialized Group Systems for Students with At-Risk Behavior
- Prevent worsening of problem behaviors

Tier 1 (Universal) Primary Prevention:

- School/Classroom-Wide Systems
- All Students, Staff, & Settings
- Reduce problem behavior and increase instructional time

Tier 3: Tertiary Interventions & Supports

- Specialized Individualized Systems for Students with High-Risk Behavior
- Reduce severity of current cases





Please consider the directions of a flight attendant...

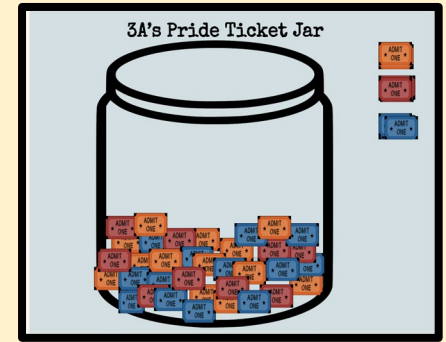
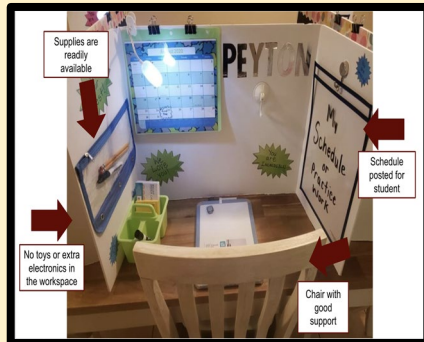
“In the event of an emergency, oxygen masks will fall. If you are traveling with children, please place the oxygen mask on yourself first and then, and only then, place it on the child.”



Social Emotional Support for Students

SOUTH ROW'S GOOGLE MEET EXPECTATIONS	
	
Be <i>Respectful</i>	<ul style="list-style-type: none"> Be a good listener Eliminate distractions Demonstrate patience and kindness towards your group members and teachers Take turns in group discussions
Be <i>Responsible</i>	<ul style="list-style-type: none"> Keep your camera on and stay muted unless it is your turn to speak Join and stay on the appropriate link as directed by the teacher Be an active participant and stay on task Show integrity by doing the right thing in the chat box and breakout rooms
Be <i>Safe</i>	<ul style="list-style-type: none"> Use technology properly and take care of it Encourage your group members through positive and constructive feedback Keep only necessary tabs open Stay on school assignments and approved sites

- School Wide Expectations
- School Wide Rewards Systems
- Second Step
- Guidance groups, check ins, school/class jobs
- Movement/Brain Breaks
- Work space boards
- Modified sensory path
- Virtual calming corner
- Virtual Power Stations



Student Engagement: Virtual Announcements

- Daily morning announcements
- Led by administration and students
- Includes pledge of allegiance, PRIDE Shout Outs, Birthdays, and Weekly Announcements




Student Engagement: Grade Level Meetings

- Monthly (Virtual) Grade Level Meetings for students and staff to enjoy
- Each month discuss different **PRIDE Core Value, Announcements, Kind Acts, Spirit Days, etc.**
- Each month we feature a read aloud
 - Focus for the year on equity and inclusive practices
- Each month we have a “**challenge**” for students
- At the end of most grade level meetings includes a **follow up activity** to take place in the classroom

January PRIDE Core Value Reminder

Empathy



Pride Core Value Focus: **Empathy**

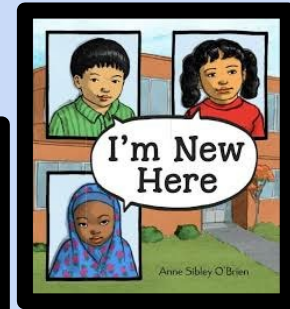
- *To think about how someone else might feel in a situation, put yourself in their shoes and try to respond appropriately*

E – Empathy
Definition: To think about someone else might feel in a situation
What it looks like: To put yourself in someone's shoes
Examples in school and at home: When you see a friend looks upset or angry, asking if you can help them to feel better; asking someone alone to play with you; when mom and dad look busy, finding something else to do

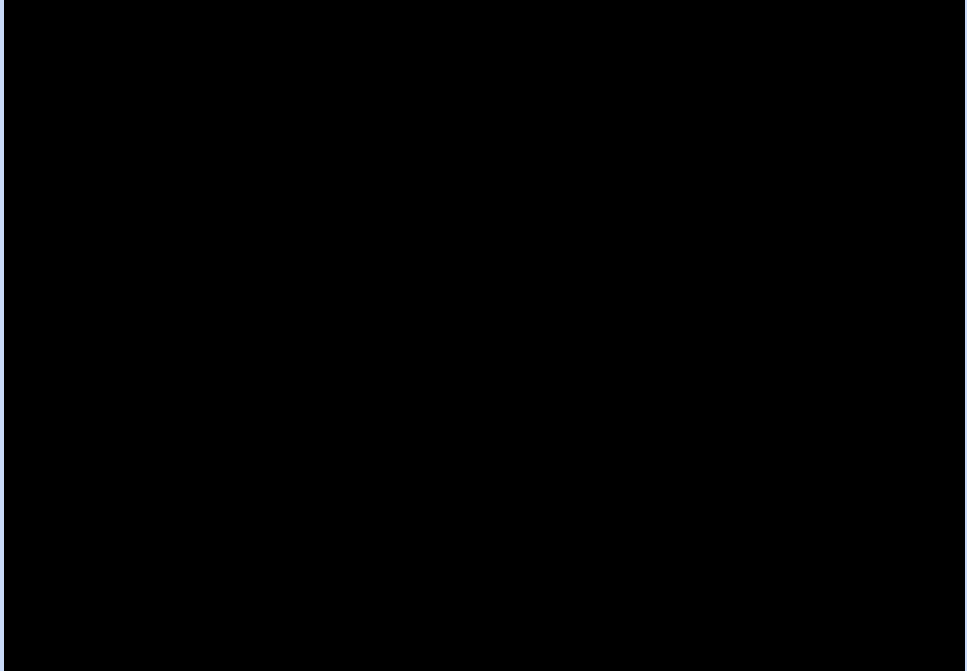
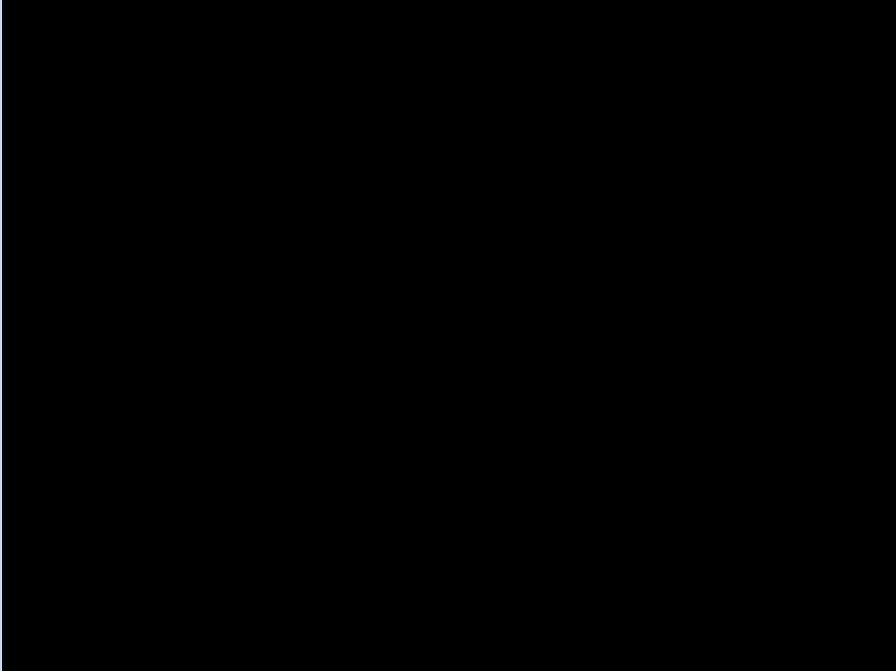


February Information

KIND ACT	SPIRIT DAYS	CHELMSFORD/SOUTH ROW DAY	EVENTS
Student Council will be discussing. We hope to brainstorm ideas for our Essential Workers	Wednesday, February 10th Red, Pink, White Day	Monday, February 1st	Tuesday, February 9th, Student Council Virtual Meeting, 3:30pm Wednesday, February 10th, EARLY RELEASE DAY at 11:45am School Vacation Week - February 15th-19th

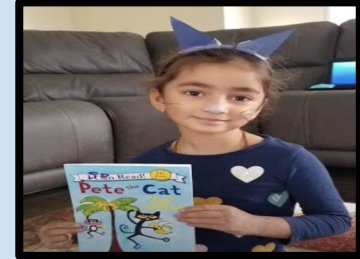


**Grade 2 Student, Isabelle Ciardi and
Grade 3 Student, Kenny Brown on Grade Level Meetings**

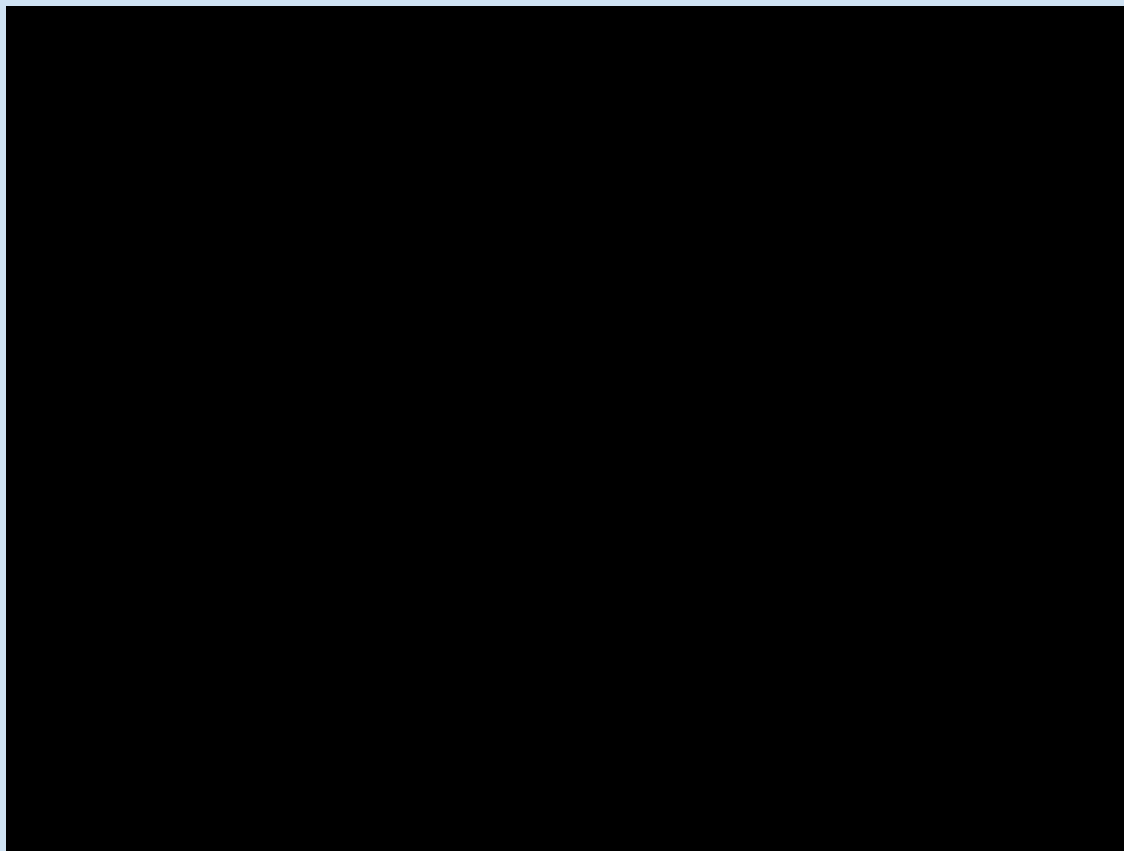


Student Engagement: Spirit Days

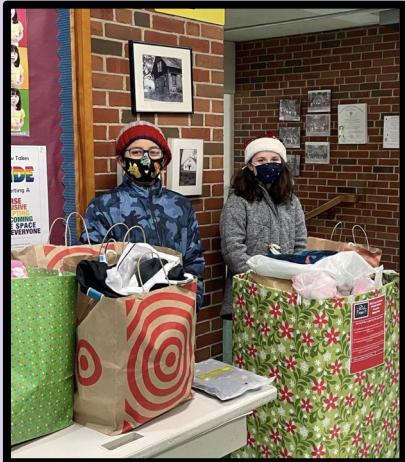
- **Monthly Spirit Days**
 - Wednesday's to be inclusive of both hybrid and remote
- **Chelmsford/South Row Spirit Days**
 - Mondays & Fridays so both Cohort A & B can show spirit in school!
- **Pictures included on Social Media platforms**
- **Spirit Day Videos**



Grade 1 Student, Liana Borwick on Spirit Days



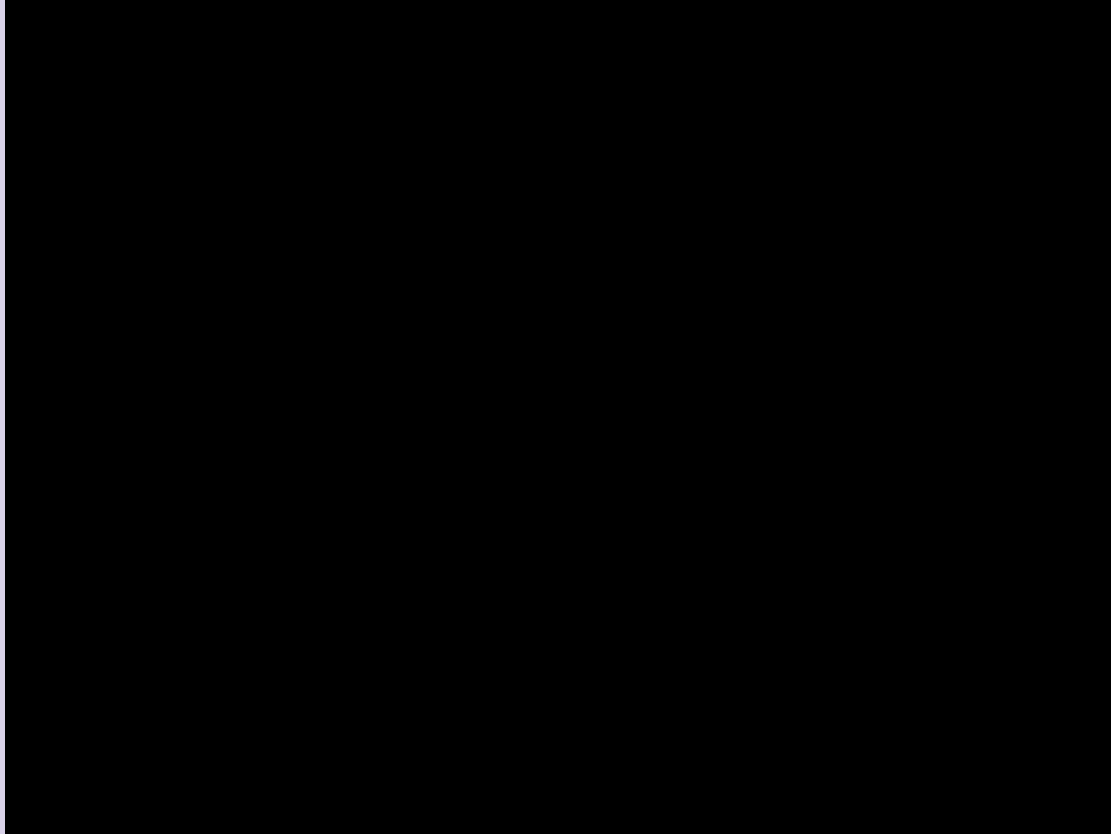
Student Engagement: Monthly Kind Acts



- Supported Project 300
- PJ's for Wish Project
- Letters to Nursing Homes
- The Great Kindness Challenge
- Cards for Vaccine Workers
- Fitness Challenge/Fitness for Cure
- Upcoming Can Drive
- Upcoming Recycling Advocacy



Grade 1 Student Evelyn Haugner's Favorite Kind Act



Student Engagement: Student Council



SOUTH ROW ELEMENTARY SCHOOL GR. 4 STUDENT COUNCIL
MEETING AGENDA
Tuesday, December 8th, 2020
3:30pm - 4:15pm

Quote: "A leader is one who knows the way, goes the way, and shows the way." - John C. Maxwell

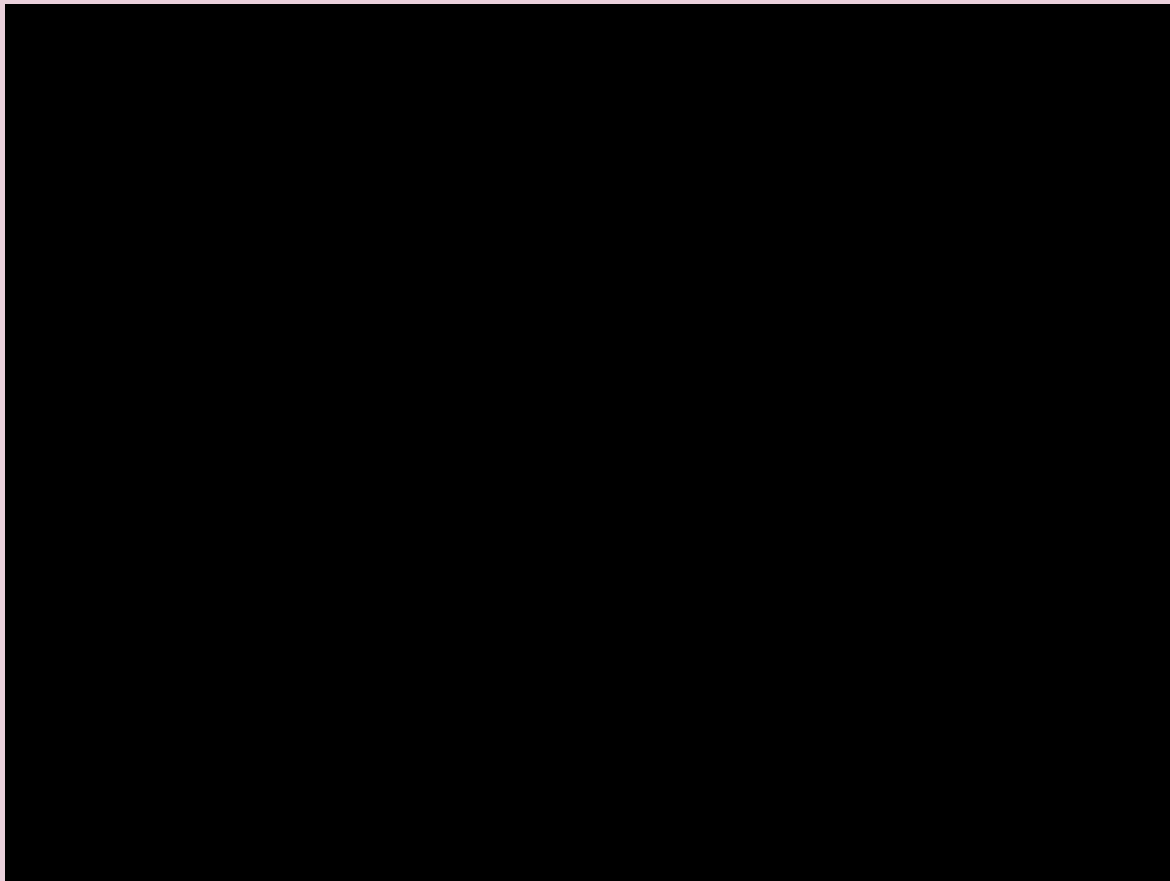
Agenda:

1. Attendance/Welcome Back/ Agenda Overview
2. Quote & Everyday Leadership Video: [Link](#)
3. Breakout Room Expectations
4. [Ideas for the Council for the Year - Breakout Rooms](#)
 - ◆ Share with one another your ideas for the year
 - ◆ One person take notes on this [google document](#)
 - ◆ One person be ready to share out
 - ◆ One person timekeeper
 - ◆ One person ground rules checker
5. Discuss Ideas from Brainstorm Breakout with the Entire Council
6. [Kind Acts & Additional Spirit Day Brainstorm - Breakout Rooms](#)
 - ◆ Review Spirit Days Document and provide additional ideas
 - ◆ Brainstorm Kind Acts for the Year
 - ◆ One person take notes on the [google document](#)
 - ◆ One person be ready to share out
 - ◆ One person timekeeper
 - ◆ One person ground rules checker
7. Discuss Ideas from Brainstorm Breakout with the Entire Council
8. Next Steps/Wrap up

Next Meeting: Tuesday, January 5th from 3:30pm-4:15pm

- Monthly Virtual Meetings
 - Fourth Grade Students
 - Mix of remote and hybrid students
- Leadership focus
- Creative ways to engage/support our school and community
 - Reading to younger grades
 - Morning announcements
 - PRIDE Presentations
 - Recycling advocacy
 - Kind Acts/Spirit Days
- Student Voice in planning

Grade 4 Student, Connor Hannon on Student Council



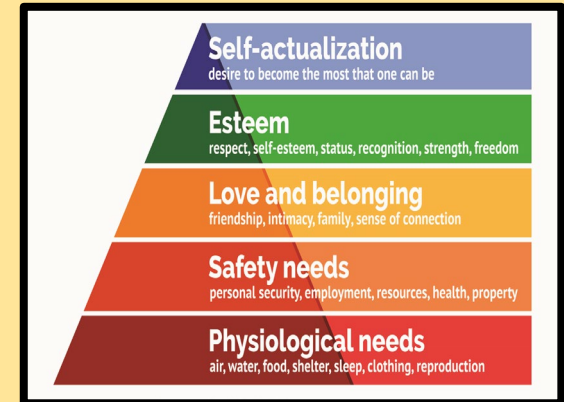
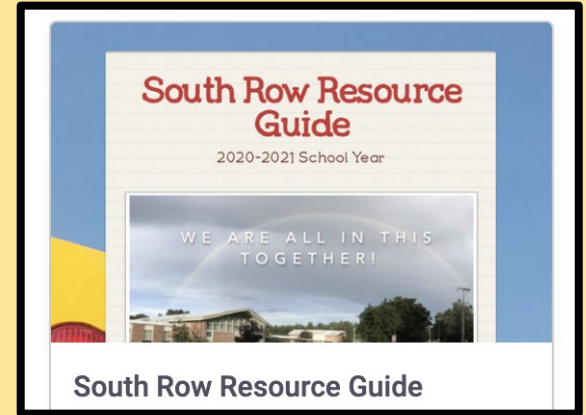
Staff Supports

- **Communication**

- Confidence with logistics, health and safety
- Comprehensive re-opening guide
 - Involvement of staff in process
- Explanation of all operations and logistics
- Venue for all questions and all questions validated

- **Connection**

- Office hour weekly with administration
- Office hour weekly with guidance counselor (for the adults)
- Monthly “coffee and connect”
- Monthly “socials” - Trivia Nights, Bake Night, Paint Night
- The gift of time



Staff Supports (CT)

- **Technology Training/Resources**

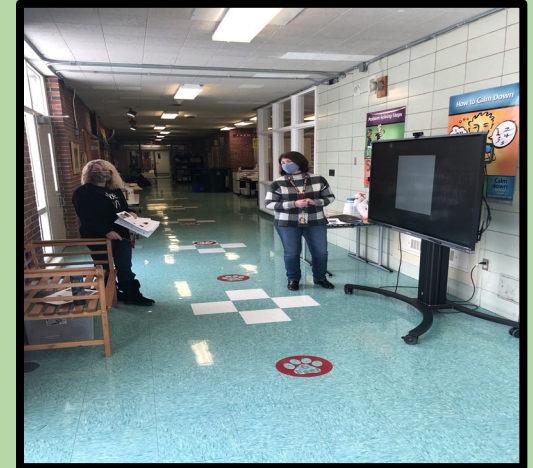
- Clear Touch Screens and chromebooks
- PD for staff (Wednesdays and Fridays)
 - Google Suite capabilities - rubrics, extensions, Jamboard, Class kick, Peardeck
- Launch of Team Site

- **Planning/Teaching in Hybrid/Remote Models**

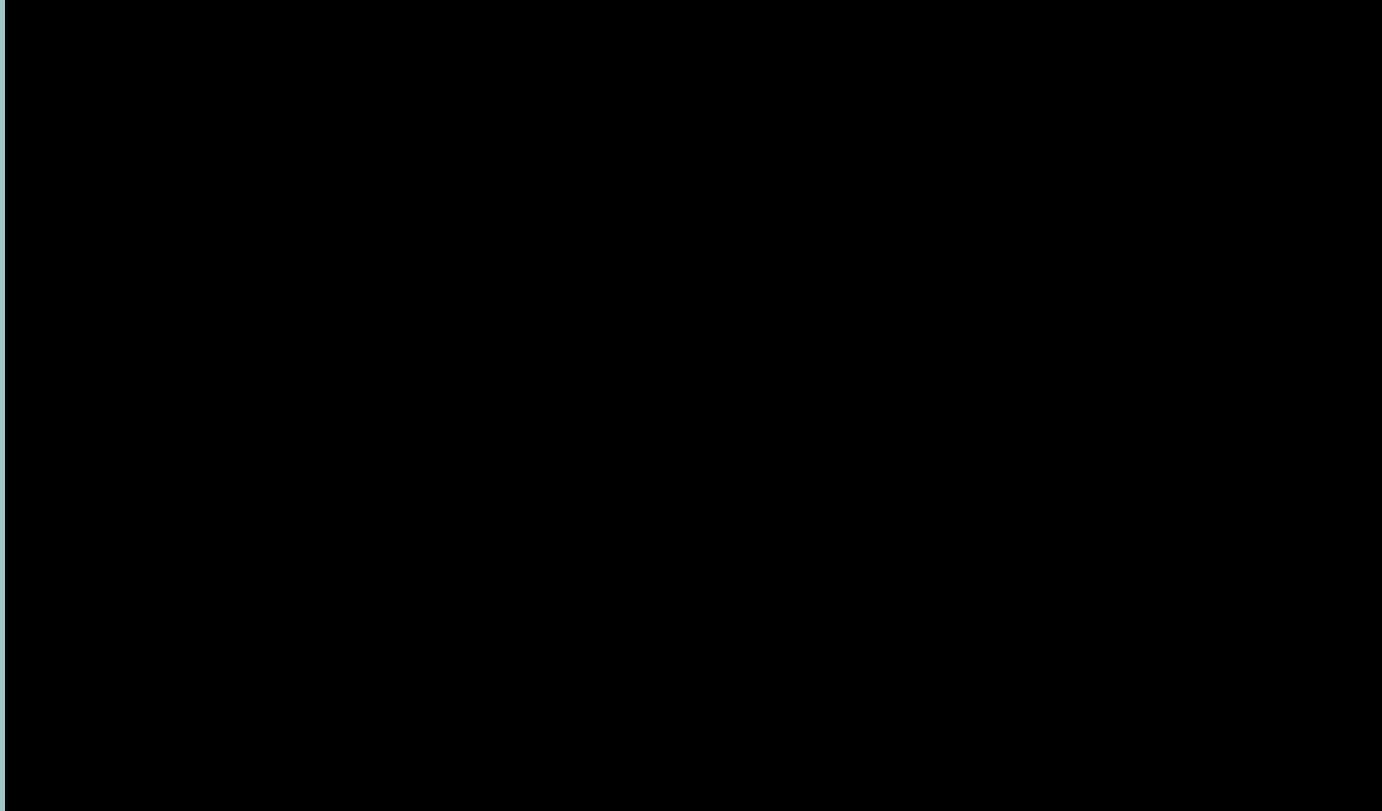
- Provide articles, ideas and research
- Provide time as team to plan
- Cross Team/Department Planning
- Professional development

- **Feedback/Reflection**



- Reflective conversations
- Virtual Meetings



Staff Supports from the Teacher Perspective & Highlight of SEL Initiatives
Beth Mathews and Jaclyn Duncan (Gr. 4 Teachers & PBIS Facilitators)



Parent Supports and Engagement


South Row Elementary School
Virtual Parent Discussion Night Series 2021
Sponsored by the South Row School Council and the South Row SEL Team


JANUARY 14TH, 2021

Supporting Academics and Independence & Parent Sharing Session

Topics for Discussion Night:

- How to support my child's academic success through the remote and hybrid models
- Supporting my child with being independent at home
- Setting expectations at home for my child during school time
- Setting up an effective learning space for my child
- Knowing when to offer support to my child vs. when to step away
- Sharing/learning from other parents on tips/tricks they have learned

When	Time	Meeting Link	Presenters
Thursday, January 14th	6:30-7:30PM	Please join my meeting from your computer, tablet or smartphone. https://global.gotomeeting.com/join/249975853 You can also dial in using your phone. United States: +1 (646) 749-3122 Access Code: 249-575-853	*South Row Administration *South Row SEL Team Members *South Row School Council Members


FEBRUARY 4TH, 2021

Social Emotional Learning & Behavior Tips & Tricks Session


Topics for Discussion Night:

- School SEL programming
- Supporting my child's social/emotional needs at home
- Supporting my child when tantrums/frustration occurs
- Utilizing school-wide language with my child at home
- Implementing a rewards program (PBIS, Tickets) at home
- Question/Answer with our BCBA and school staff

When	Time	Meeting Link	Presenters
Thursday, February 4th	6:30-7:30PM	Please join my meeting from your computer, tablet or smartphone. https://global.gotomeeting.com/join/249975853 You can also dial in using your phone. United States: +1 (646) 749-3122 Access Code: 249-575-853	*South Row Administration *South Row SEL Team Members *South Row School Council Members



South Row Expectations
Win Learning At Home
2020-2021



SOUTH ROW EXPECTATIONS

LEARNING AT HOME SERIES

Click on the "links" below to access the content

Learning at Home Overview Video with Dr. McMahan
A message/tips from Ms. Dossin, Grade K Video
A message/tips from Ms. Krasnovsky, Grade 1 Video
A message/tips from Mrs. Bullock, Grade 1 Video
A message/tips from Mrs. Mathews, Grade 4 Video
A message/tips from Ms. Semenza, Special Education Teacher Video
Slideshow Version of Learning at Home Overview (NO VIDEO)

- **Communication/ Staying Connected**
 - Smore Newsletters (every Friday)
 - Twitter
 - Facebook
 - Orientation Sessions (before school)
- **Parent Conferences**
- **PTO and School Council**
- **Chromebook/Technology Support**
- **Open House Nights**
- **Parent Surveying**
 - What supports are needed?
- **Parent Discussion Night Series**
 - Supporting your child's independence and Academics
 - Social Emotional Learning and Behavior Tips and Tricks
- **Remote Learning FAQ Video/Staff Panel**
- **Parent Coaching**
 - Phone calls, emails. 1:1 google meets
 - BCBA / Guidance Counselor / Psychologist

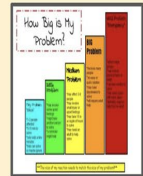
Parent Supports (CT)

<i>Panel Question Topic</i>	<i>Panelist/ Position and Time video begins</i>
Introduction from the Principal	Dr. Molly McMahon, Principal Video response begins at: 0:22
1. I am struggling with managing my job, family, and teaching my child. Where do I begin with remote learning?	Mrs. Beth Mathews, Gr. 4 Teacher Video response begins at: 4:37
2. How do I create a schedule/routine that works for my family/ How do I help my child manage their time?	Mrs. Anne Craig, K-1 Reading Teacher Video response begins at: 7:33
3. What are strategies I can use to engage/set expectations for my child in learning at home? How can I use RRS and PRIDE tickets at home?	Mrs. Jamie Webber, Gr. 2 Teacher Video response begins at: 13:22
4. The RRS and PRIDE tickets do not seem to work to motivate my child. What else can I do?	Ms. Deirdre Kelley, Gr. 2 Teacher Video response begins at: 18:02
5. My child is getting upset frequently about doing work at home and tantrums are occurring. What are your suggestions on how to handle this? (Part 1)	Mrs. Jaclyn Duncan, Gr. 4 Teacher Video response begins at: 22:21
6. My child is getting upset frequently about doing work at home and tantrums are occurring. What are your suggestions on how to handle this? (Part 2)	Mrs. Tricia Boyd, Ms. Michelle Martin, Mrs. Katie Hicks, STRIVE Team Video response begins at: 24:55
7. I am overwhelmed with keeping track of all my children's google classroom pages. Do you have any strategies that can help me?	Ms. Emily Dossin, Kindergarten Teacher Video response begins at: 28:19
8. My child is really missing his/her friends and the contact with South Row staff. Do you have any creative ideas on how they can engage with one another?	Mrs. Abigail Patriquin, Kindergarten Teacher Video response begins at: 31:03
9. What supports are available from the South Row Staff to support me and my children through these challenging times?	Mrs. Jaclyn Duncan, Grade 4 Teacher Video response begins at: 33:33
10. I have heard about the "K-4 Counselor Corner"? Where is this located? How can I use this to help me?	Mrs. Abigail Patriquin, Kindergarten Teacher Video response begins at: 34:58
11. How should I approach the new SESEL day on Wednesday? Any ideas?	Mrs. Beth Mathews, Grade 4 Teacher Video response begins at: 36:14
12. How long should work be taking at home? The district says "3 hours of work" but it is taking us a lot longer. What should we do?	Mrs. Beth Mathews, Gr. 4 Teacher Video response begins at: 37:42
13. My child is struggling with the amount of screen time. What do you suggest we do?	Ms. Sarah Krasnovsky, Gr. 1 Teacher Video response begins at: 39:14
14. What tips have you given students/families as they navigate through remote learning?	Ms. Sarah Krasnovsky, Gr. 1 Teacher Video response begins at: 41:16
Closing Remarks from the Assistant Principal	Mr. Jayson Ramalho, Assistant Principal Video response begins at: 42:35

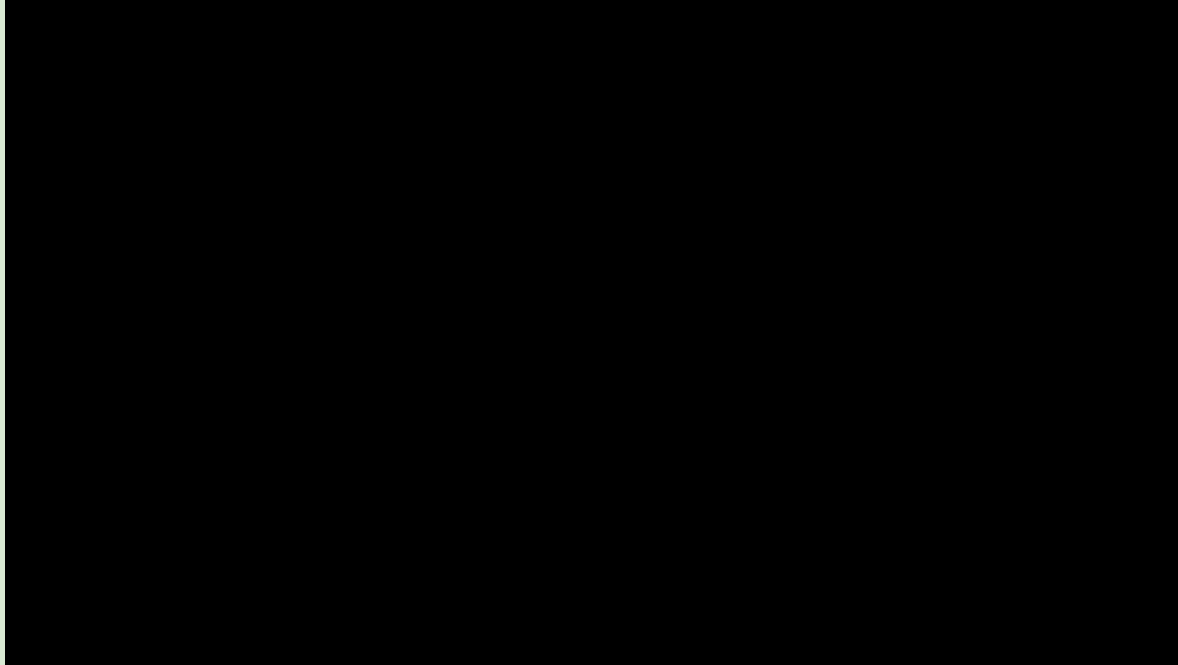
Supporting Social Emotional Needs

What can you implement at home?

- [Zones of Regulation](#)
- Calming Corner
- Enforce "The Family Plan" (like the group plan at school)
- Reinforcements
- [Jobs at home](#)
- Mindfulness & Meditation
- [Counselors Corner](#)
- [At Home Sensory Path](#)
- [PRIDE Tickets](#)



Parent Supports from the Parent Perspective
Jess Cogswell, Gr. 1 Parent & SEL School Based Re-Opening Planning
Committee Member



Social-Emotional Learning Across the Chelmsford Public Schools

- Social and Emotional Learning Indicator System (SELIS) Grant
 - Survey Administration in March:
 - Self-Management
 - Self-Awareness
 - Responsible Decision Making
 - Social Awareness
 - Relationship Skills
- Survey Administration in March
- \$10,000 to Support Chelmsford's Social and Emotional Learning, Curriculum, and Professional Development

Staff Wellness

- Physical - Movement - TeacherFit - Stretching - Walking - Staff Mini Golf
- Mental/Emotional - Mindfulness - Paint Nights - Trivia - Bingo



SEL and Wellness Classes

- Student Wellness:
 - [Health and Physical Education Classes During Covid](#)
 - In-person learning: Snowshoeing, Badminton, Pickleball, Fitness, Golf, Yoga, Tennis
 - Remote learning: Interactive Notebooks, Bitmoji Classrooms, Escape Rooms, Challenges, Homemade Equipment
 - Early Childhood Classes team up with Community Education
 - [Preschool Activity Library](#)
 - CHS Buddy Program
 - Introductory Videos
 - Valentine's Day Cards
 - St. Patrick's Day Cards
 - Meet and Greet
 - Monthly Themes and Activities
 - Moving forward - whole class Read Alouds, Arts and Crafts, Movement Breaks

Wellness Connection - Family Fitness Challenge

- Emphasis on Wellness and exercise for the month of March
- All 4 elementary schools involved
- School community trying to get the most minutes of exercise
- Open to students, families, staff
- Promotion of wellness, exercise challenges, quotes, trivia, etc.

- Kids Helping Kids Connection



Chelmsford Public Schools
**ELEMENTARY
FAMILY FITNESS
CHALLENGE**
March 1st - March 31st, 2021



INFORMATION ON THE FAMILY FITNESS CHALLENGE

Introduction Video	Click here for Introduction Video to our Fitness for a Cure Family Fitness Challenge
About the Challenge	For the month of March we are asking families and staff to consider focusing on their fitness by tracking their number of minutes moving each day. This will be a fun-friendly competition between the 4 elementary schools which will focus on fun, family time, fitness, and giving back. For the giving back part, families can make donations to Fitness for a Cure which raises money for St. Jude Children's Research Hospital.
Directions on the Family Fitness Challenge	Please click on the "slides" below to view detailed directions on the Family Fitness Challenge. <ul style="list-style-type: none">● Byam Slides● Center Slides● Harrington Slides● South Row Slides
About Fitness for Cure	Click here to make donations to St. Jude *Learn more about St. Jude and Fitness for Cure* St. Jude Gifts that Give Why St. Jude?

A blue 3D stick figure is holding a large, white, rounded rectangular sign with a black border. The sign contains the text "QUESTIONS?" on the top line and "COMMENTS?" on the bottom line, both in bold, black, sans-serif capital letters. The figure is positioned behind the sign, with its arms extended to hold the bottom edge. The background is a solid light purple color.

QUESTIONS?
COMMENTS?



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: March 2, 2021

RE: Fulbright Teaching Excellence and Achievement (Fulbright TEA) Fellows

Through our relationship with UMASS Lowell, Chelmsford Public Schools hosts Fulbright Teaching Excellence and Achievement Fellows (Fulbright TEA) at our schools yearly to work side-by-side with our teachers to provide enriching lessons and to learn from one another. These Fulbright TEA Fellows are the best and the brightest of in their countries. The Fulbright Teaching Excellence and Achievement Program (Fulbright TEA) is sponsored by the U.S. Department of State with funding provided by the U.S. Government and administered by IREX. It is governed by policies established by the Fulbright Foreign Scholarship Board. Fulbright TEA brings international, secondary-level teachers to the United States for a six-week program. Teachers take academic seminars for professional development at a host university. They observe classrooms and share their expertise with teachers and students at the host university and at local secondary schools.

Although this year is different due to COVID, we were fortunate enough to have two Fulbright Tea Fellows come to Chelmsford High School and work with two of our teachers, Michelle Kender and Veronica Gadbois, along with Dr. Beyranevand as our UMASS to school liaison. They are here tonight to share their experiences.



Chelmsford School Committee and Superintendent Goals 2020-21

Mission Statement

In order to support the mission of the Chelmsford Public Schools to cultivate inspired, creative and well-rounded lifelong learners who possess the integrity and self-direction necessary to be contributing community members, the school committee proposes the following goals for the 2018-19 school year.

District Wide Goals

The following school committee goals for the 2020-21 school year are intended to support and reinforce the district wide and superintendent's goals outlined in the strategic plan.

School Committee's Goals and Actions Steps Midyear Progress Toward Goals

Supporting Academic Programs

During the 2020-21 school year the school committee will support the district plans to provide educational programming to students in whatever learning model is deemed safest and most appropriate given available health metrics and guidance from state and local agencies as measured by successful implementation of the different learning models, schedules, safety protocols, and academic pacing guides and assessments.

ACTION STEPS:

1. Communicate with stakeholders including faculty, administration, parents, and students to determine what elements of the current learning schedules and models are working and what elements may need to be adjusted.
 - Updates on learning models at 11/3/20, 11/17/20, and 1/5/21 school committee meetings
 - Allowed families to make changes to learning models – After Thanksgiving
 - Ongoing discussions on changes to learning models based on health data
 - Bringing in at-risk students on non-in person days (ongoing)
 - Possible increases to in-person time (ongoing)

2. Work with local and state health and education agencies to monitor and evaluate up to date health metrics in making decisions about whether to modify learning models or transition to other learning models.
 - Updates on COVID cases in schools at 11/3/20 and 11/17/20 school committee meetings
 - Establishment of COVID Dashboard for district – November
 - Discussion of changes to COVID notification of cases in school at 1/15/21 school committee meeting
 - Discussion of changes to close contacts definition at 1/15/21 and 2/16/21 school committee meetings
 - Discussion on pool testing at 1/15/21 school committee meeting
 - Update on Vaccination for staff at 1/15/21 and 2/2/21 school committee meetings

3. Monitor the technology needs of staff and district families to make sure everyone has the devices and programs they need to successfully deliver and receive curriculum in the different learning models and advocate for additional resources when deemed necessary.
 - Technology Updates at 11/3/20 and 12/15/20 school committee meetings
 - Continued review of needs and necessary allocation of money for purchases

4. Evaluate reports of academic progress generated from district wide testing instruments to determine the effects of past and present changes to academic programs necessitated by the ongoing COVID pandemic and advocate for additional supports if needed.
 - Enrollment and Attendance reports at 11/3/20, 1/5/21 and 2/2/21 school committee meetings
 - Academic Update – In district testing metrics (iReady) at 1/5/21 school committee meeting
 - Grade Report Update (term 1) at 2/2/21 school committee meeting

**School Committee's Goals and Actions Steps
Midyear Progress Toward Goals**

📅 Maintaining a positive, inclusive, pro-social learning environment

During the 2020-21 school year the school committee in collaboration with the superintendent, assistant superintendent, director of student support services and other stakeholders, will monitor current programming and investigate new programming that promotes the socio-emotional well-being and mental health of all students and staff and assists in cultivating positive, inclusive, safe learning environment for all as measured by the services established to support students, staff and families in their learning models by our school mental health providers and implementation of tiered systems and practices established by the school based MTSS teams.

ACTION STEPS:

1. Evaluate the effectiveness of current social emotional programming in the different learning models and investigate additional programs and resources to support students and staff social emotional well-being.
 - School presentations with inclusive practices - CHIPS, Community Ed, McCarthy, Fine and Performing Arts
 - Update to snow day procedure – Keeping some snow days and remote days
2. Monitor the progress of students in specialized educational programs such as special education and ELL to make sure their needs are being addressed in all the learning models and advocate for additional supports when deemed necessary.
 - Continued meetings with ELPAC and SEPAC parents to review needs
 - Return of students ELL student to 4-days a week as needed
 - Review of transportation to all access to school
3. Promote educational programming for students, staff and parents to increase awareness of the issues of equity, diversity and inclusivity of all groups.
 - Professional Development Opportunity (Book club) for Administration,
 - Staff and School Committee members at 12/1/20 school committee meeting
 - School Committee Workshop on Diversity and Equity (book club) at 2/2/ 21 school committee meeting (Future dates of 3/2/21 and 3/16/21 school committee meetings)
 - Presentation by CARES group at 1/19/21 school committee meeting
 - Update on discussions with Town Diversity and Equity committee at 1/19/21 school committee meeting
4. Work with the superintendent, business manager, transportation director and director of food services to maximize the availability of transportation and nutrition services to students so that they are not limited in their ability to participate in whatever education model fits their personal situation.
 - Transportation update 10/20/20 and 11/3/20 school committee meetings
 - Increased Transportation offerings – Elementary, Middle School, HS
 - Food Service Presentation at 10/20/20 school committee meeting

School Committee's Goals and Actions Steps Midyear Progress Toward Goals

Maintaining aligned financial and facilities resources

During the 2020-21 school year the school committee will work with the superintendent, school personnel and town officials, to monitor current year finances and develop an aligned, sustainable financial foundation for the following fiscal year(s) given the unique needs and financial constraints arising from the COVID pandemic that includes providing for all necessary staffing, safety, technology and facility needs of the district as measured by the successful implementation of the FY 21 budget and the completed FY22 school budget.

ACTION STEPS:

1. Work with the superintendent and business manager to monitor the current year budget and make necessary changes as needed to deal with any extraordinary costs and expenses brought about due to the ongoing health situation.
 - Quarterly Budget Reports at 11/3/20 and 2/2/21 school committee meetings
 - Updates on COVID grants 11/3/20 and 12/15/20 school committee meetings
 - Capital Plan discussions 11/3/20, 11/17/20, and 1/5/21 school committee meetings
 - Tri-Board Meeting on 1/11/21
2. Work with the superintendent, and business manager to develop a budget for the 2021-22 school year given potential reductions in revenue at the national, state and local level.
 - Recommended budget presentation at 2/2/21 school committee meeting
 - Public budget hearing at 2/23/21 school committee meeting
3. Work with the superintendent, business manager and director of facilities to assure that all necessary safety and cleaning equipment and supplies are available to faculty, staff and students to maximize personal and facilities hygiene
 - HVAC Assessment Report at 12/15/20 school committee meeting
 - HVAC work update at 2/2/21 school committee meeting
4. Work with the superintendent, director of facilities and appropriate town personnel to make sure all building heating, ventilation and air purity are maintained to maximize personal and facility comfort and hygiene.
 - HVAC Assessment Report at 12/15/20 school committee meeting
 - HVAC work update at 2/2/21 school committee meeting

School Committee's Professional Practice Goals Midyear Progress Toward Goals

Mission Statement

The following school committee goals for the 2020-21 school year are intended to improve the operations and communications among and between the members of the school committee and Chelmsford community.

Communication Strategy

During the 2020-21 school year the school committee will continue to discuss ways to improve communication with all stakeholders. Said strategy may include, but is not limited to, increasing the functionality of the district website, continuing to illicit public input on school related topics through public forums, workshops or surveys, establishing a social media presence, and developing protocols and procedures for responding to emails from the public. The committee will also look for ways to streamline and improve communications during school committee meetings.

- Appointment on new Communications Director at 11/17/20 school committee meeting
- Update on new website at 2/2/21 school committee meeting
- Staff Focus group findings at 10/20/20 school committee meeting

Committee Involvement in Strategic Plan Development

During the 2020-21 school year the school committee will continue to work with all stakeholders to help to develop a district wide strategic plan to help guide the work of the committee, administration, faculty and staff for the 2021-22 academic year and beyond. Successful completion of this goal will be evidenced by the finalization and approval of this Strategic Plan in time to incorporate its recommendations in the 2021-22 budget.

- Ongoing review of current year goals and necessary planning for 2021-2022 school year steps
- Review of all guidance from Governor and DESE about school reopening plans
- Completion of the strategic planning survey from DESE

Committee Engagement with State Level Organizations

During the 2020-21 school year the school committee will continue to engage with local and state leaders and MASC to advocate for social and educational issues that are important to the students and citizens of Chelmsford. The committee will endeavor to meet with MSBA and state leaders to advocate for needed building projects in the district and programs to provide funding to increase building security infrastructure. The committee will continue to investigate and advocate for programs to bring additional sources of revenues for the district such as increasing reimbursements for school choice students and the inclusion of transportation costs in the determination of circuit breaker funding.

- Discussion with Representative Gouveia at 10/20/20 school committee meeting

Chelmsford School Committee and Superintendent Goals 2020-21

Mission Statement

In order to support the mission of the Chelmsford Public Schools to cultivate inspired, creative and well-rounded lifelong learners who possess the integrity and self-direction necessary to be contributing community members, the school committee proposes the following goals for the 2020-21 school year.

District Wide Goals

The following school committee goals for the 2020-21 school year are intended to support and reinforce the district wide and superintendent's goals outlined in the strategic plan.

Superintendent Goals and Action Steps Midyear Progress Toward Goals

Every Student Achieving Academically

By June 2021, the superintendent will execute the Chelmsford Public Schools' Reopening Plan that incorporates the statewide safety requirements outlined by the Massachusetts Department of Elementary and Secondary Education (DESE) and that addresses the academic needs of all students that provides multiple access points to learning, to ensure that every student, regardless of learning plan, achieves to their full potential, as measured by the current learning model, schedules, safety protocols, and academic pacing guides and assessments.

ACTION STEPS:

1. Monitor state and local health data to determine the appropriate learning model for the Chelmsford Public Schools at all levels (elementary, middle and high school).
 - Creation of COVID Dashboard
 - Regular meetings with Chelmsford Board of Health for impacts of COVID on the school learning models
 - School Committee updates at 11/3/20 and 11/17/20 meetings
 - Adjustment to "close contact" protocol at 11/15/20 and 2/16/21 meetings
 - Application for and protocol discussions to "pool testing" at 1/15/21 meeting
 - Vaccination update for staff at 11/15/20 and 2/2/21 meetings
2. Review current schedules and learning models with school administrators and make adjustments as needed and allowed.
 - Adjustment made in school schedules to accommodate all academic and non-academic needs i.e. MS and HS changes
 - Parent options for model change after Thanksgiving – additional changes as room allows for current and incoming students
 - Review of different tiers of students needing to return to school for more days as allowable
 - School Committee updates at 11/3/20, 11/17/20 and 1/5/21 meetings
3. Follow and adjust safety protocols as needed and purchase the necessary PPE to ensure a safe environment for all.
 - All PPE has been distributed and continually replaced throughout the school year
 - Additional purchases of PPE have been made as needs and situation arise i.e. barriers, shields

4. Review and adjust academic programming based on internal benchmarks and diagnostics to meet students' needs.
 - Student enrollment and attendance reports to identify any discrepancies and program changes at 11/3/20, 1/5/21 and 2/2/21 meetings
 - Review of iReady data and comparison to prior years to assess any learning loss or gaps at 1/5/21 meeting
 - Hiring of interventionists and tutors to target specific standards of learning for students in need of support
 - Term I grade report at 2/2/21 meeting
5. Assess school and student technology needs and provide professional development to support systems.
 - Purchase of and distribution of all technology needs
 - Weekly professional development on all technology applications supported by the district
 - Technology update provided at 11/3/20 and 12/15/20 meetings



Perseverance • Respect • Integrity • Determination • Empathy

Superintendent Goals and Action Steps Midyear Progress Toward Goals

Every Student Supported in a Positive, Prosocial Learning Environment

By June 2021, the superintendent will establish a system of support that ensures students' social and emotional learning needs are addressed, and ensures that all members of the school community feel engaged, respected, and safe, as measured by the services established to support families in their learning models by our school mental health providers and implementation of tiered systems and practices established by the school-based MTSS teams.

ACTION STEPS:

1. School-based mental health providers (Clinical Psychologist, School Counselors, and Social Workers) will continue with direct, indirect, and administrative services for students.
 - Mental health providers are continuing with student groups
 - Outreach programs to families in need to support engagement in schools i.e. High risk family supports
 - Continued outreach to parents through ELPAC and SEPAC groups
2. Direct services will be provided to individuals, in small-groups, and in classrooms.
 - Scheduled push in/pull out support and remote students
3. Psychological testing, family support, and crisis intervention will continue and incorporate the needs based on student learning model.
 - Testing and family support to include the crisis teams available both in-person and remote
4. School counselors will consult with teachers/teaching teams, administrators, and community-based providers around student and family mental health needs.
 - Weekly meetings established in existing schedules to review all student needs
5. MTSS teams will establish protocols and provide professional development on best practices to support students in their learning models.
 - Professional development shifted to support students in current learning model
 - Parent night for how to support students in learning
 - Mentoring program for students in need i.e. Center
6. A “high needs” team will be established to support students and families in crisis and to support those students not engaging in school.
 - Criteria established to identify high needs students
 - Schools have established Tier II teams to address student in need
 - Identifying students and return to 4-days of school for students in need

7. Continue to support families through our school nutrition program.

- Continued weekly cohort pick-up of food
- Food service presentation at 10/12/20 meeting



Perseverance • Respect • Integrity • Determination • Empathy

Superintendent Goals and Action Steps Midyear Progress Toward Goals

Aligned Financial and Facility Resources in Support of the Schools

By June 2021, the superintendent will develop an aligned sustainable financial foundation that is adequately funded and addresses the future needs of the district and is not impacted by changes from the COVID-19 pandemic that supports the resource needs of the district, and ensures that students, families, and educators are supported, as measured by the completed FY22 school budget.

ACTION STEPS:

1. Assess all financial lines of the budget impacted by the COVID-19 pandemic (both favorable and unfavorable) to determine needs for a full return to school in the 2021-2022 school year.
 - Provided quarterly budget reports at 11/3/20 and 2/2/21 meetings
 - Provided updates on COVID grants at 11/3/20 and 12/15/20 meetings
 - Scheduled capital plan meetings on 11/3/20, 11/17/20, and 1/5/21 meetings
 - Meet to discuss budget impacts at Tri-Board Meeting on 1/11/21
2. Provide sustainable facilities and operations for educational programming conducive to both present and future student learning.
 - Provided an HVAC Assessment Report at 12/15/20 meeting
 - Provided HVAC updates at 2/2/21 meeting
3. Identify future needs to address COVID-19 related materials and plan for the financial impact.
 - Prepared recommended budget to support 2021-2022 school year for 2/2/21 meeting
 - Provided public hearing on budget on 2/23/21
4. Review and amend the 10-year capital improvement plan that addresses current and future facility needs including the prioritization of capital needs in our current facilities, as well as continuing to pursue new facility options to meet projected future needs within the confines of the town's financial realities.



Superintendent's Professional Practice Goals Midyear Progress Toward Goals

Mission Statement

The following superintendent professional practice goals for the 2020-21 school year are intended to improve communication and functioning among and between the superintendent, members of the school committee, and Chelmsford community.

Comprehensive Communication Strategy

By June 2021, the superintendent will meet with stakeholders to discuss ways to improve communication with all district stakeholders as it pertains to general announcements, school and district achievements, and matters of informational importance. This includes a review of the communication practices and methods currently in place (i.e. Aspen X2, BlackBoard ConnectEd, FaceBook, Newsletters, Twitter, CPS website, etc.) to determine if they are appropriate and/or should be modified to improve and streamline communication with stakeholders.

- Created and distributed weekly newsletter updates about COVID and happenings of the district i.e. SMORE
- Created a website committee and identified outside consultant to develop and transition to a new website to be launched this spring
- Hired a new Communications and Media Director
- Streamlined the communication of social media for all school platforms

Budget Planning and Presentation

By June 2021, the superintendent will continue to refine financial reporting practices and procedures and develop a FY22 budget that serves as an informational document accurately reflecting the priorities of the district given the realities of the COVID-19 pandemic. The recommended budget document will incorporate additional information on grant, revolving, and student activity funds. Further, efforts to include information from each schools' parent teacher organization will be sought to provide a comprehensive picture of the various funding sources that support our school programming.

- Prepared recommended budget to support 2021-2022 school year for 2/2/21 meeting
- Provided public hearing on budget on 2/23/21

Committee Engagement with State Level Organizations

By June 2021, the superintendent will attend state and national conferences and meetings to maintain his knowledge/learning with regard to the most educationally appropriate practices involving 1) school safety, security and emergency planning preparedness for our schools, 2) the integration of technology initiatives in elementary, middle and high schools, as we launch our 1:1 Chromebook initiative and focus on the meaningful integration of technology in our curriculum and learning practices, and 3) district administration and leadership.

- Elected to serve as President of the Merrimack Valley Superintendents Association for 2020/21
- Nominated to the Massachusetts Association of School Superintendents Executive Board for 2020/21



Chelmsford Public Schools COVID-19 Update

Jay Lang, Ed.D.

Superintendent of Schools

March 2, 2021

Chelmsford Community COVID-19 Data Trends

Dates	Total Case Count	Case Count (Last 14 Days)	Average Daily Incidence Rate per 100,000 (Last 14 Days)	Relative Change in Case Counts	Total Tests	Total Tests (Last 14 Days)	Total Positive Tests (Last 14 Days)	Percent Positivity (Last 14 Days)	Change in Percent Positivity
2/25/2021	2,384	104	20.7	Lower	55,024	3,521	117	3.32%	Lower
2/18/2021	2,342	127	25.5	Lower	53,303	3,771	142	3.77%	Lower
2/11/2021	2,282	170	33.8	Lower	51,517	4,018	186	4.63%	Lower
2/4/2021	2,214	200	39.7	Lower	49,576	4,117	223	5.42%	Lower
1/28/2021	2,126	246	48.8	Lower	47,540	4,217	270	6.40%	Lower

Chelmsford Schools COVID-19 Data Trends

Dates	Number of In-Person Students with Confirmed Positive COVID Cases and Building Access	Number of In-Person Staff with Confirmed Positive COVID Cases and Building Access
2/11 - 2/24	0	0
2/4 - 2/10	3	1
1/28 - 2/3	4	3
1/21 - 1/27	2	2
1/14 - 1/20	5	2

Staff COVID-19 Vaccination

COVID-19 Vaccination in MA: Phase 1 & 2 Eligibility Status

Phase 1

All phase 1 priority groups

Now eligible

Phase 2

1 Individuals age 75+

Now eligible

2 Individuals 65+ and individuals with 2+ certain medical conditions

Now eligible

3 Early education and K-12 workers, transit, grocery, utility, food and agriculture, sanitation, public works, and public health workers

Not yet eligible

4 Individuals with 1 certain medical condition

Not yet eligible

Staff COVID-19 Vaccination

- Governor Baker recently announced that effective March 1st, local Boards of Health would not be receiving vaccine to administer 1st doses to eligible individuals within their communities, including staff.
- I have contacted Lowell General Hospital to see if we can have our staff vaccinated at their new mass vaccination site (Cross River Center on Pawtucketville Boulevard) when eligible.

Staff & Student COVID-19 Pool Testing

- CPS applied to the Massachusetts Executive Office of Health and Human Safety (EOHHS) and Massachusetts Department of Elementary and Secondary Education (DESE) for approval to conduct COVID-19 Pool Testing in the Chelmsford Public Schools.
- CPS received approval to conduct pool testing at 8 schools (CHS, McCarthy, Parker, Byam, Center, Harrington, South Row and Westlands).
 - Staff at Westlands may voluntarily participate in the pool testing program, we are not encouraging/recommending pre-school students to participate.
- Chelmsford has been paired with CIC Health as its pool testing provider.

Staff & Student COVID-19 Pool Testing

- Chelmsford has been paired with Meet Care Givers to provide courier service as well as on-site personnel staffing for the collector, observer, and site coordinator aspects of sample collection.
- CPS applied to DESE for approval from the Massachusetts Department of Public Health (DPH) to receive and administer the Abbott BinaxNOW PCR Test to individuals identified in “positive pool samples.”
- CPS school nursing staff are receiving professional development and training on the administration of the BinaxNOW PCR tests.

Staff & Student COVID-19 Pool Testing

- Coordination and logistics planning meetings between CPS staff and paired vendors are scheduled for the week of March 1, 2021.
- Parent (for student) and staff consent to participate in the COVID-19 pool testing program will be sent electronically the week of March 1, 2021.
- Small scale sample pool tests will be conducted the week of March 8, 2021 at each school location.
- Full scale pool testing to ramp-up the week of March 15, 2021 and continuing.

Additional In-Person Learning Opportunities

Remote Students

- Students who have selected full remote instruction (i.e. students who do not come into our school buildings at all and attend all classes remotely) will be allowed to remain fully remote for the 2020/21 school year.

Hybrid Students

- CPS agreed to 6-foot social distancing guidelines, including spacing students in classrooms at least 6 feet apart from each other in our 2020/21 return-to-school plans negotiated with our employee unions.
- Unless and until the 6-foot spacing guideline is reduced, we cannot accommodate a full return to in-person learning. On average, our classrooms can accommodate 10 – 12 student desks adhering to the 6-foot spacing guideline. Therefore, we may accommodate approximately 1/2 of our students for in-person learning each day.

Increasing In-Person Learning Opportunities for Special Populations (Sub Separate) – On-Going

Chelmsford High School

- PAVE (LifeSkills) Classroom 4 Full Days (M, T, Th & F)
1 Half Day (W)*
- NECC (Autism) Classroom 4 Full Days (M, T, Th & F)
1 Remote Day (W)

* Beginning 3/3/2021

Increasing
In-Person
Learning
Opportunities
for Special
Populations
(Sub Separate)
– On-Going

McCarthy Middle School

- LifeSkills Classroom

4 Half Days (M, T, Th & F)

1 Remote Day (W)

Parker Middle School

- NECC (Autism) Classroom

4 Full Days (M, T, Th & F)

1 Remote Day (W)

Increasing
In-Person
Learning
Opportunities
for Special
Populations
(Sub Separate)
– On-Going

Byam Elementary School

- Autism Program

4 Half Days (M, T, Th & F)

1 Remote Day (W)*

Center Elementary School

- LifeSkills Classroom

4 Half Days (M, T, Th & F)

1 Remote Day (W)

* Transitioning to Half In-Person Day

Increasing
In-Person
Learning
Opportunities
for Special
Populations
(Sub Separate)
– On-Going

South Row Elementary School

- STRIVE Classroom

4 Half Days (M, T, Th & F)

1 Remote Day (W)

CHIPs Integrated Pre-School

- Intensive Classrooms

4 Half Days (M, T, Th & F) –

4 Hour Sessions

- Integrated Classrooms

4 Half Days (M, T, Th & F) –

2 Hour Sessions

Increasing In-Person Learning Opportunities for Students – On-Going

- Severely limited additional capacity (seats) at the elementary level in Cohorts A and B.
- Limited additional capacity (seats) at the middle school level in Cohorts A and B.
- Capacity at the high school level in Cohorts A and B.

Increasing In-Person Learning Opportunities for Students – On-Going

Prioritization of Additional In-Person Learning Time (2 or 4 Days of Instruction):

Elementary School Level

- High Needs Populations (Special Education and ELL Students)

Middle School Level

- High Needs Populations (Special Education and ELL Students)
- Academically Struggling Students

Increasing In-Person Learning Opportunities for Students – On-Going

Prioritization of Additional In-Person Learning Time (2 or 4 Days of Instruction):

High School Level

- High Needs Populations (Special Education and ELL Students)
- Academically Struggling Students
- New Students to CHS (School Choice, Transfer Students, etc.)
- Grade 12 Students
- Grade 9 Students

Increasing In-Person Learning Opportunities for Students – Next Steps

Next Phases/Steps to Increase In-Person Learning Time in the Chelmsford Public Schools:

Phase 1

- Add Wednesday as a rotating in-person day (1/2 day as is currently the practice with M, T, Th and F) between cohorts to increase in-person learning time. In discussions with the union for a start date. Ideally mid-March implementation. **School committee input?**

Increasing In-Person Learning Opportunities for Students – Next Steps

Phase 2

- Increase half days to full days. Space in classrooms allows for such, however our staffing model and current schedules would need to be altered.
- We currently use specialists and all available/extra staff to support the 4-hour in-person daily learning time. Some staff serve as extra adults in classrooms assisting the general education teacher with remote students, others monitor bathrooms, hallways and common areas.
- To provide contractual breaks, lunch and planning periods, we would need to return to a rotating schedule of classes (i.e. traditional schedule) to allow specialists to instruct grade-level sections of classes. This would eliminate the second adult in most classrooms. Lunch and recess aides would revert to monitoring student breaks, lunch and recess periods. Ideally early-April implementation. **School committee input?**

Increasing In-Person Learning Opportunities for Students – Next Steps

Phase 3

- Increasing the number of in-person students in classrooms, more fully returning students to school. Requires an agreement (negotiation) with the union to reduce the 6-foot spacing guidelines in our classrooms. More likely to occur after staff have received the COVID-19 vaccine. Ideally after April school vacation implementation. **School committee input?**

CHELMSFORD PUBLIC SCHOOLS

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

To: Dr. Jay Lang, Superintendent

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

Date: February 25, 2021

RE: Personnel Report January 2021

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

Personnel Report – January 2021

New Hires

Babiec, Kimberly

Paraprofessional

Parker Middle School

Effective date: 01/11/21

Cushing, Ralph

Interim English Teacher

Chelmsford High School

Effective date: 01/04/21

DeOliveira, Grasielle

Paraprofessional

Byam Elementary School

Effective date: 01/04/21

Lyna, Patricia

Paraprofessional

Harrington Elementary School

Effective date: 01/25/21

Souza, Samantha

Paraprofessional

McCarthy Middle School

Effective date: 01/25/21

Shaffer, Kelly

Paraprofessional

Parker Middle School

Effective date: 01/19/21

Resignations:

Hoyt, Russel

CHIPS Program Coordinator

CHIPS

Effective date: 01/29/21

Webber, Ruth

Human Resources Assistant

Central Office

Effective date: 01/22/21

Retirements:

Assignment Changes:

Berglund, Karen (formerly Human Resources Assistant)

Human Resources Coordinator

Central Office

Effective date: 01/03/21

Mbaliro, Shamir (formerly Paraprofessional at CHIPS)

ABA Paraprofessional

CHIPS

Effective date: 12/14/21

Prees, Evan (formerly Paraprofessional at Byam Elementary School)

ABA Paraprofessional

Byam Elementary School

Effective date: 01/14/21