



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 4, 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 May 4, 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 April 27, 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. Announcement of CHIPs Program Coordinator: Ms. Megan McGuirk

2. MA DESE Coordinated Program Review: Tiered Focused Monitoring Report
3. Presentation: Center Elementary School, English & Social Studies Departments
4. Kindergarten Entrance Age Policy Waiver
5. FY2021 Recommended One-Time Expenditures
6. FY2021 Recommended Budget Transfers
7. Return-to-School Update
 - a. Community & School Covid Data Trends
 - b. Staff & Student Covid Pool Testing
 - c. Middle School Return to Full In-Person Learning
 - d. High School Return to Full In-Person Learning
8. Public Participation at School Committee Meetings

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 PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee

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

Date: April 23, 2021

Re: Announcement of CHIPs Program Coordinator: Ms. Megan McGuirk

Ms. Amy Reese, Director of Student Support Services, shared the attached message with parents and staff announcing the recent appointment of Ms. Megan McGuirk as the new CHIPs Program Coordinator. Ms. Megan McGuirk will be transitioning into the pre-school coordinator role as of July 1, 2021. Megan has been with the district as a special education administrative chair and comes from a strong early childhood background. Megan was the unanimous choice of the selection committee to fill this important role in the district. I have invited Ms. McGuirk to attend our school committee meeting and be introduced to the community.

CHELMSFORD PUBLIC SCHOOLS

Amy L. Reese
Director of Student Services

Student Services Office
200 Richardson Road
Chelmsford, MA 01863-2396
(978) 251-5100 X6920

Amy W. Matson
Assistant Director Student Services

April 5, 2021

Dear CHIPS families,

I am thrilled to announce that we have hired a new Preschool Coordinator! Megan McGuirk will be the new CHIPS coordinator beginning on July 1st. Megan currently serves as the Administrative Team Chair in Chelmsford for Byam, Harrington, and Parker Schools, a role she has filled since 2019. Megan has considerable knowledge and experience with the special education process and excellent communication skills. She has built strong and positive relationships with both the staff and families at Byam, Harrington and Parker these past two years. Her elementary experience will be valuable in facilitating the transition of our CHIPS preschoolers to kindergarten. Prior to her time in Chelmsford, Megan had considerable experience as an integrated preschool teacher and coordinator. The interview committee, which included members of the CHIPS staff as well as parent representation unanimously supported Megan for this role. I am excited to have Megan at the preschool. Her passion, expertise, and vision in early childhood education makes her the perfect fit to lead CHIPS. She brings with her a wealth of knowledge, ideas, and strong communication skills. Please join me in welcoming Megan to CHIPS!

Amy Reese
Director of Student Support Services

CHELMSFORD PUBLIC SCHOOLS

Amy L. Reese
Director of Student Services

Student Services Office
200 Richardson Road
Chelmsford, MA 01863-2396
(978) 251-5100 X6920

Amy W. Matson
Assistant Director Student Services

To: Jay Lang, Ed.D., Superintendent

From: Amy Reese, M.Ed., Ed.S., Director of Student Support Services

RE: Tiered Focus Monitoring Report

Date: April 22, 2021

The district recently participated in a Tiered Focused Monitoring (TFM) Review completed by the Massachusetts Department of Elementary and Secondary Education for Group B Universal Standards. The onsite visit took place on January 6, 2021. This TFM included a compliance review of eleven (11) Special Education standards and seventeen (17) Civil Rights standards.

The results of the TFM Review indicate:

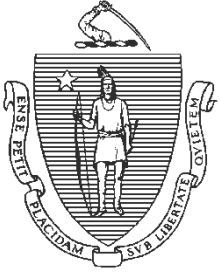
- All Special Education standards are fully implemented
- All but one Civil Rights standards are fully implemented
- Civil Rights standard 17A was partially implemented

Civil Rights standard 17A: Use of physical restraint on any student enrolled in a publicly funded education program.

Corrective Action for CR 17A requires the district to update its written restraint prevention and behavior support procedures to align with current regulations 603 CMR 46.00. These procedures need to include a description of the program's training requirements/methods for engaging parents and youth in discussions about restraint prevention and use. While the district's procedures do contain methods for preventing student violence and self-injurious behavior, the procedures need to explicitly address methods for preventing suicide.

The District created a Continuous Improvement & Monitoring Plan (CIMP) which was approved by DESE on January 22, 2021. The CIMP includes an action plan outlining steps to ensure compliance for CR 17A. The district will update its written Physical Restraint Prevention Policy and Administrative Guidelines and Procedures. The revised restraint policy and procedures will be submitted to DESE for approval. Upon DESE approval, the policy and procedures will be submitted to the Chelmsford School Committee for approval. Next, the district will disseminate the revised policy and procedures to faculty, students, parents and guardians. Finally, training for all staff on the revised restraint procedures will be provided.

All corrective action outlined above will be completed within one year of the district receiving the Tiered Focused Monitoring report (January 22, 2022).



Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

Jeffrey C. Riley
Commissioner

March 11, 2021

Roger J. Lang, Superintendent
Chelmsford Public Schools
230 North Road
Chelmsford, MA 01824

Re: Continuous Improvement and Monitoring Plan

Dear Superintendent Lang:

The Office of Public School Monitoring recently conducted a Tier 2 Tiered Focused Monitoring Review in your district. As a result of this review, the Office of Public School Monitoring Chairperson, Corey Steinman, has been working with your district in the development of a Continuous Improvement & Monitoring Plan (CIMP). The approved CIMP, which is attached, includes the Department's detailed findings for any Special Education and Civil Rights criteria receiving a rating of *Partially Implemented*, *Not Implemented* or *Implementation in Progress*. The CIMP identifies the success metric, describes the measurement mechanism and provides a completion timeframe to bring the identified criteria into compliance with controlling statute or regulation. The CIMP is also available to the district through the Web-based Monitoring System (WBMS). To access the CIMP, please go to the Department's website <http://www.doe.mass.edu> and select *Security Portal* located at the top of the page. Please click on *PQA WebMonitoring* and then continue by clicking on *PSM Tier Review>Feedback/CIMP>View TFM Report*.

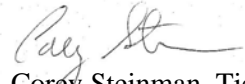
Please upload into WBMS a signed statement of assurance indicating the district's commitment to implementing the requirements set forth in the CIMP. This statement should contain:

- a. a description of the steps the district is taking to make the CIMP available to staff, parent advisory groups and the general public; and
- b. an assurance that the CIMP will be implemented by the approved dates of completion.

Please note that school districts must demonstrate resolution of noncompliance identified by the Department as soon as possible but in no case later than one year from the issuance of the Department's Feedback Report. The Feedback Report for Chelmsford Public Schools was issued on **January 22, 2021**.

In closing, we would again like to thank the administration and staff who shared their time and thoughts so generously during the preparation and onsite phases of the review. Special thanks are given to Amy Reese and Cheryl Kirkpatrick for coordinating this visit for the district. Should you need any additional information, please do not hesitate to contact Corey Steinman at (781) 338-3742.

Sincerely,



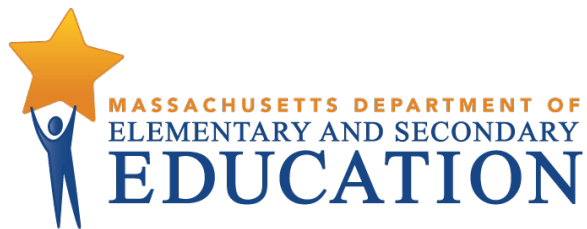
Corey Steinman, Tiered Focused Monitoring Review Chairperson
Office of Public School Monitoring

Timothy Gallagher

Timothy Gallagher, Director
Office of Public School Monitoring

cc: Dennis King, School Committee Chairperson
Amy Reese, Local Monitoring Review Co-Coordinator
Cheryl Kirkpatrick, Local Monitoring Review Co-Coordinator

Encl.: Continuous Improvement & Monitoring Plan



Chelmsford Public Schools

Tiered Focused Monitoring Report

**For Group B Universal Standards
Tier Level 2**

Date of Onsite Visit: January 6, 2021

Date of Final Report: March 11, 2021



Jeffrey C. Riley
Commissioner of Elementary and Secondary Education

During the 2020-2021 school year, Chelmsford Public Schools participated in a Tiered Focused Monitoring Review conducted by the Department's Office of Public School Monitoring. The purpose of the Tiered Focused Monitoring Review is to monitor compliance with regulatory requirements focusing on special education and civil rights.

Districts are reviewed every three years through Tiered Focused Monitoring. This review process emphasizes elements most tied to student outcomes and alternates the focus of each review on either Group A Universal Standards or Group B Universal Standards.

Group A Universal Standards address:

- Student identification
- IEP development
- Programming and support services
- Equal opportunity

Group B Universal Standards address:

- Licensure and professional development
- Parent/student/community engagement
- Facilities and classroom observations
- Oversight
- Time and learning
- Equal access

In addition, the Department has reserved a specific set of criteria, collectively known as Targeted Standards, employed when LEA or school-level risk assessment data indicate that there is a potential issue. Identified Targeted Standards are assessed in addition to the Universal Standards.

Universal Standards and Targeted Standards are aligned with the following regulations:

Special Education (SE)

- selected requirements from the federal Individuals with Disabilities Education Act (IDEA-2004); the federal regulations promulgated under that Act at 34 CFR Part 300; M.G.L. c. 71B, and the Massachusetts Board of Education's Special Education regulations (603 CMR 28.00), as amended effective March 1, 2007.

Civil Rights Methods of Administration and Other General Education Requirements (CR)

- selected federal civil rights requirements, including requirements under Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, together with selected state requirements under M.G.L. c. 76, Section 5 as amended by Chapter 199 of the Acts of 2011 and M.G.L. c. 269 §§ 17 through 19.
- selected requirements from the Massachusetts Board of Education's Physical Restraint regulations (603 CMR 46.00).
- selected requirements from the Massachusetts Board of Education's Student Learning Time regulations (603 CMR 27.00).
- various requirements under other federal and state laws.

Tiered Focused Monitoring allows for differentiated monitoring based on a district/charter school's level of need, the Tiers are defined as follows:

LEAs in Tiers 1 and 2 have been determined to have no or low risk:

- Tier 1/Self-Directed Improvement: Data points indicate no concern on compliance and performance outcomes – meets requirements.
- Tier 2/Directed Improvement: No demonstrated risk in areas with close link to student outcomes – low risk.

LEAs in Tiers 3 and 4 have demonstrated greater risk:

- Tier 3/Corrective Action: Areas of concern include both compliance and student outcomes – moderate risk.
- Tier 4/Cross-unit Support and Corrective Action: Areas of concern have profound effect on student outcomes and ongoing compliance – high risk.

The phases of Tiered Focused Monitoring for Chelmsford Public Schools included:

Self-Assessment Phase:

- District reviewed special education and civil rights documentation for required elements including document uploads.
- Upon completion of this internal document review, the district's self-assessment was submitted to the Department for review.

Verification Phase:

- Review of additional documents for special education or civil rights.
- Surveys of parents of students with disabilities: Parents of students with disabilities were sent a survey to solicit information regarding their experiences with the district's implementation of special education programs, related services, and procedural requirements.
- Interviews of staff consistent with those criteria selected for onsite verification.
- Interview of a parent advisory council (PAC) representative.
- Observations of classrooms and other facilities: The team reviewed floor plans of classrooms and school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.

Report: For Tier 1 & 2 Tiered Focused Monitoring Reviews

Following the onsite visit, the onsite team holds an informal exit meeting to summarize its comments for the superintendent or charter school leader. Within approximately 20 business days of the onsite visit, the onsite chairperson forwards to the superintendent or charter school leader the findings from the Tiered Focused Monitoring Review. All districts/charter schools in Tiers 1 and 2, as part of the reporting process, then develop a Continuous Improvement and Monitoring Plan (CIMP) for any criteria receiving a rating of "Partially Implemented," "Not Implemented," and "Implementation in Progress." The CIMP outlines an action plan, identifies the success metric, describes the measurement mechanism and provides a completion timeframe to bring those areas into compliance with the controlling statute or regulation. Districts and charter schools are expected to incorporate the CIMP actions into their district and school improvement plans, including their professional development plans.

DEFINITION OF COMPLIANCE RATINGS

Commendable	Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation.
Implemented	The requirement is substantially met in all important aspects.
Implementation in Progress	This rating is used for criteria containing new or updated legal requirements and means that the district has implemented any old requirements contained in the criterion and is training staff or beginning to implement the new requirements in such a way that the onsite team anticipates that the new requirements will be implemented by the end of the school year.
Partially Implemented	The requirement, in one or several important aspects, is not entirely met.
Not Implemented	The requirement is totally or substantially not met.
Not Applicable	The requirement does not apply to the school district or charter school.

Chelmsford Public Schools

SUMMARY OF COMPLIANCE CRITERIA RATINGS

	Universal Standards Special Education	Universal Standards Civil Rights and Other General Education Requirements
IMPLEMENTED	SE 15, SE 32, SE 35, SE 36, SE 50, SE 51, SE 52, SE 52A, SE 54, SE 55, SE 56	CR 3, CR 7, CR 7A, CR 7B, CR 7C, CR 10A, CR 10B, CR 10C, CR 12A, CR 16, CR 20, CR 21, CR 22, CR 23, CR 24, CR 25
PARTIALLY IMPLEMENTED		CR 17A
NOT IMPLEMENTED		

The review instruments, that include the regulatory requirements specific to the special education and civil rights criteria referenced in the table above, can be found at www.doe.mass.edu/psm/resources/default.html.

Improvement Area 1

Criterion: CR 17A - Use of physical restraint on any student enrolled in a publicly-funded education program

Rating: Partially Implemented

Description of Current Issue: A review of documents indicated that the district's written restraint prevention and behavior support procedures are not consistent with regulations 603 CMR 46.00 regarding appropriate responses to student behavior that may require immediate intervention. Specifically, the procedures do not include a description of the program's training requirements or methods for engaging parents and youth in discussions about restraint prevention and use. While the procedures do contain methods for preventing student violence and self-injurious behavior, the procedures do not explicitly address methods for preventing suicide.

LEA Outcome: Chelmsford Public Schools will revise its written restraint prevention and behavior support procedures so they are consistent with regulations 603 CMR 46.00. Once approved by the Department and the Chelmsford School Committee, the district will disseminate the policy and procedures to staff, students, and parents/guardians of students. The district will ensure all staff receive the required trainings and that the policy and procedures are reviewed annually.

Action Plan: By June 30, 2021, Chelmsford Public Schools will submit revised restraint procedures to the Department that include a description of the program's training requirements, methods for engaging parents and youth in discussions about restraint prevention and use, and methods for preventing suicide.

By September 24, 2021, upon Department approval of revised procedures, Chelmsford Public Schools will submit evidence that the physical restraint procedures have been approved by the Chelmsford School Committee. Evidence will include school committee minutes indicating approval.

By October 29, 2021, Chelmsford Public Schools will submit evidence that the revised physical restraint procedures have been disseminated to faculty, students, and parents/guardians. Evidence will include a link to the online policy and procedures, relevant portions of updated handbooks, and notification to staff and parents/guardians.

By October 29, 2021, Chelmsford Public Schools will submit evidence of training for all staff on the district's revised restraint procedures. Evidence will include agendas, sign-in sheets, and training materials.

Success Metric: By January 22, 2022, and beyond, the Chelmsford School Committee-approved written restraint prevention and behavior support policy and procedures will be consistent with regulations under 603 CMR 46.00. The district will annually disseminate the restraint prevention and behavior support policy and procedures and all staff will receive the required trainings. The district will also annually review the policy and procedures.

Evidence will include:

- * Revised written prevention and behavior support procedures
- * School Committee minutes indicating approval
- * Link to online policy and procedures
- * Notifications to school community
- * Agendas, sign-in sheets, and training materials

Improvement Area 1

Measurement Mechanism: The Chelmsford Public Schools Leadership Team will annually review the written restraint prevention and behavior support policy and procedures, as well as ensure dissemination to the school community. The Leadership Team will provide and track staff trainings to ensure all staff are trained within the first month of each school year and for staff hired after the school year begins, within a month of their hire date.

Completion Timeframe: 10/29/2021

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee

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

Date: April 23, 2021

Re: Spotlight on Center Elementary School, English & Social Studies Departments

Attached please find a PowerPoint presentation provided by Principal Dianna Fulreader and Department Coordinators Abby Dick (English) and Stephanie Quinn (Social Studies) in advance of the meeting presentation. I look forward to hearing the presentation and discussing the good work that is occurring at Center Elementary School and in the English and Social Studies Departments with the members of the school committee.



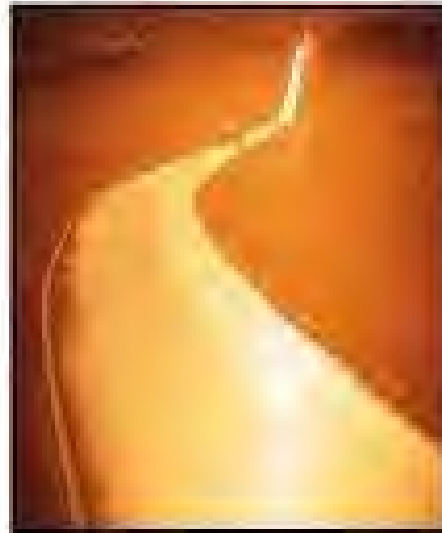
Center School

English Language Arts & Social Sciences

April 27th, 2021

Equity, Inclusivity and Critically Responsive Education

Moving It Forward



"It is not up to you to finish the work, but neither are you free not to take it up."

The Talmud

Center School Taking up the Work

- ★ School Council
- ★ School Community
Professional
Development
- ★ Culturally Responsive
Curriculum
- ★ Equity Explorers



**“THE GOOD NEWS IS THAT RACIST AND
ANTIRACIST ARE NOT FIXED IDENTITIES.
WE CAN BE A RACIST ONE MINUTE AND
AN ANTIRACIST THE NEXT. WHAT WE SAY
ABOUT RACE, WHAT WE DO ABOUT RACE,
IN EACH MOMENT, DETERMINES
WHAT—NOT WHO—WE ARE.”**

IBRAM X. KENDI
HOW TO BE AN ANTIRACIST



Libro.fm
Audiobooks

Center School Council
On a Journey of Reflection and Planning

Dianna Fulreader
Diana Lebeaux
Colleen Marino
Rebecca Neumeier
Donna Omobono
Sheila Pichette
Mark Vitt
Phakdey Yous

As a white person, I can choose when to think about and consider race, people of color do not have that option.

“Critiquing racism is not activism. Changing minds is not activism. An activist produces power and policy change, not mental change.” pg.209

“The use of standardized tests to measure aptitude and intelligence is one of the most effective racist policies ever devised...the acceptance of an academic-achievement gap is just the latest method of reinforcing the oldest racist idea...with its implication that the racial gap in test scores means something is wrong with the Black and Latinx test takers and not the tests. From the beginning, the tests, not the people, have always been the racial problem.”

Though students taking tests are out of our control, the way in which we speak about students is in our control and should be asset-based, rather than deficit-based.

Students of color, English learners and students with special needs frequently hear the narrative that they are “less than” because traditional assessment systems won’t recognize the strengths they bring to the table.



Aspects of Identity, Implications for Practice

Guidelines for Creating a Supportive and Safe Learning Environment (IDEAS)

1. Respect confidentiality, no attributions.
2. Be willing to “try stuff on.”
3. Okay to disagree; not okay to blame, shame, attack (self or others).
4. Use “I” statements, Ground events/ communication in personal experience.
5. Practice “both/and” thinking.
6. Be aware of intent vs. impact.
7. Pay attention to process and content.
8. Stay engaged and practice self focus.

Culturally Responsive Teaching



English Language Arts

Grades 5-12

Materials, Curriculum Work, Activities

- ★ Writing Benchmarks
- ★ Identifying Key Skills and Alignment
- ★ Remote Books and Materials
- ★ Writing and Literature Club and NEHS



Increasing Reading Diversity

Jenna Ward's Gold Award project



Summer working group



Increasing Reading Diversity

Fountas and Pinnell Classroom, grades 5 and 6

HMH Into Literature, grades 7 and 8



Dual Enrollment Offerings

Writing for College
Journalism
Senior Odyssey

In 2019--1 teacher, 1 course, 13 students

In 2020--2 teachers, 3 courses, 98 students

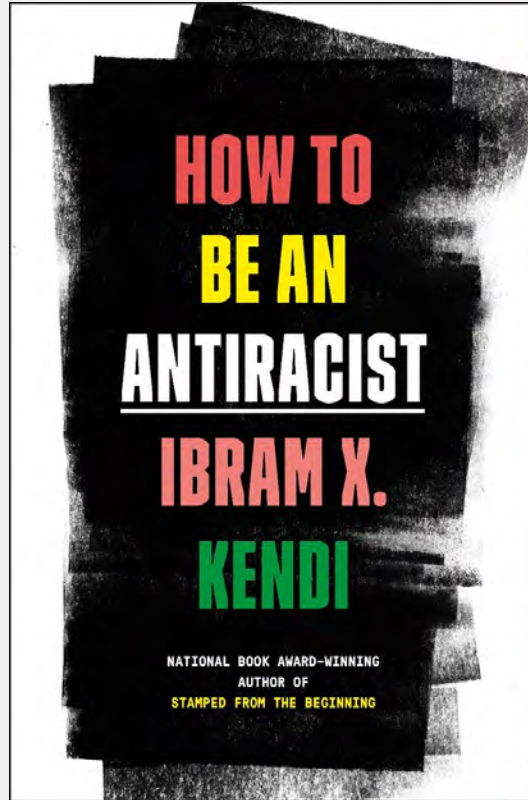
In 2021--3 teachers, 3 courses, 148 students



District -Wide Book Club

37 CPS teachers

History, culture,
education



Social Sciences

Grades K-12

Guiding Principle 2:

Massachusetts History and Social Science Framework

History and social science instruction should be *inclusive of diverse perspectives; challenge students to think critically about power, prejudice, and oppression; and be responsive to students' multiple identities*

Encouraging perspective/text diversity in the history and social science curriculum in order to better inform our understanding of the human condition. **Text diversity** incorporates BIPOC authors, main characters in fiction and nonfiction, and resources that provide historical understanding of various social group and from the perspectives of these groups.



Book Studies:

- Reading
- Discussions

Workshopping:

- Reflecting
- Considering
- Revising

Resources:

- [K-5 focus purchasing](#)
- 6-12

Civic Engagement

- ★ New Grade 8 Civics Curriculum and Resources
- ★ Civics Project Requirement: Grades 8 and 11
- ★ Civic Engagement Grant \$1200/ Collaboration with Billerica High School- Voter Registration
- ★ Civics at CHS: Virtual Guest speakers and virtual field trips



Financial Literacy



- ★ Financial Literacy Grant
- ★ Funds will go to teacher stipends for lesson development and review and purchasing of age appropriate resources.
- ★ Goal: develop lessons around financial literacy and basic economic concepts aligned with our curriculum frameworks.

Dual Enrollment



- ★ Sociology
- ★ US History
- ★ Introduction to Criminal Justice
- ★ Psychology

Each of these courses can provide support to future pathway programming at CHS

Shout outs

- ★ Elementary teachers creativity around social science instruction in their online classrooms
- ★ Teachers working with new Curriculum and Materials at grades 5-8
- ★ CHS teachers efforts to ensure challenging learning experiences for all students; in person, hybrid, remote
- ★ Mock Trial Team and Mr. Cole
- ★ Speech and Debate Team and Mr. Zopes



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 Hirsch*

Date: May 3, 2021

RE: Kindergarten Entrance Age Policy Waiver

At the April 27th meeting, the Committee requested language for a permanent Kindergarten waiver policy. Please see the attached policy language provided by Attorney Waugh for your review and discussion.



File: JEB - ENTRANCE AGE / MANDATORY ADMISSIONS

A child entering kindergarten must be five years of age on or before August 31st of the year in which they are to enter kindergarten. A child entering grade one must be six years of age on or before August 31st of the year in which they are to enter grade one.

A birth certificate and health records must be provided by parents registering their child for kindergarten/first grade. Proof of residency is required.*

During the school year any family/child moving into Chelmsford from another city, town, or state who has already been enrolled in school, is registered into whatever grade is recommended by the transferring school. Regardless of the grade that a child is being transferred to, proof of residency is required.*

For transferring into high school, the student will be registered into the grade level in accordance with the number of credits earned toward graduation. Proof of residency is required.*

For early entrance Grade 1 requests, a waiver from the August 31st entrance age date will be considered only for children who have successfully completed (documentation provided) a full year of kindergarten and whose birth dates fall between September 1st and September 30th.

For a student who turns six (6) prior to August 31st, to be retained in Kindergarten, the District may, in its exclusive discretion, issue a waiver for students who are six (6) years of age, who have not attended a kindergarten program, and whose birthday falls between August 1st and August 31st. Students who do not meet the above discretionary criteria shall be enrolled in first grade.

*Proof of residency includes, but is not limited to, a purchase and sales agreement with financial commitment, copy of utility bill, and/or rental/lease agreement.

Deleted: COVID - 19 Kindergarten Provision For The 2021-2022 School Year Only¹
In order

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CHELMSFORD PUBLIC SCHOOLS

Memorandum

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

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

DATE: April 30, 2021

RE: FY2021 Recommended One-Time Expenditures & Budget Transfers

Attached please find a summary of the one-time purchase recommendations and the associated DESE function code category for each item. FY2021 local budget transfers would be required for a subset of the items listed. Some of the items listed would not require a budget transfer since the category has funds available.

I recommend the school committee vote at the regular school committee meeting on May 4, 2021 to approve these FY2021 local operating budget transfers totaling 1,682,462 for the Chelmsford Public Schools as presented. This budget transfer is shifting from five DESE categories that are favorable to eight DESE categories where the items should be purchased.

Thank you for your consideration in approving these budget transfers.

FY2021 One-Time Purchase Recommendations

\$ 17,297	Purchase/Replace AP Psychology textbooks	Chelmsford High School	Linda Hirsch	Textbooks & Media Ma	2410	Transfer not necessary - funds available w/in DESE category	2410
\$ 90,000	Purchase back-to-school supplies for students	Districtwide	Jay Lang	General Supplies	2430	Transfer not necessary - funds available w/in DESE category	2430

\$ 1,789,759 TOTAL Recommended One-Time Purchases

Chelmsford Public Schools Return to School Update

Jay Lang, Ed.D.

Superintendent of Schools

May 4, 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
4/29/2021	2,898	94	18.7	Lower	70,389	3,303	105	3.18%	Lower
4/22/2021	2,862	142	28.2	Lower	68,868	3,631	160	4.41%	Lower
4/15/2021	2,800	168	33.4	Higher	67,217	3,594	187	5.20%	No Change
4/8/2021	2,728	166	33	Higher	65,360	3,547	181	5.10%	Higher
4/1/2021	2,646	125	24.8	Higher	63,592	3,302	137	4.15%	Higher
3/25/2021	2,552	83	16.5	Higher	61,725	3,180	90	2.83%	Higher
3/18/2021	2,499	71	14.1	Lower	60,136	3,267	77	2.36%	No Change
3/11/2021	2,464	75	14.9	Lower	58,517	3,466	84	2.42%	Lower
3/4/2021	2,425	89	17.7	Lower	56,907	3,520	99	2.81%	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
4/15 - 4/28	5	0
4/8 - 4/14	8	1
4/1 - 4/7	0	1
3/25 - 3/31	12	3
3/18 - 3/24	2	0
3/11 - 3/17	1	0
3/4 - 3/10	1	0
2/25 - 3/3	0	1
2/11 - 2/24	0	0

Chelmsford Schools COVID-19 Pool Testing Initiative

Week	Testing Date	Total Tests Administered	# Tests Positive	# Tests Negative	% Positivity
1	3.15.2021	411	0	411	0.00%
1	3.18.2021	307	0	307	0.00%
2	3.22.2021	565	0	565	0.00%
2	3.25.2021	271	2	269	0.74%
3	3.29.2021	595	0	595	0.00%
3	3.31.2021	320	0	320	0.00%
4	4.5.2021	868	0	868	0.00%
4	4.8.2021	155	0	155	0.00%
5	4.12.2021	889	1	888	0.11%
5	4.14.2021	158	0	158	0.00%
6	4.26.2021	914	1	913	0.11%
6	4.28.2021	114	0	114	0.00%
TOTALS:		5,567	4	5,563	0.07%

Middle School Return to Full In-Person Learning

Middle School Level (Grades 5 – 8)

- Return of Students Full-Time, In-Person, 5 Days each week on Wednesday April 28, 2021

Middle School	Full Remote	% Students	Full In-Person	% Students	Total Enrollment
McCarthy Middle School	151	20%	623	80%	774
Parker Middle School	161	22%	560	78%	721

High School Return to Full In-Person Learning

High School Level (Grades 9 – 12)

- Return of Students Full-Time, In-Person, 5 Days each week on Monday May 3, 2021

High School	Full Remote	% Students	Full In-Person	% Students	Total Enrollment
CHS	380	27%	1,023	73%	1,403

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 3, 2021
Re: Public Participation at School Committee Meetings

As you are aware, we have not allowed for in-person public participation at school committee meetings since the onset of the COVID-19 pandemic in March 2020. We have allowed interested residents to “remote into” school committee meetings to provide public input and speak on posted agenda items. Further, we discontinued in-person department and school presentations to limit the number of individuals in the conference room for our meetings. As the Commonwealth continues to gradually re-open and the limitations on indoor gatherings are amended, I would like to discuss with the Committee establishing a timeline for the return of in-person public participation, even in a limited capacity.

Perhaps the Committee would be comfortable with requiring interested speakers to register prior to attending the meeting, setting up a station in the rear of the conference room for speakers to be allowed to enter the conference room, make their statement to the committee/public, and then leave the room to allow for the next speaker to enter and make their statement, etc. I am hopeful in the fall we will be able to return to a more traditional school committee meeting format, however in the interim, I would like to discuss alternatives to allow for some in-person public participation, instead of requiring individuals to e-mailing the Committee with their public comments to be read at the meetings.

If would appreciate discussing this mater at the next school committee meeting to allow time to inform the public of how/when they may be able to participate in-person at future meetings.