

Chelmsford School Department School Committee

Notice of Public Meeting

Email Posting to townclerk@townofchelmsford.us Thank you.

As required by G.L. c. 30 A, §18-25

Filed with Town Clerk:

DATE: Tuesday November 16, 2021 TIME: 6:00 p.m. ROOM: Conf. Room 1

PLACE: CPS Central Administration Office ADDRESS: 230 North Road

The Chelmsford School Committee (CSC) intends to conduct an in-person meeting on the date and time specified. In-person public participation will be ***scheduled*** to provide social distancing of community members in accordance with the CSC In-Person Public Participation Guidelines. 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 4:00 p.m. on Monday November 15, 2021 to be scheduled to provide in-person input under the public participation portion(s) of the agenda.

CALL TO ORDER

PLEDGE OF ALLEGIANCE

CHAIR OPENING STATEMENT

CONSENT AGENDA

1. Approval of the minutes of the regular school committee meeting of November 2, 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.

Town of Chelmsford Diversity, Equity and Inclusion Committee

NEW BUSINESS

1. Dore & Whittier Architects Update on Districtwide Facilities Master Plan
2. Approval of 2021 – 22 School Committee and Superintendent Goals
3. FY2023 Capital Plan Update

4. COVID-19 Cases, Pool Testing, Test and Stay, and Vaccination Status Update
5. Multi-Year Strategic Planning Process
6. Update on Personnel Office Staffing
7. 2021 – 22 School Year Inclement Weather Delay and Cancellation Procedure
8. Personnel Report: October 2021
9. Approval of Out-of-State Field Trips

REPORTS

1. Liaison Reports

ACTION/NEW ITEMS

1. Request for Reports & Updates

PUBLIC COMMENTS:

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

ADJOURNMENT

**CHELMSFORD SCHOOL COMMITTEE
REGULAR MEETING
November 2, 2021
Meeting Minutes**

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

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

Call to Order

6:00 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. In-person public participation will be taking place tonight in accordance with social distancing and safety protocols established by the Chelmsford School Committee Public Participation Guidelines. Anyone interested in speaking during the public input portion of the meeting would have notified the superintendent's office by yesterday afternoon and would have been provided with the guidelines and assigned a time to attend the meeting to speak. 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 their comments or questions during our second public input session at the end of the meeting."

Consent Agenda

1. **Approval of the minutes of the regular school committee meeting of October 19, 2021**

Ms. Newcomb moved to approve the minutes of the regular school meeting on October 19, 2021. Mr. Doherty seconded. Motion carries 4-0.

2. **. Approval of the minutes of the school committee workshop meeting of October 26, 2021**

Ms. Newcomb moved that the school committee approve the minutes of the school committee workshop meeting on October 26, 2021. Mr. Doherty seconded. Motion carries 4-0.

CHS Student Representative Announcements

Katrina announced that the first academic term will end on Friday. Students in grades nine through 11 have been taking iReady diagnostic tests. The CHS football team will go to the playoffs and will play in Wrentham this Friday. The game will be broadcast by CHS TV. The CHS girls' soccer team also made the playoffs and will play against Newton North on Thursday. CHS soccer player Allie LoCoco was mentioned in *The Boston Herald* as a standout player!

Sarah shared that the CHS Theatre Guild will present *Pippin* from November 18th through the 20th. The G.I.V.E. Club recognized Mr. Merrill and the CHS custodial staff for September. For October Mr. Shea and Mr. Witte were recognized. Students are also leaving notes for staff who are recognized for "Acts of Kindness". The Lion drive-by Trick or Treat was held on Sunday with 18 clubs participating. One thousand dollars was raised for The Paul Center and food was donated for The Table of Plenty. The G.I.V.E. Club also provided Halloween activities at Westlands for the preschool children. The G.I.V.E. Club raised money for Thanksgiving by a "Pie in the Face" contest. The winner, Mr. Bartos received the pie during the recent Pep Rally!

Good News

Dr. Hirsch is sharing many fun Halloween events in the current newsletter. Today was a full day of professional development. The Chair shared that the field hockey team will be playing in the tournament at home this Friday against Needham. Cross country and swimming also enjoyed good seasons!

Public Comments

None

New Business

1. Districtwide Facilities Master Plan Visioning Session: Tuesday November 9, 2021

Dr. Lang shared that the second public visioning session will be held at 6:00 on November 9th at the Chelmsford Elks on Littleton Road. Parker and McCarthy students met last week to provide input. Tomorrow the middle school teachers will meet to provide additional suggestions. The focus at the upcoming meeting will be on the selection of a new high school as the priority project or should another school option be considered instead. The meeting will be taped and available on the website soon after the meeting concludes.

2. List of Agenda Items (Past, Present and Future)

The Chair included a memorandum and spread sheet in tonight's packet listing a rolling list of agenda items which were covered and those that might need to be addressed going forward. Dr. Lang will add this to the Committee's "drop box" and requests for additions or changes need to go through Dr. Lang.

3. Update on Student Transportation Services

Ms. Johnson-Collins included a memorandum updating student transportation and spoke about the actions being taken to address the shortage of bus drivers. She hopes these changes will be temporary and will not be needed once the bus driver shortage has been resolved. Families were notified of changes and the information on pick up times may be found on the website. There is still difficulty securing busses for after school sports.

4. Technology Grant Award: Emergency Connectivity Funding (ECF)

Bill Silver applied for and was granted Emergency Connectivity Funding which will provide 2,000 Chromebooks and 70 Wi-Fi hotspots. The hotspots will be housed in the school libraries and may be checked out by students, so they will have home internet access for the school year. This grant is valued at over \$8,000.

5. 2021 – 22 School Committee and Superintendent Draft Goals

The Chair has included in tonight's agenda packet a draft of goals for this school year. He sent this information to Committee members prior to tonight's meeting. The goals address: supporting academic programs; school climate; and activities. The action steps are to help resume more daily traditional education following the past year plus, which saw remote learning and hybrid learning due to the COVID pandemic. SEL, diversity, equity and inclusivity along with facility planning are included. He also is looking for ways to evaluate these initiatives. He anticipates moving forward with the CPS Strategic Plan. The Committee took time to discuss the draft goals. Dr. Lang and Mr. King are looking for feedback with the goals being addressed and confirmed at the next meeting.

6. Prioritization of FY2023 Capital Plan Items

Dr. Lang's spread sheet is included in tonight's agenda packet and starts with listing items which had previously been deferred. Some of the proposed projects may be funded through The Town with ARPA funding (federal). If this happens those projects can be removed from the CPS capital items. That would leave the district with projects totaling 1.6 million. Dr. Lang summarized the projects for The Committee. The Committee agrees with the list presented by Dr. Lang this evening.

Liaison Reports

Ms. Newcomb announced that the last bottle and can drive until March will be held on November 13th. The Chelmsford Council of Schools met last week. Ms. Santos shared that on November 6th, McCarthy is holding a "recycled junk day". The Harrington "Battle of the Boos" had a large turnout. Harrington's "Holiday Store" will be discussed at tomorrow night's meeting. Mr. Doherty spoke of the Booster Club sponsoring a Veteran's Day dinner on November 11th, at The Establishment from 4 until 7:00 p.m. The CHS athletes will serve the meals. The Chair added that CHIPS completed their "Socktober Sock Drive" with a total of 726 pair of socks to be donated to The Wish Project. CHIPS will host open house on November 10th and will hold a holiday basket raffle in December. The Zakim Bridge in Boston will be lit up in yellow on November 20th for SEPAC awareness!

Action/New Items

None

Public Comments

None

Adjournment (7:04 p.m.)

Ms. Newcomb moved to adjourn. Mr. Doherty seconded. Motion carries 4-0.

*Respectfully submitted,
Sharon Giglio, Recording Secretary*

Chelmsford Diversity, Equity, & Inclusion Committee (DEIC)

Questions for the Chelmsford School Committee

November 2021

Awareness

- Does the school have a diversity committee to oversee the curriculum?
- Are there affinity groups within the schools? Do they have advisors?
- The DEIC is requesting a School Committee liaison to attend our meetings occasionally. This individual will provide us with updates on activities and/or educational content for promoting diversity and inclusion in the schools. Who is that person?

Process & Training

- What is the process for parents and/or students to report sensitive incidents concerning diversity and inclusion? How are diversity and inclusion matters handled?
- Teachers are going through diversity training. What about the children? The support staff (i.e., security, custodians)?
- Is the SC willing to incorporate the "I'm Not Racist, Am I?" film into the HS curriculum?

Invitation for Joint Meeting

The Diversity, Equity, and Inclusion Committee invites the
Chelmsford School Committee to our next meeting on
Wednesday, December 1, 2021

7:00 PM

Town Hall



Chelmsford Public Schools Facility Master Plan Update

School Committee

11.16.2021

Master Plan Update Scope

- Update Timing & Sequence of Capital Improvements
- Updated Enrollment Analysis
- Updated Capacity Analysis
- Exploration of Grade Configurations
- Exploration Of Alternatives and Cost Estimates
- Identification of MSBA Priority Project



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- Update Timing & Sequence of Capital Improvements
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- Identification of MSBA Priority Project

In Progress

Complete

Complete

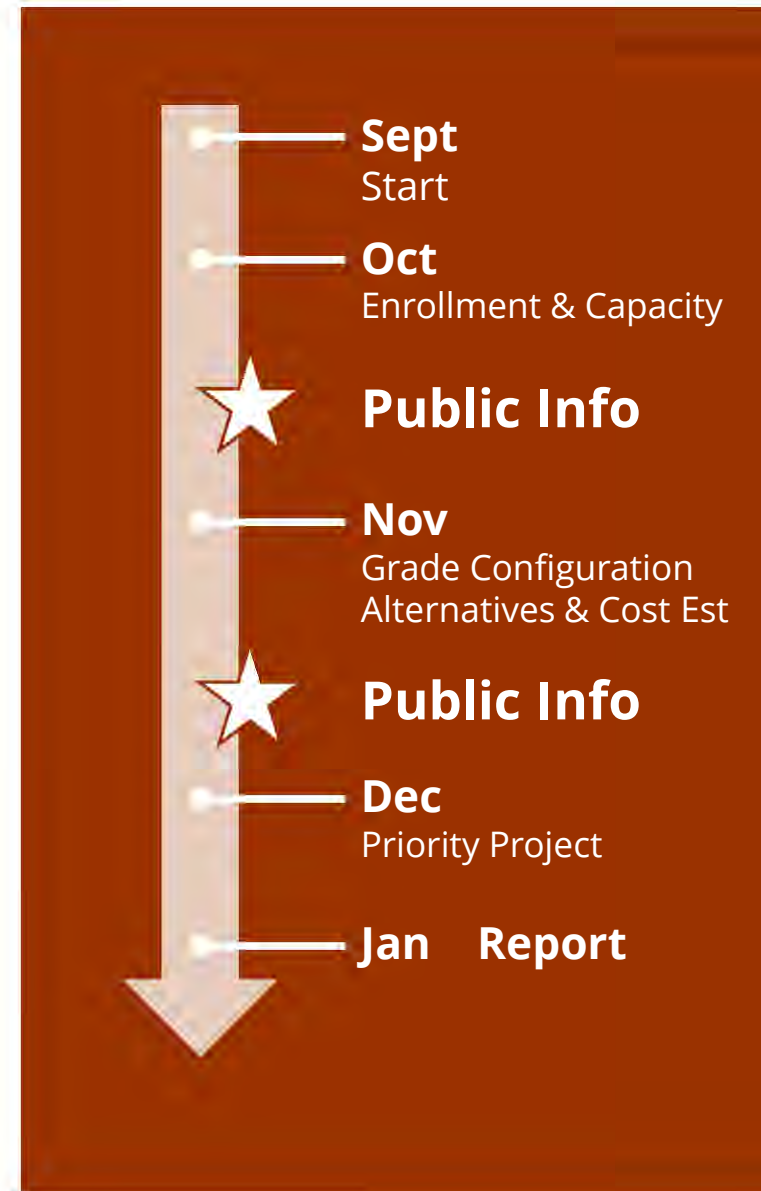
In Progress

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Master Plan Update Scope

- Update Timing & Sequence of Capital Improvements
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Agenda

- 2016 Master Plan Refresher
- Study Progress Update
- Questions
- Next Steps

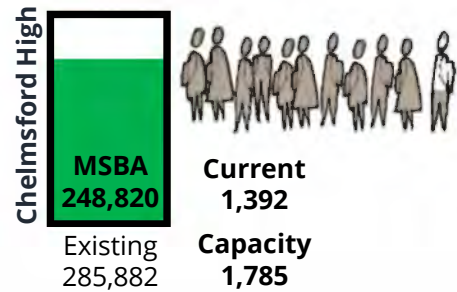
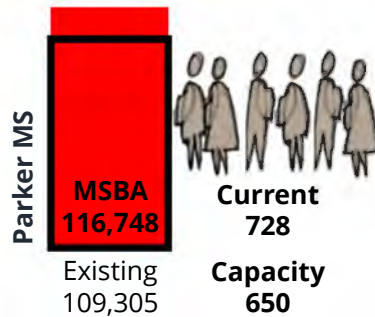
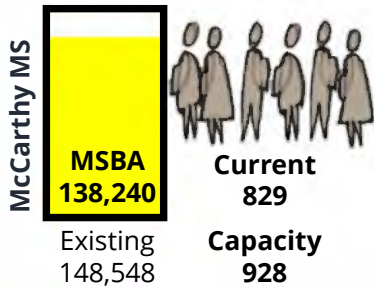
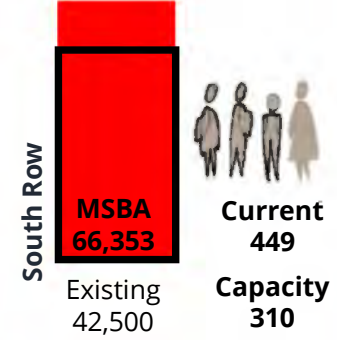
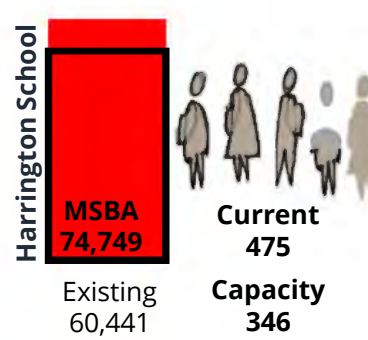
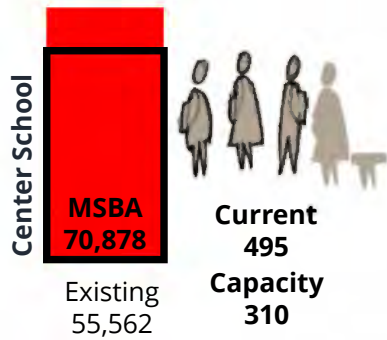
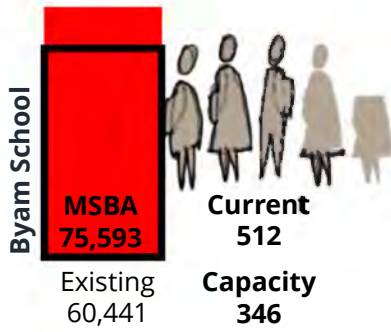
2016 Master Plan Refresher





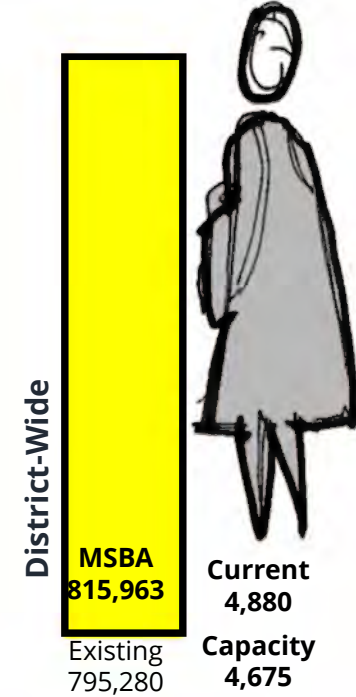
		BYAM	CENTER	HARRINGTON	SOUTH ROW	MCCARTHY	PARKER	C.H.S.	WESTLAND	101 MILL RD
1	Site & Civil	Fair / Maintenance	Fair / Maintenance	Repair / Replace	Fair / Maintenance	Fair / Maintenance	Fair / Maintenance	Fair / Maintenance	Fair / Maintenance	Repair / Replace
2	Site Accessibility / Play Areas	Repair / Replace	Repair / Replace	Repair / Replace	Repair / Replace	Fair / Maintenance	Fair / Maintenance	Fair / Maintenance	Repair / Replace	Repair / Replace
3	Exterior Building Elements	Fair / Maintenance	Fair / Maintenance	Repair / Replace	Repair / Replace	Repair / Replace	Repair / Replace	Good Condition	Repair / Replace	Repair / Replace
4	Interior Architectural Elements	Fair / Maintenance	Good Condition	Repair / Replace	Repair / Replace	Repair / Replace	Repair / Replace	Good Condition	Repair / Replace	Poor
5	Accessibility	Poor	Excellent	Poor	Poor	Repair / Replace	Repair / Replace	Repair / Replace	Poor	Poor
6	Structural Elements	Good Condition	Fair / Maintenance	Good Condition	Good Condition	Good Condition	Good Condition	Good Condition	Excellent	Repair / Replace
7	Mechanical Systems	Good Condition	Good Condition	Good Condition	Good Condition	Good Condition	Excellent	Good Condition	Good Condition	Repair / Replace
8	Electrical Systems	Fair / Maintenance	Good Condition	Good Condition	Good Condition	Good Condition	Good Condition	Good Condition	Good Condition	Repair / Replace
9	Plumbing Systems	Fair / Maintenance	Good Condition	Repair / Replace	Good Condition	Good Condition	Good Condition	Good Condition	Good Condition	Repair / Replace
10	Fire Protection Systems	Poor	Excellent	Poor	Poor	Poor	Poor	Good Condition	Poor	Poor
11	Hazardous Mat. Abatement	Good Condition	Excellent	Good Condition	Good Condition	Good Condition	Fair / Maintenance	Good Condition	Repair / Replace	Repair / Replace
12	Functional Use of Space	Repair / Replace	Good Condition	Repair / Replace	Poor	Fair / Maintenance	Fair / Maintenance	Fair / Maintenance	Poor	





Permanent Construction Only. Calculated based on Gross Square Footages of buildings and MSBA guidelines for gross square feet per student.

SF Students



msba comparative analysis



level 1



level 2

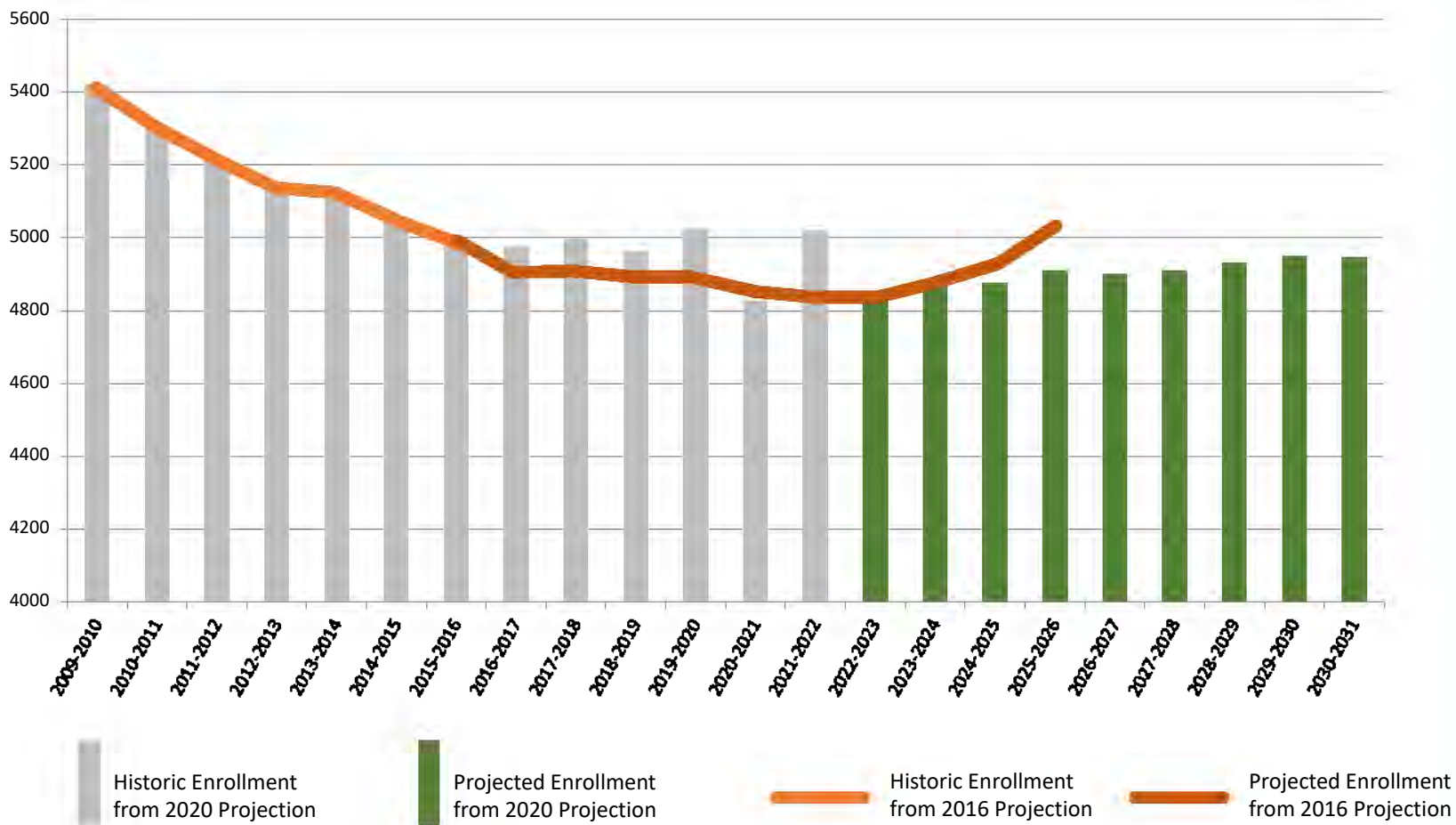
Undersized (<90%)

Aligned (90%-110%)

Oversized (>110%)

Enrollment & Capacity Analysis

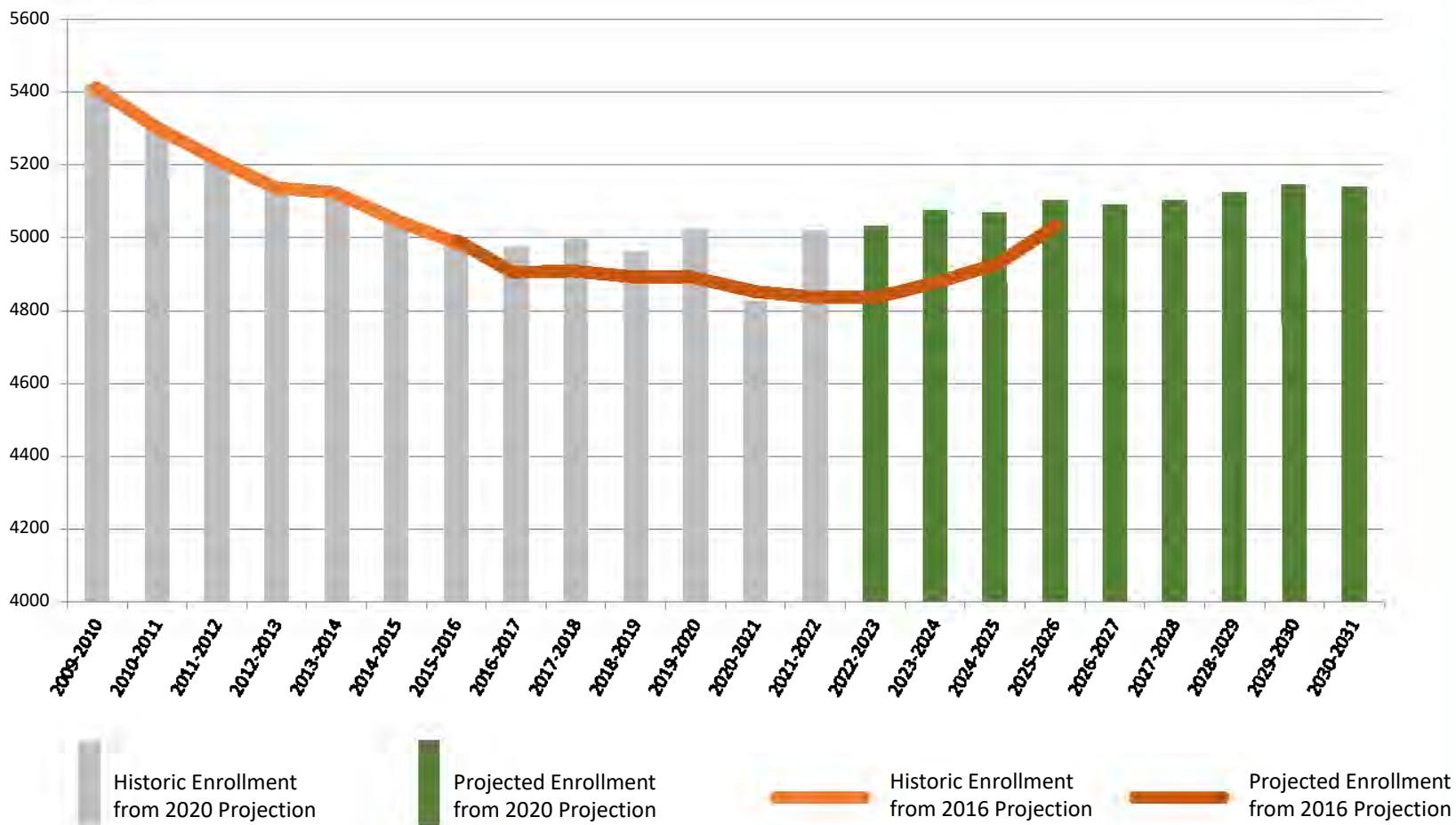
District-wide PK-12 Projection



PK-12 Projection

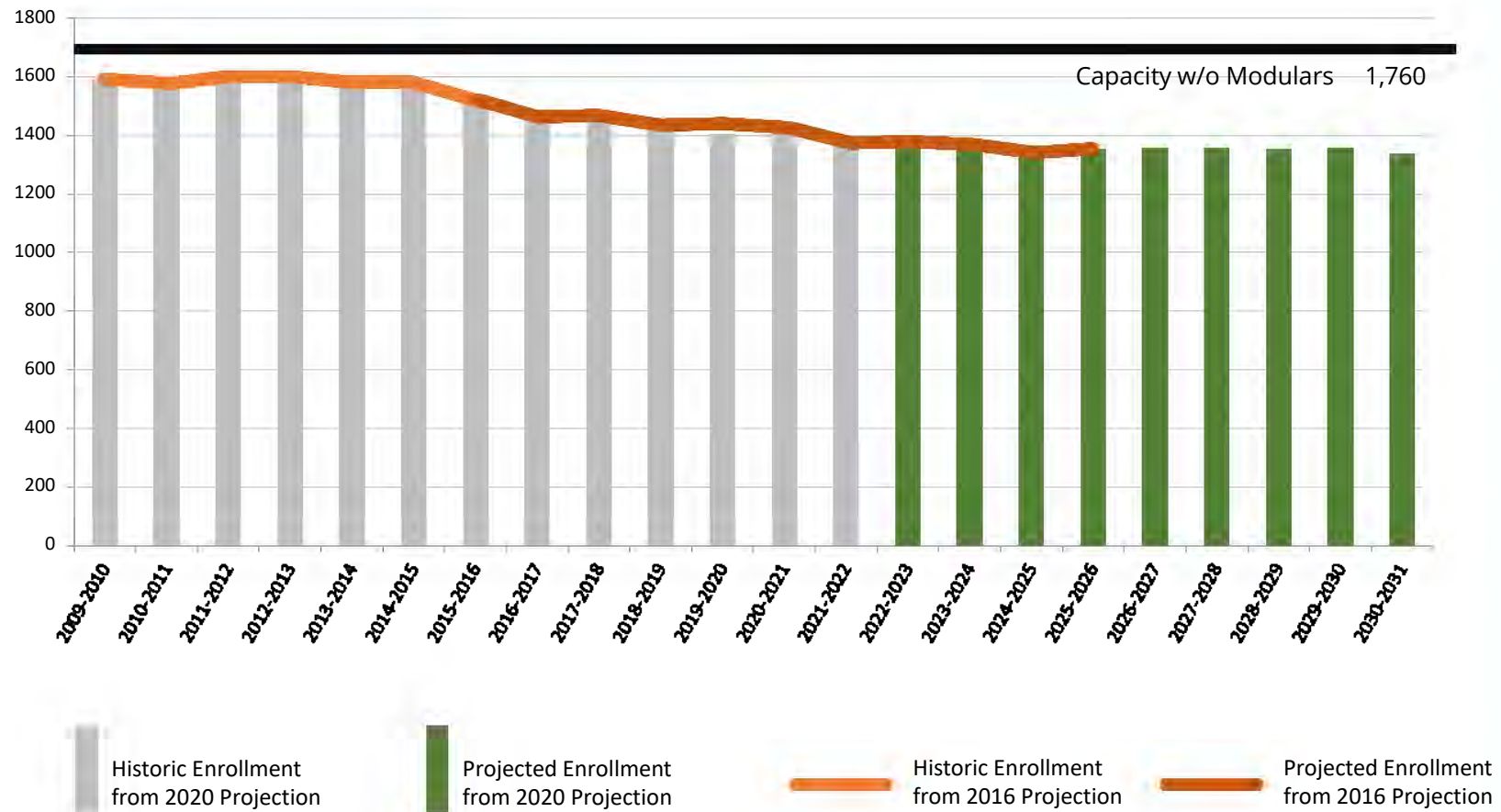
Enrollment & Capacity Analysis

District-wide PK-12 Projection

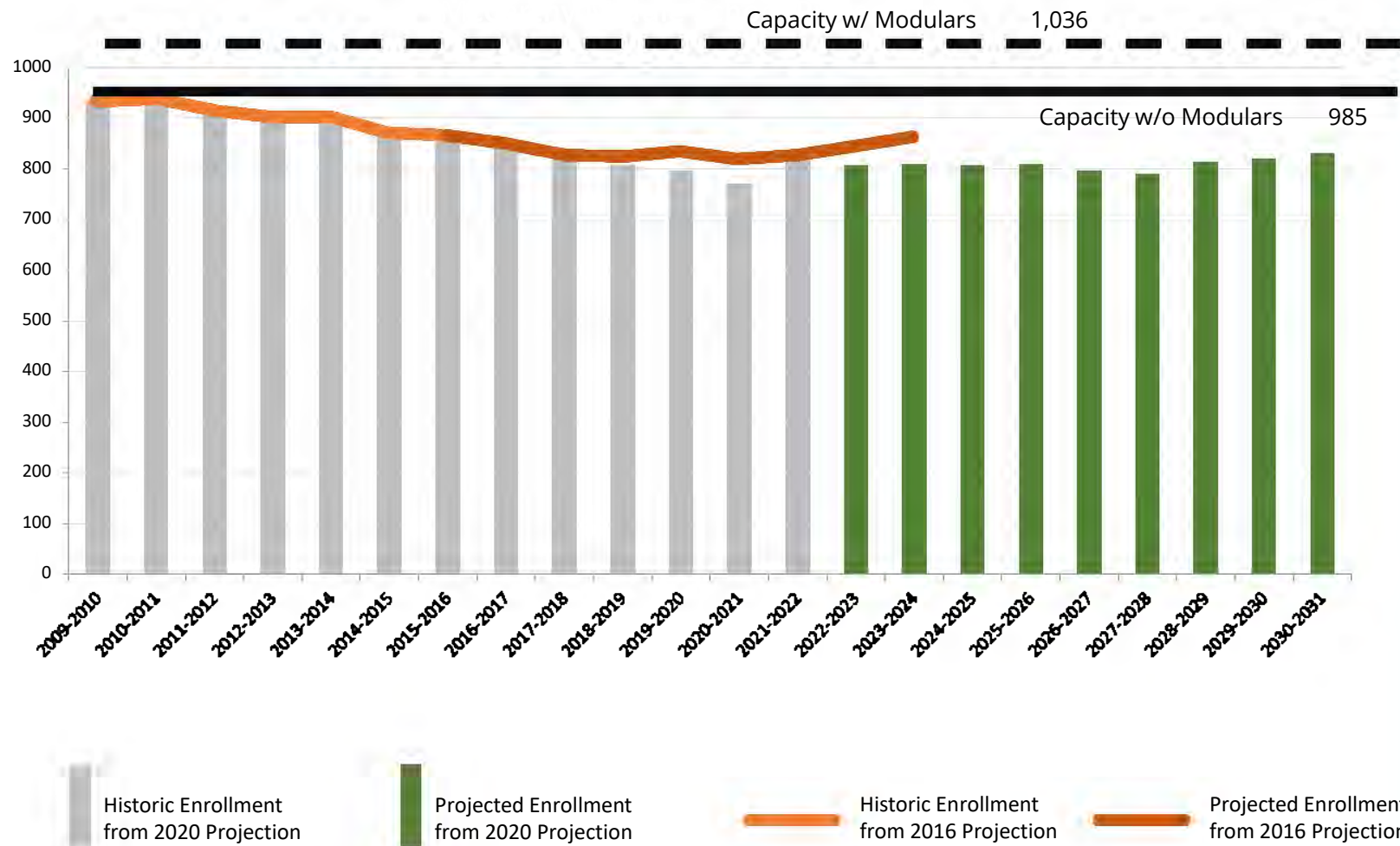


PK-12 Projection

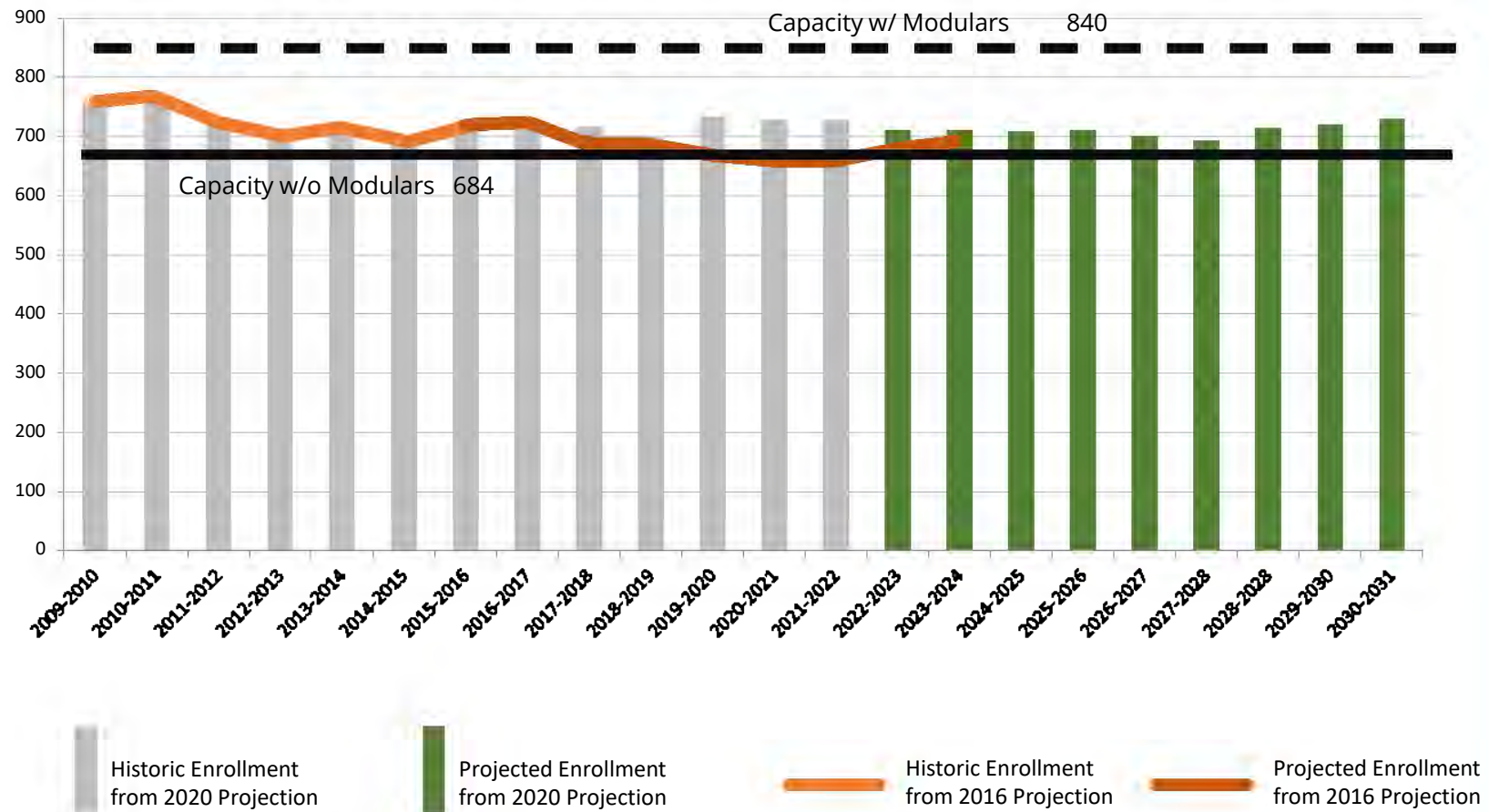
Enrollment & Capacity Analysis



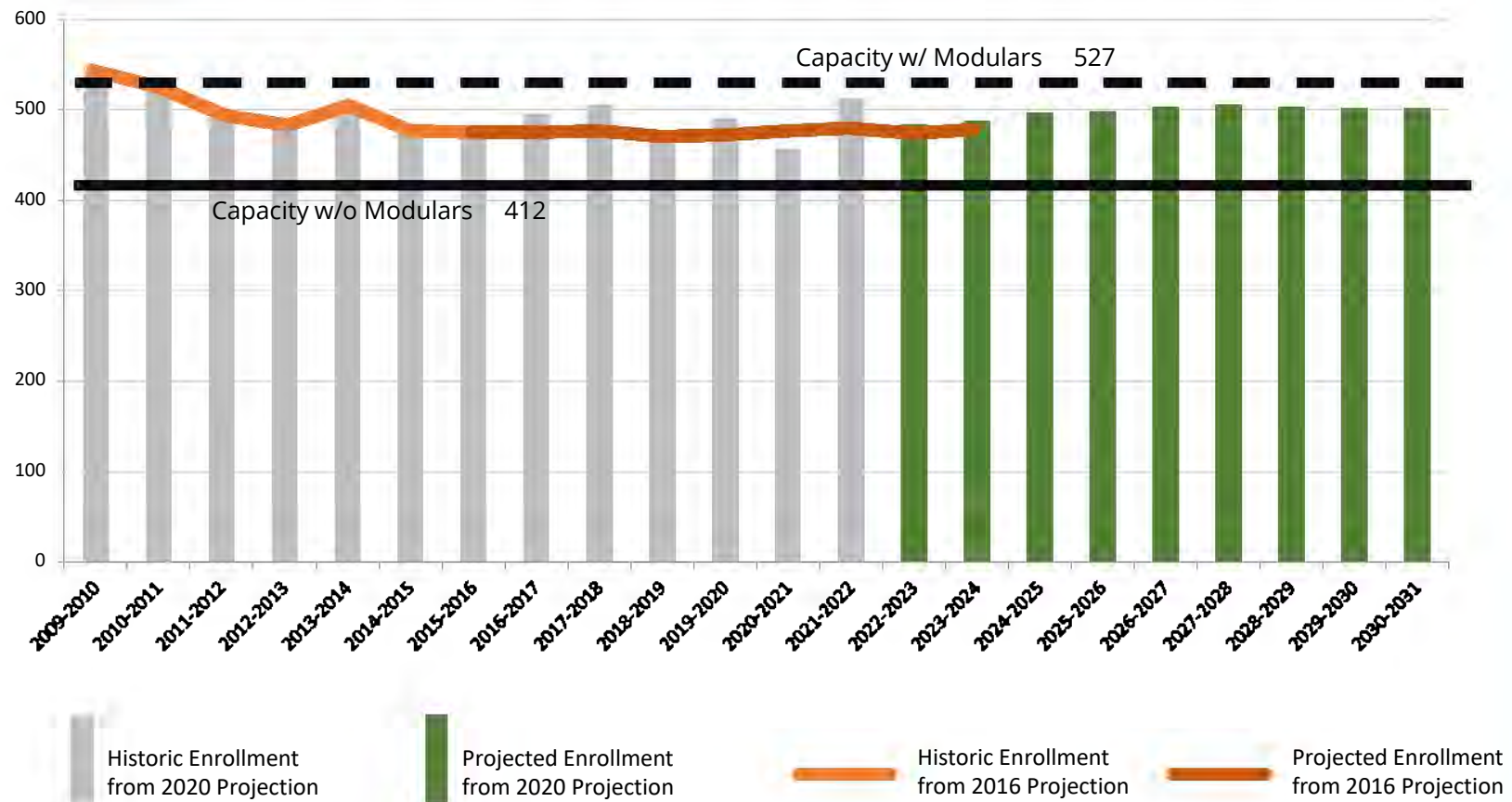
Enrollment & Capacity Analysis



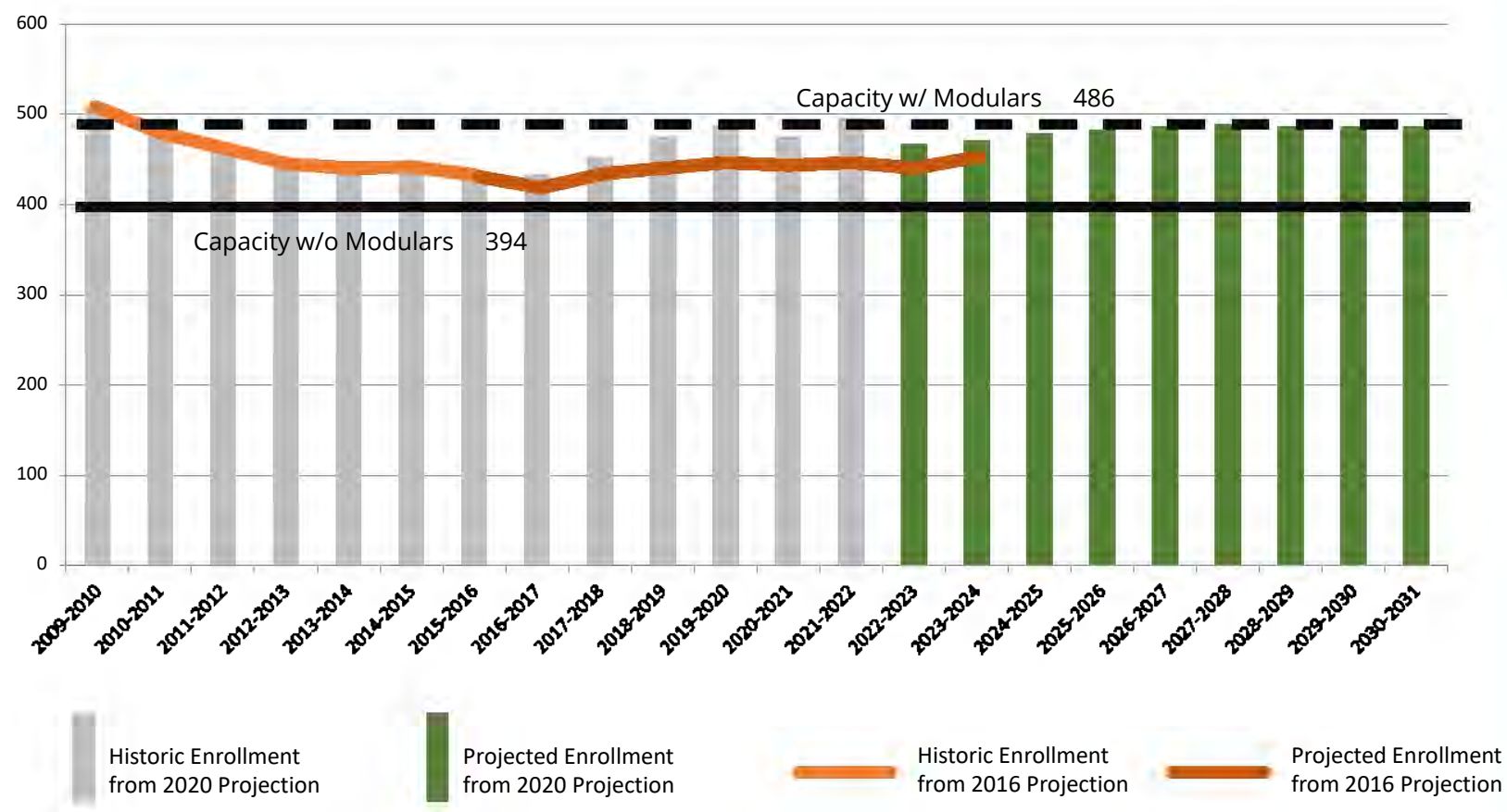
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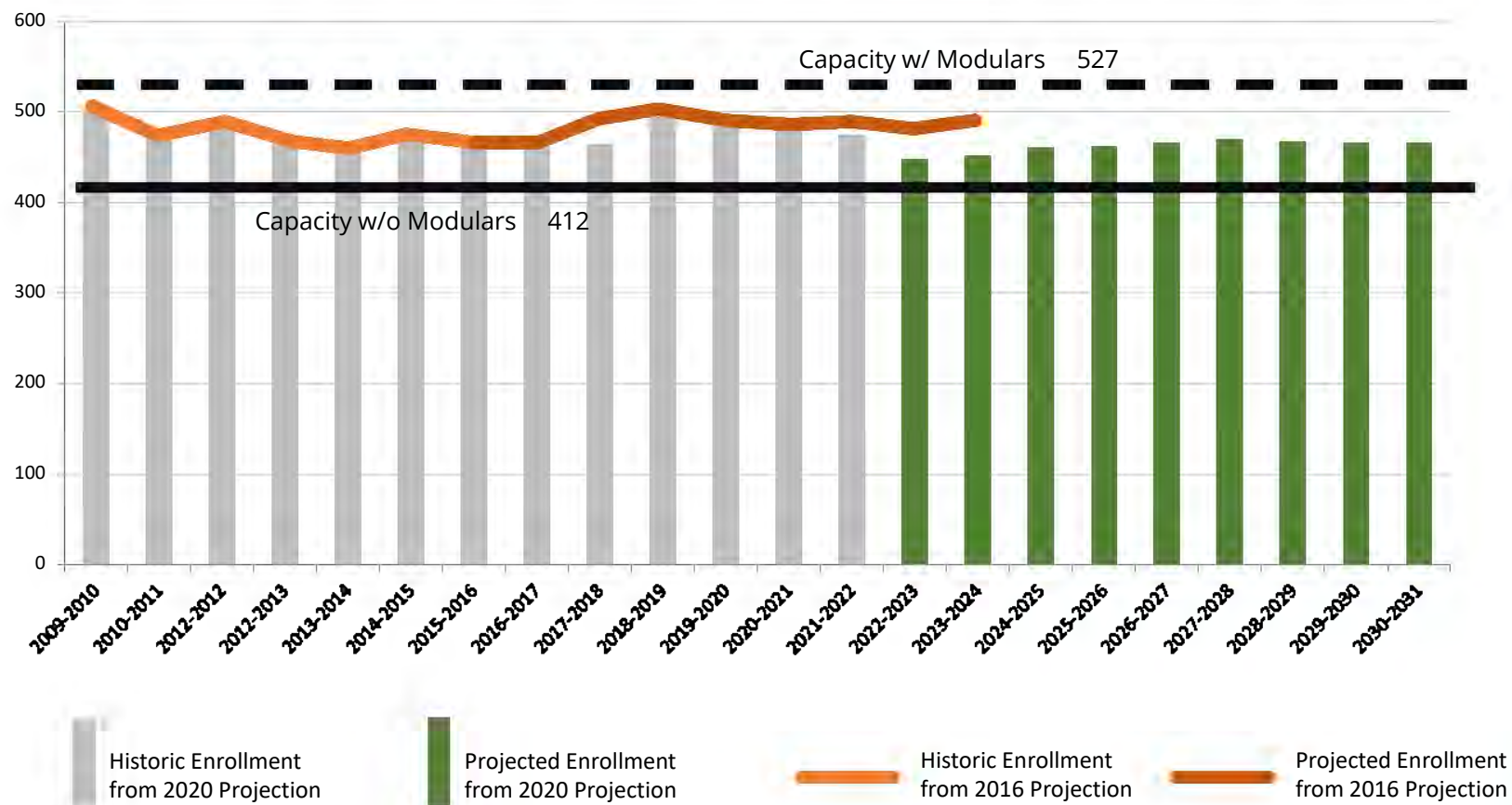
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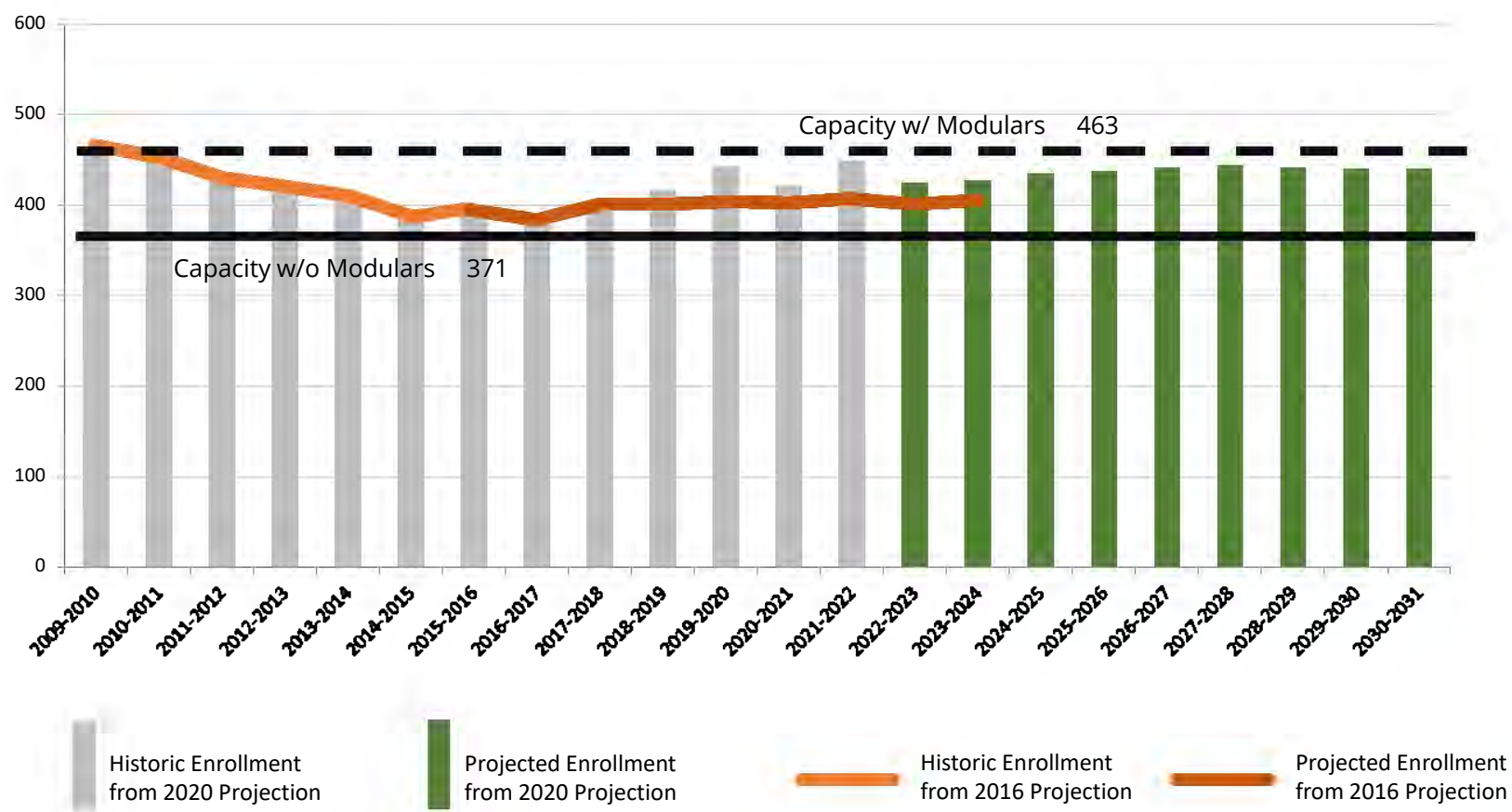
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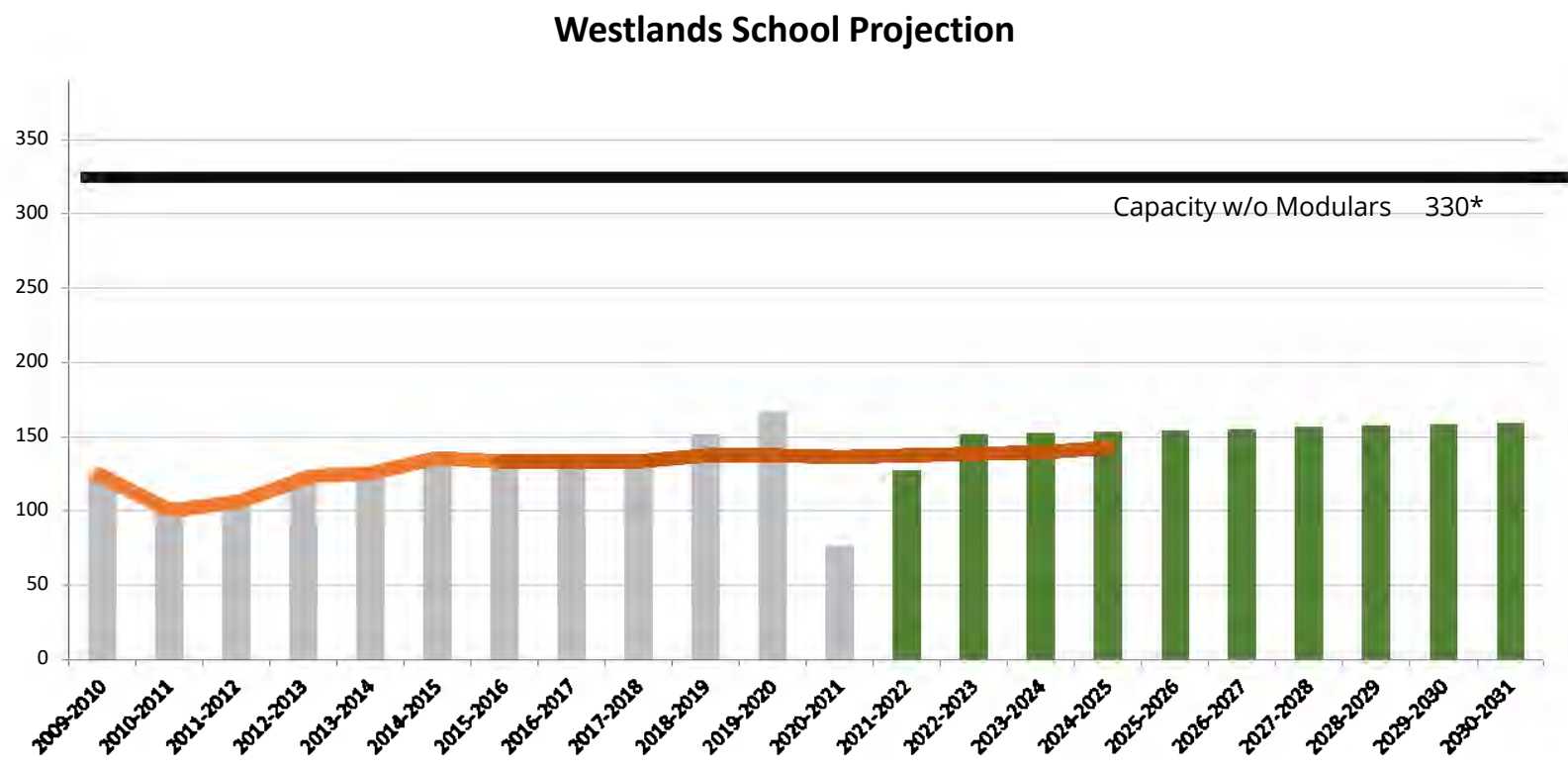
Enrollment & Capacity Analysis











Enrollment & Capacity Analysis




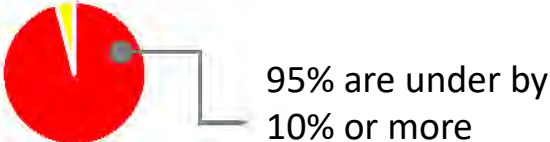

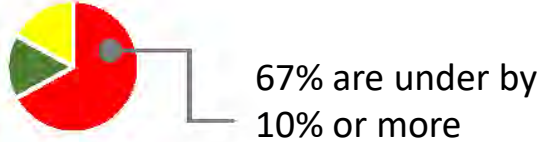

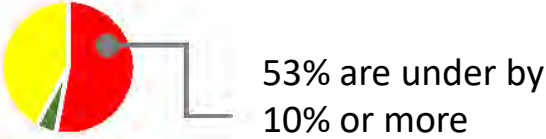

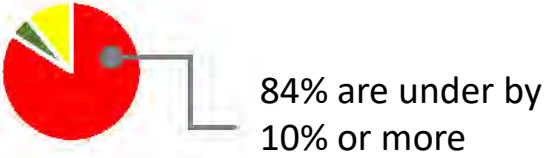
Enrollment & Capacity Analysis



* Capacity calculated as if it were a K-4 elementary school and if Community Education Programs were relocated.

	Current Enrollment	Capacity by GSF	Capacity by Classroom Count w/o Modulares	Capacity by Classroom Count w/ Modulares	Facility Condition	MSBA Instructional Space Comparative Analysis – Room by Room
Byam ES	512	346	412	527		 34% are under by 10% or more
Center ES	495	310	394	486		 35% are under by 10% or more
Harrington ES	475	346	412	527		 37% are under by 10% or more
South Row ES	449	310	371	463		 89% are under by 10% or more



	Current Enrollment	Capacity by GSF	Capacity by Classroom Count w/o Modulares	Capacity by Classroom Count w/ Modulares	Facility Condition	MSBA Instructional Space Comparative Analysis – Room by Room
Westland School	129	206	330	N/A		
McCarthy MS	829	928	958	1036		
Parker MS	728	650	684	840		
Chelmsford HS	1392	1785	1760	N/A		

Key Issues

- School Size
- School Count
- Grade Configuration
- Location of Pre-K
- Full-Day Kindergarten

Key Findings ①

- Explore alternative grade configuration
- Pull Pre-K away from free-standing model
- Developmental breaks may be different than where they are today
- Strong ties to neighborhood schools

People are passionate about the school they're in.

②

- "Neighborhood" school tag does not forbid the conversation ~~to~~ about other configurations (in most cases it is just a label)
- Alternative grade configuration may affect time on the bus
- PTOs & Fundraising is very involved in neighborhood school
- FULL DAY K!!
- Look @ impact of transportation costs





Options Summary

\$	A	PK	Westland Comm. Ed.	½ K-4	Byam ES	Harrington ES	Center ES	South Row ES		5-8	Parker MS	McCarthy MS	9-12	Chelmsford HS
\$\$	B	PK	Westland Comm. Ed.	K-4	Byam ES	Harrington ES	Center ES	South Row ES		5-8	Parker MS	McCarthy MS	9-12	Chelmsford HS
\$\$\$\$	C	PK	Westland Comm. Ed.	K-4	Byam ES	Harrington ES	Center ES	South Row ES		5-8	Parker MS	McCarthy MS	9-12	Chelmsford HS
\$\$\$\$	D		Westland Comm. Ed.	1-4	Byam ES	Harrington ES	Center ES	South Row ES	PK-K E..C.C.	5-6	Parker MS	McCarthy MS	9-12	Chelmsford HS
\$\$\$\$\$	E		Westland Comm. Ed.	PK-2	Byam ES	Harrington ES	K-2 Center ES	South Row ES		6-8	Parker MS	McCarthy MS	9-12	Chelmsford HS
\$\$\$\$\$	F		Westland Comm. Ed.	PK-2	Byam ES	Harrington ES	K-2 Center ES	South Row ES		6-8		McCarthy MS	9-12	Chelmsford HS
\$\$\$	G	PK	Westland Comm. Ed.	K-2		Harrington ES	Center ES	South Row ES	3-5 Byam Upper ES Parker Upper ES	6-8		McCarthy MS	9-12	Chelmsford HS
\$\$\$\$	H		Westland Comm. Ed.	PK-2	Byam ES	Harrington ES	K-2 Center ES	South Row ES	3-5 McCarthy Upper ES Parker Upper ES	6-8	New MS		9-12	Chelmsford HS
\$\$\$	I	PK	Westland Comm. Ed.	K-3	Byam ES	Harrington ES	Center ES	South Row ES	4-6 McCarthy MS Parker MS	7-8	New Jr. High		9-12	Chelmsford HS
\$\$\$\$\$	J	PK	Westland Comm. Ed.	K-5	Byam ES	Harrington ES	Center ES	South Row ES	McCarthy MS Parker ES	6-8	Chelmsford HS		9-12	New High School

Options Summary

A	PK	Westland Comm. Ed.	1/2 K-4	Byam ES	Harrington ES	Center ES	South Row ES				5-8	Parker MS	McCarthy MS	9-12	Chelmsford HS
D		Westland Comm. Ed.	1-4	Byam ES	Harrington ES	Center ES	South Row ES	PK-K	E..C.C.		5-6	Parker ES / MS	McCarthy MS	9-12	Chelmsford HS
E		Westland Comm. Ed.	PK-2	Byam ES	Harrington ES	K-2 Center ES	South Row Center ES			3-5		Parker MS	McCarthy MS	9-12	Chelmsford HS
H		Westland Comm. Ed.	PK-2	Byam ES	Harrington ES	K-2 Center ES	South Row ES	3-5	Parker Upper ES	McCarthy Upper ES			6-8	New MS	Chelmsford HS
I2		Westland Comm. Ed.	K-4	Byam ES	Harrington ES	Center ES	South Row ES	PK-4	Parker ES		5-6	McCarthy ES / MS	New Jr. High	9-12	Chelmsford HS
J5		Westland Comm. Ed.	1-5	Byam ES	Harrington ES	Center ES	South Row ES	1-5	Parker ES			McCarthy	6-8	MS @CHS	New ECC/ High School

New ECC/ High School

- State of the Art High School that benefits every student
- Combined 5th-8th at Existing High School
Improves Facilities and creates parity for middle grades
- Repurposing of Parker as elementary school alleviates overcrowding at elementary schools

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Priority MSBA Project

- Submitted Statement Of Interest 2018
 - Not Accepted
- Submitted Statement Of Interest 2019
 - Not Accepted
- Submitted Statement Of Interest 2020
 - Not Accepted

New ECC/ High School

- State of the Art High School that benefits every student
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-

Possible Reasons

- Other facilities in other towns in more need
- Other facilities in Chelmsford in more need

Public Input Session #1



Grade Configuration Exercise

- PK, K-4th, 5th-8th, 9th-12th
- PK-4th, 5th-6th, 7th-8th, 9th-12th
- PK-2nd, 3rd-5th, 6th-8th, 9th-12th
- K-4th, 5th-6th, 7th-8th, PK + 9th-12th
- 1st-5th, 6th-8th, PK & K + 9th-12th

1

Place a sticker in the gap between grade levels where natural developmental breaks occur.

2

What are the advantages & disadvantages?

3

Report Out

Middle School Faculty & Staff Input Session



Grade Configuration Explanations

Use this tool to plan your ideal grade configuration knowing that data suggests Chetumal needs 4 elementary schools with a capacity of approximately 400 each, or 5 elementary schools with a capacity of approximately 300 each. Indicate which project should be the priority with a star.

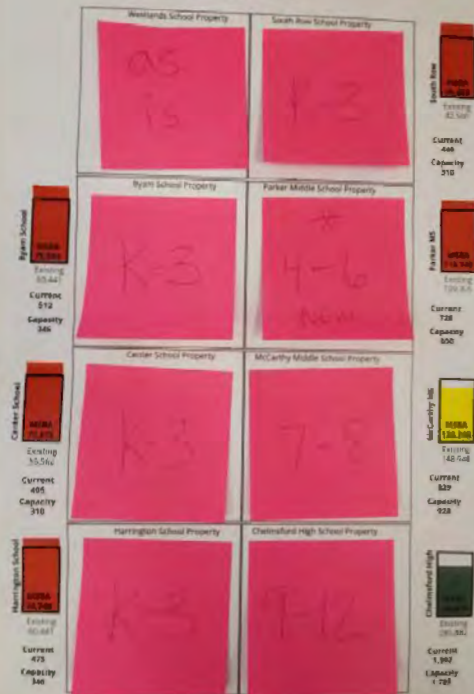
* Capacity Calculations exclude modular classrooms.



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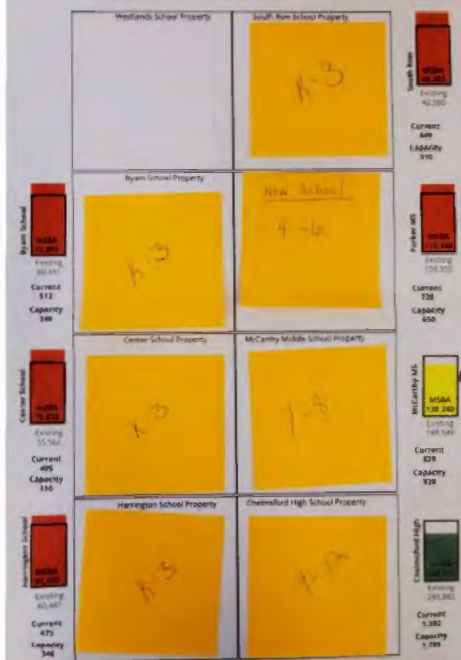
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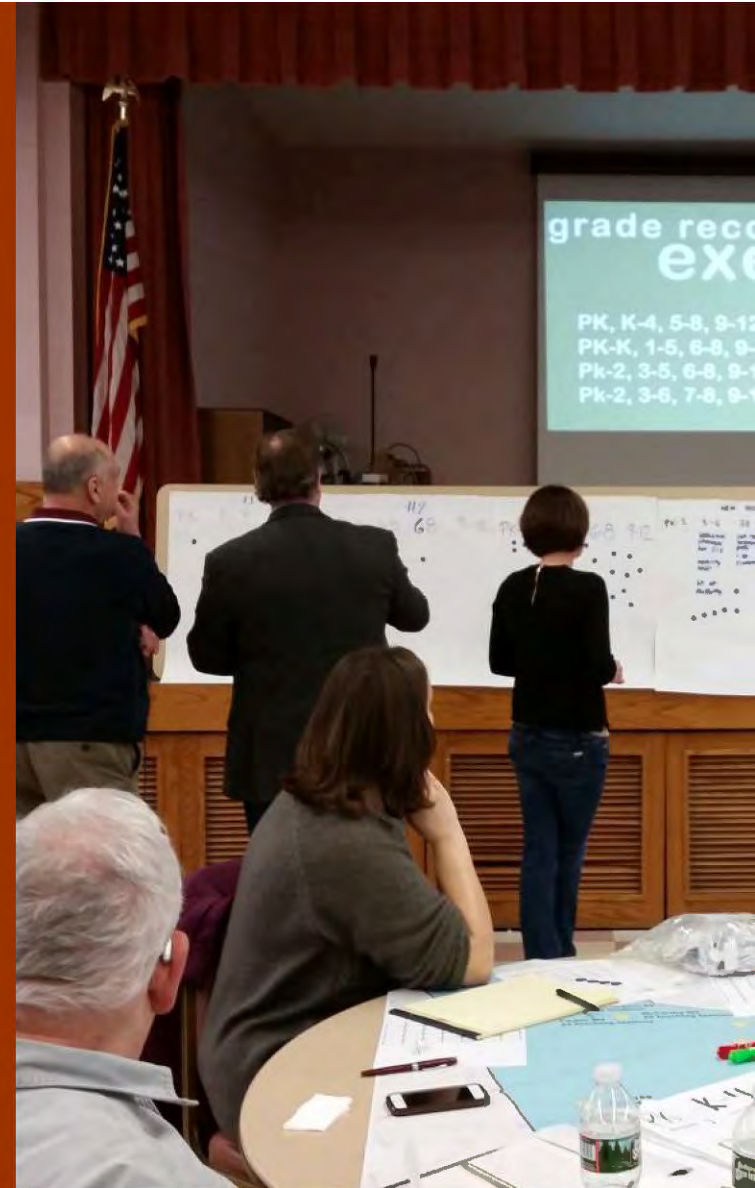


Middle School Student Input Session





Public Input Session #2



Option: Parker Priority, 7th-8th Focus

Parker Site	McCarthy Site	Byam Site	Center Site	Harrington Site	South Row Site
New 7 th -8 th	5 th -6 th	K-4 th	K-4 th	K-4 th	K-4 th

Option: Parker Priority, 5th-6th Focus

Parker Site	McCarthy Site	Byam Site	Center Site	Harrington Site	South Row Site
New 5 th -6 th	7 th -8 th	K-4 th	K-4 th	K-4 th	K-4 th

Option: Parker Priority, 5th-8th Focus

Parker Site	McCarthy Site	Byam Site	Center Site	Harrington Site	South Row Site
New 5 th -8 th	PK-4 th	K-4 th	K-4 th	K-4 th	K-4 th

Option: Parker Priority, 4th-6th Focus

Parker Site	McCarthy Site	Byam Site	Center Site	Harrington Site	South Row Site
New 4 th -6 th	7 th -8 th	K-3 rd	K-3 rd	K-3 rd	K-3 rd

Option: Parker Priority, 6th-8th Focus

Parker Site	McCarthy Site	Byam Site	Center Site	Harrington Site	South Row Site
New 6 th -8 th	PK-5 th	K-5 th	K-5 th	K-5 th	K-5 th

Options' Considerations & Objectives

- Chelmsford high school as priority project less likely to get invited into MSBA process.
- Elementary schools in greatest physical need, most deficient on permanent space, and more likely to get invited into MSBA process, but also less likely to get public support one at a time.
- Middle grades most likely best balance to get invited into MSBA process and to gain public support.
- Resolve as many identified issues as possible in the priority project as cost effectively as possible.
- Impact every student directly with project.
- Position the District to resolve the remaining issues over a longer time horizon.
- Relocate PreK to be part of one or more elementary schools
- Consider alternative grade groupings at both elementary and middle grades



**Emerging Master
Plan Options**

Next Steps

November	Master Plan Timelines & Cost Estimates
Dec 12th	School Committee Update
December	Priority Project Discussions
Dec 21st	School Committee Update
January	Draft and Final Reports
Early Spring	Statement of Interest for Priority Project



CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee

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

Date: November 12, 2021

Re: School Committee & Superintendent Goals: 2021-22 – **FINAL**

Attached please find a copy of the school committee and superintendent final goals for the current 2021/22 school year. The draft goals were provided at the regular meeting of November 2, 2021. I incorporated the suggested edits into the format we typically use to display on the website. The final goals are now back before the committee for review and approval at the regular meeting on November 16, 2021.

Chelmsford School Committee and Superintendent Goals 2021-22

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 2021-22 school year.

District Wide Goals

The following school committee goals for the 2021-22 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

Supporting Academic Programs

During the 2021-22 school year, the school committee will support the district plans to provide educational programming in such a way as to re-establish traditional school, classroom climates, and norms, while providing the safest and most appropriate learning environment given available health metrics and guidance from state and local agencies. This goal will be measured by successful implementation of traditional scheduling, classroom and school configurations, academic pacing guides and assessments to monitor student progress and remediate deficiencies due to learning loss in previous years, as well as established safety guidelines and protocols that maintain a learning environment in which the health and safety of students and staff are prioritized.

ACTION STEPS:

1. Communicate with stakeholders including faculty, administration, parents, and student's elements of the learning schedules, classroom and school procedures and safety protocols being implemented to minimize disruption to traditional school climates while maintaining a safe learning environment.
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.
3. 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-19 pandemic and allocate funding for the implementation of additional supports when deemed necessary.

Superintendent's Goals and Action Steps

Every Student Achieving Academically

By June 2022, the superintendent will execute the reopening of in-person learning for the Chelmsford Public Schools that incorporates reestablishing school schedules for academics and extra curricula activities that are in alignment with statewide safety requirements outlined by the Massachusetts Department of Elementary and Secondary Education (DESE) and Massachusetts Department of Public Health (MADPH) to allow for the academic acceleration of all students that addresses learning loss from the onset of the pandemic to now, as measured by the our internal academic benchmarks, additional programming to support students' identified academic needs, the monitoring of safety protocols in place for schools to mitigate the spread of COVID-19, and data from pool testing and confirmed cases of COVID-19 in the schools.

ACTION STEPS:

1. Review current schedules and learning models with school administrators and make necessary adjustments to meet students' needs.
2. Review and report on academic programming based on internal benchmarks and diagnostics and make necessary adjustments to meet students' needs.
3. Continue with the curriculum adoption implementation of a new literacy program K-8.
4. Continue to assess the technology needs of the district to support in-person learning access and delivery of curriculum.
5. Provide additional academic supports outside of the traditional school day through on-line tutoring programs.
6. Monitor and report to the school community, state and local health data of COVID-19 in the Chelmsford Public Schools for all levels (elementary, middle and high school) and make necessary adjustments for continued mitigation.



School Committee's Goals and Actions Steps

Maintaining a positive, inclusive, pro-social learning environment

During the 2021-22 school year, the school committee in collaboration with the superintendent, assistant superintendent, director of student support services, and other stakeholders, will monitor programming that promotes the social emotional well-being and mental health of all students and staff that assist in cultivating positive, inclusive, safe learning environments for all. This goal will be measured through reports to the committee on established SEL programming, guidance and counseling services, special education, and ELL programming and service updates, and programs offered to promote equitable and inclusive environments within the Chelmsford Public Schools.

ACTION STEPS:

1. Receive updates on current social emotional programming, along with guidance and counseling services, to evaluate recommended changes or additional supports for students and staff throughout the school year.
2. Monitor the progress of students in specialized educational programs, such as special education and ELL, to be sure that allocated resources are available and utilized that specifically address these subgroups when deemed necessary.
3. Inform and engage the school and broader community regarding the vision of the school district in the areas of diversity, equity, and inclusivity of all groups by reviewing policies and allocating resources for educational programming and professional development for students, staff, and parents to increase awareness of these issues.

Superintendent's Goals and Action Steps

Every Student Supported in a Positive, Prosocial Learning Environment

By June 2022, the superintendent will establish a system of supports that ensures students' social and emotional learning needs are addressed, and examines issues surrounding diversity, equity, and inclusion (DEI) so all school community members feel welcomed, respected, and safe, as measured by providing professional development for school staff in the area of (DEI), the administration and review of school culture surveys, and continued implementation of tiered systems and practices established by the school-based MTSS teams.

ACTION STEPS:

1. Provide professional development in DEI for staff as designated by the professional development calendar.
2. Engage administrative staff in a year-long graduate level course on DEI.
3. Identify and support a sub-group to train (train-the-trainer model) in DEI work to establish a foundation for continued in-house professional development in DEI.
4. Utilize Tier I, II, III MTSS teams to provide necessary recommendations and procedures at the school level to address the reengagement of students to in-person learning and support students and families in crisis.
5. Continue to support family's nutritional needs through our school nutrition program.



School Committee's Goals and Actions Steps

Maintaining aligned financial and facilities resources

During the 2021-22 school year, the school committee will work with the superintendent, school personnel, and town officials, to develop an aligned, sustainable financial foundation that supports the needs of the district including current and future operating budget requirements, and current and future facility needs, and will clearly communicate these with all stakeholders in the district. This goal will be measured by financial reports, budget documents, capital plans, and reports from consultants on facility needs within the district.

ACTION STEPS:

1. Work with the superintendent and business administrator to monitor the current year budget, including all grants from federal, state, and local agencies related to the COVID-19 pandemic, and make necessary adjustments as needed, and to develop a budget for the 2022-23 school year considering current and future financial needs within the district.
2. Collaborate with and review reports from Dore and Whittier Architects to assess progress in addressing previous capital plan recommendations, analyze enrollment projections and possible grade level realignments, guide future 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.
3. Work with the superintendent, director of personnel, legal counsel, and labor unions on new labor agreements that align with the needs and desires of both the staff and the district.

Superintendent's Goals and Action Steps

Aligned Financial and Facility Resources in Support of the Schools

By June 2022, the superintendent will develop an aligned sustainable financial foundation that is adequately funded and addresses the future needs of the district's goals to incorporate impacts and changes stemming 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 FY23 school budget.

ACTION STEPS:

1. Assess all financial lines of the budget impacted by the COVID-19 pandemic
Assess all financial lines of the budget impacted by COVID-19 and address the needs for a continued return to in-person learning for students.
2. Review and allocate awarded ESSER grant funds to provide for the educational needs of students as allowed by grant parameters.
3. Engage in the facilities review process with Dore and Whittier Architects to provide sustainable facilities and operations for educational programming conducive to present and future student learning needs.
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.
5. Initiate a strategic planning process to establish a multi-year plan that addresses the academic, social-emotional, and facilities needs of the district.



School Committee's Professional Practice Goals

Mission Statement

The following school committee goals for the 2021-22 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 2021-22 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 monitoring the district website to make sure it provides the most up-to-date information and resources for parents, students, and staff, continuing to solicit public input on school related topics through the public input portion of school committee agendas, public forums, workshops, or surveys, and improving protocols and procedures for responding to information and/or questions from the public.

Committee Involvement in Strategic Plan Development

During the 2021-22 school year, the school committee will continue to work with all stakeholders to help to develop a district wide strategic plan to guide the work of the committee, administration, faculty, and staff for the 2022-23 academic year and beyond. The committee will consider the merits of soliciting an outside contractor to help direct and guide this process and, if deemed appropriate, contract with such an organization. Successful completion of this goal will be evidenced by the finalization and approval of a multi-year strategic plan aligned to the approved district budget.

Committee Engagement with State Level Organizations

During the 2021-22 school year, the school committee will continue to work with all stakeholders to help to develop a district wide strategic plan to guide the work of the committee, administration, faculty, and staff for the 2022-23 academic year and beyond. The committee will consider the merits of soliciting an outside contractor to help direct and guide this process and, if deemed appropriate, contract with such an organization. Successful completion of this goal will be evidenced by the finalization and approval of a multi-year strategic plan aligned to the approved district budget.

Establishment of an advisory committee to examine and report on school climate

During the 2021-22 school year, the school committee will discuss the merits of establishing an advisory committee to gather and review information and data on the diversity, equity, and inclusivity (DEI) practices within the district and make recommendations for positive changes to adopt. If the committee decides that such an advisory committee may be beneficial to the continued success of the district, it will agree-upon the goals of such committee work, the scope of the work, the timeline of the work, the makeup of the committee, and how the committee may gather information and data about school climate pertaining to DEI within the schools. Should the committee decide to create such an advisory committee, successful completion of this goal would be evidenced by the establishment of such a committee to begin work during the 2022-23 school year.



Superintendent's Professional Practice Goals

Mission Statement

The following superintendent professional practice goals for the 2021-22 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 2022, 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.

Budget Planning and Presentation

By June 2022, the superintendent will continue to refine financial reporting practices and procedures and develop a FY23 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.

Committee Engagement with State Level Organizations

By June 2022, 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.



Perseverance • Respect • Integrity • Determination • Empathy

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: November 1, 2021
Re: FY23 Capital Planning Update

At the regular meeting of the school committee on November 2, 2021, the committee voted to approve a list of capital items totaling \$ 3.5 million be presented to the Town of Chelmsford Capital Committee for consideration (Attachment 1). Since that meeting, I had a conversation with Gary Persichetti pertaining to four of the projects being removed from the list. The two (2) projects pertaining to HVAC repairs/upgrades (McCarthy and Parker modular classroom rooftop unit replacements and the DDC control upgrades at Center) are going to be funded under the Town's ARPA grant award. Therefore, they may be removed from our list. Further, Mr. Persichetti indicates the Town has made recent renovations to the elevators at McCarthy and CHS, therefore extending their useful life. He recommends we remove the two (2) elevator projects, and he will request new proposals for future improvements/renovations to the elevators for inclusion in future capital year requests. A revised capital project list totaling \$ 2.8 million is attached for your review (Attachment 2). The priority of the items has not changed, I have just removed the four aforementioned projects.

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: John Sousa, Finance Director/Treasurer

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

Date: November 3, 2021

Re: FY2023 Capital Plan Requests – Chelmsford Public Schools

At the regular meeting of the Chelmsford School Committee on November 2, 2021, committee members and administration had a discussion pertaining to priorities for the FY23 capital plan requests. After discussion, the school committee voted to submit the final prioritized list of capital projects totaling \$ 3.5 million to the capital planning committee for consideration as follows:

Priority	Amount	Project
1	\$ 156,354	School Ductwork Repair/Service - Funding is sought to 1) clean, repair and service the existing HVAC ductwork and air handling distribution devices, 2) replace hot water convector units at Westlands School, and 3) install a VFD for RTU 18 at CHS. This item was deferred in FY20, FY21, and FY22.
1	\$ 325,000	Replace the boilers at Chelmsford High School. This item was deferred in FY22.
1	\$ 155,610	Renovate/replace the elevator at McCarthy Middle School. This item was deferred in FY22.
2	\$ 100,000	Replace RTU units on the modular classrooms at McCarthy and Parker Middle Schools.
2	\$ 321,816	Replace the remaining pneumatic control system with DDC controls at Center Elementary School.
2	\$ 135,218	Install code compliant rubber stair treads on the concrete stairs (Byam, Harrington & Parker), and 2) repair topping of concrete stair treads (Harrington).
2	\$ 438,355	Complete remodel of the kitchen and food service preparation areas to include new equipment and furnishings at McCarthy Middle School.
2	\$ 455,400	Renovate all student and staff bathrooms with code-compliant handicapped accessible fixtures and new partitions at Westlands School.
2	\$ 72,108	Repair the gymnasium walls and install protection pads behind the basketball backboards at South Row Elementary School.
2	\$ 159,600	Renovate/replace the elevator at Chelmsford High School.
3	\$ 1,200,000	Replace the basketball and tennis courts (street hockey too) at Chelmsford High School.
3	\$ 13,662	Replace the building mounted compact fluorescent scones at Chelmsford High School with LED fixtures.
	\$ 3,533,123	Total FY23 School Department Capital Requests

Attached please find Capital Improvement Plan (CIP) Detail Sheets for each project requested for consideration in priority order.

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: John Sousa, Finance Director/Treasurer

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

Date: November 3, 2021

Re: FY2023 Capital Plan Requests – Chelmsford Public Schools

At the regular meeting of the Chelmsford School Committee on November 2, 2021, committee members and administration had a discussion pertaining to priorities for the FY23 capital plan requests. After discussion, the school committee voted to submit the final prioritized list of capital projects totaling \$ 2.8 million to the capital planning committee for consideration as follows:

Priority	Amount	Project
1	\$ 156,354	School Ductwork Repair/Service - Funding is sought to 1) clean, repair and service the existing HVAC ductwork and air handling distribution devices, 2) replace hot water convector units at Westlands School, and 3) install a VFD for RTU 18 at CHS. This item was deferred in FY20, FY21, and FY22.
1	\$ 325,000	Replace the boilers at Chelmsford High School. This item was deferred in FY22.
2	\$ 135,218	Install code compliant rubber stair treads on the concrete stairs (Byam, Harrington & Parker), and 2) repair topping of concrete stair treads (Harrington).
2	\$ 438,355	Complete remodel of the kitchen and food service preparation areas to include new equipment and furnishings at McCarthy Middle School.
2	\$ 455,400	Renovate all student and staff bathrooms with code-compliant handicapped accessible fixtures and new partitions at Westlands School.
2	\$ 72,108	Repair the gymnasium walls and install protection pads behind the basketball backboards at South Row Elementary School.
3	\$ 1,200,000	Replace the basketball and tennis courts (street hockey too) at Chelmsford High School.
3	\$ 13,662	Replace the building mounted compact fluorescent scones at Chelmsford High School with LED fixtures.
	\$ 2,796,097	Total FY23 School Department Capital Requests

Attached please find Capital Improvement Plan (CIP) Detail Sheets for each project requested for consideration in priority order.

COVID-19 Cases, Pool Testing, Test & Stay, and Vaccination Status Update

Chelmsford Public Schools

November 16, 2021

Massachusetts COVID-19 Vaccination Data

Date Published: Thursday November 11, 2021

Town of Chelmsford

Age Group	Population	Individuals with at least one dose	Individuals with at least one dose per capita	Fully Vaccinated	Fully Vaccinated individuals per capita
5 - 11 Years	2,775	159	6%	0	0
12 - 15 Years	1,812	1,455	80%	1,286	71%
16 - 19 Years	1,721	1,507	88%	1,443	84%

Pool Testing Participation – School Level

Chelmsford Public Schools

School Level Data - Participation in Pool Testing and Test & Stay Protocol

	Enrollment	Individuals enrolled in Pool Testing	% of School	Individuals enrolled in Test & Stay Protocol	% of School
Chelmsford High School	1,346	334	25%	408	30%
McCarthy Middle School	830	300	36%	403	49%
Parker Middle School	727	252	35%	309	43%
Byam Elementary School	511	213	42%	287	56%
Center Elementary School	497	237	48%	204	41%
Harrington Elementary School	474	171	36%	235	50%
South Row Elementary School	447	217	49%	325	73%
Consents Provided as of 11.12.2021:		1,724		2,171	

Chelmsford Public Schools COVID-19 Pool Testing Results

Week	Testing Date	Total Tests Administered	# Tests Positive	# Tests Negative	% Positivity
1	9.28.2021	636	1	635	0.16%
1	9.29.2021	375	0	375	0.00%
2	10.5.2021	763	2	761	0.26%
2	10.6.2021	403	0	403	0.00%
3	10.12.2021	758	1	757	0.13%
3	10.13.2021	417	0	417	0.00%
4	10.18.2021	400	0	400	0.00%
4	10.19.2021	404	0	404	0.00%
4	10.20.2021	444	0	444	0.00%
5	10.25.2021	406	1	405	0.25%
5	10.26.2021	426	0	426	0.00%
5	10.27.2021	462	2	460	0.43%
6	11.1.2021	742	3	739	0.40%
6	11.3.2021	538	1	537	0.19%
7	11.8.2021	753	3	750	0.40%
7	11.9.2021	550	3	547	0.55%
TOTALS:		8,477	17	8,460	0.20%

Chelmsford Public Schools Test & Stay Results

Month	Total Tests Administered	# Tests Positive	# Tests Negative	% Positivity
September	709	12	697	1.69%
October	682	1	681	0.15%

Chelmsford Public Schools

Test & Stay Results

October, 2021	Total Tests Administered	# Tests Positive	# Tests Negative	% Positivity
Chelmsford High School	0	0	0	0.00%
McCarthy Middle School	243	0	243	0.00%
Parker Middle School	322	1	321	0.31%
Byam Elementary School	27	0	27	0.00%
Center Elementary School	57	0	57	0.00%
Harrington Elementary School	7	0	7	0.00%
South Row Elementary School	26	0	26	0.00%
CHIPs/Comm Ed PreSchool	0	0	0	0.00%
TOTAL:	682	1	681	0.15%

School Level Vaccinations

Chelmsford Public Schools

School Level Vaccination Data

	Enrollment	Individuals sharing vaccination status	% of School
Chelmsford High School	1,346	886	66%
McCarthy Middle School	830	212	26%
Parker Middle School	727	171	24%

Chelmsford Public Schools Weekly COVID-19 Dashboard

Positive COVID-19 Cases in Chelmsford Public Schools

The data in the table below represents the number of positive COVID-19 cases involving students and staff in the Chelmsford Public Schools during the reporting period specified.

Please note the following definitions:

1. Reported positive cases for students: Number of reported positive cases for students who are enrolled in the school.
2. Reported positive cases for staff: Number of reported positive cases for district staff members employed by the school district.

A weekly report will be posted each Friday.

School	Number of STUDENTS with confirmed positive cases from 11/4 to 11/10	Number of district STAFF with confirmed positive cases from 11/4 to 11/10
CHIPs Integrated Pre-School	0	0
Lions Pride Pre-School	0	0
Byam Elementary School	2	0
Center Elementary School	11	0
Harrington Elementary School	1	0
South Row Elementary School	4	0
McCarthy Middle School	8	0
Parker Middle School	5	0
Chelmsford High School	1	1

Upcoming Events:

- **COVID-19 Vaccination Clinic for 5 – 11 Year Old Children**

Offered in partnership with Remedium Pharmacy

Friday November 19, 2021

McCarthy Middle School

3:00 - 7:00 p.m.

Registration information in Superintendent's Newsletter and on CPS website

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: November 13, 2021
Re: Multi-Year Strategic Planning Process

Attached please find a proposal from District Management Group (DMG) outlining their approach to strategic planning and proposal for work with the Chelmsford Public Schools. I have been in communication with representatives of DMG since late summer about potential work with our district this year. I believe it will well serve the district to engage the services of a firm, such as DMG, to assess our current performance and needs, and work to clearly articulate goals and actions items to be carried out in the coming years to continue to advance education in Chelmsford. DMGs approach to engaging all stakeholders in the process was a selling point for me.

I have attached the proposal for you to review as it clearly outlines how DMG will work with us now through the end of the school year on this project. I welcome your input at the regular meeting next week on engaging DMG in the proposed work.

November 5, 2021

Dr. Jay Lang
Superintendent of Schools
Chelmsford Public Schools
230 North Road
Chelmsford, MA 01824

Dear Jay,

District Management Group (DMGroup) is pleased to present the enclosed proposal to support the creation of Chelmsford Public Schools' district strategic plan.

For DMGroup, the focus is not on creating a well-written document, but on delivering a dynamic plan focused on action and improving student achievement. The goal of this strategic planning work is to position the district to achieve results for its students.

DMGroup has extensive experience working with school districts around the country in creating highly focused strategic plans that deliver results. In an attempt to address a myriad of challenges and a variety of differing stakeholder concerns, many districts end up with lengthy strategic plans that prove too unwieldy to put into action. DMGroup firmly believes that great power lies in creating a strategy tightly focused on a very small set of the most important levers for improving performance.

DMGroup begins the strategic planning process by conducting an in-depth quantitative and qualitative analysis of Chelmsford Public Schools' current performance and needs. We believe it is essential to begin with a clear, accurate, and shared understanding of where district performance stands before embarking on planning for the future. With the starting point well understood, Chelmsford Public Schools and DMGroup work to articulate aspirational goals. DMGroup then engages the district in codifying a clear theory of action—a set of beliefs as to what will drive change in the district. A clearly articulated theory of action enables the team to distill the district's aspirations into concrete goals and tactics. Throughout this process, DMGroup shares relevant best-practice research to inform and guide the work.

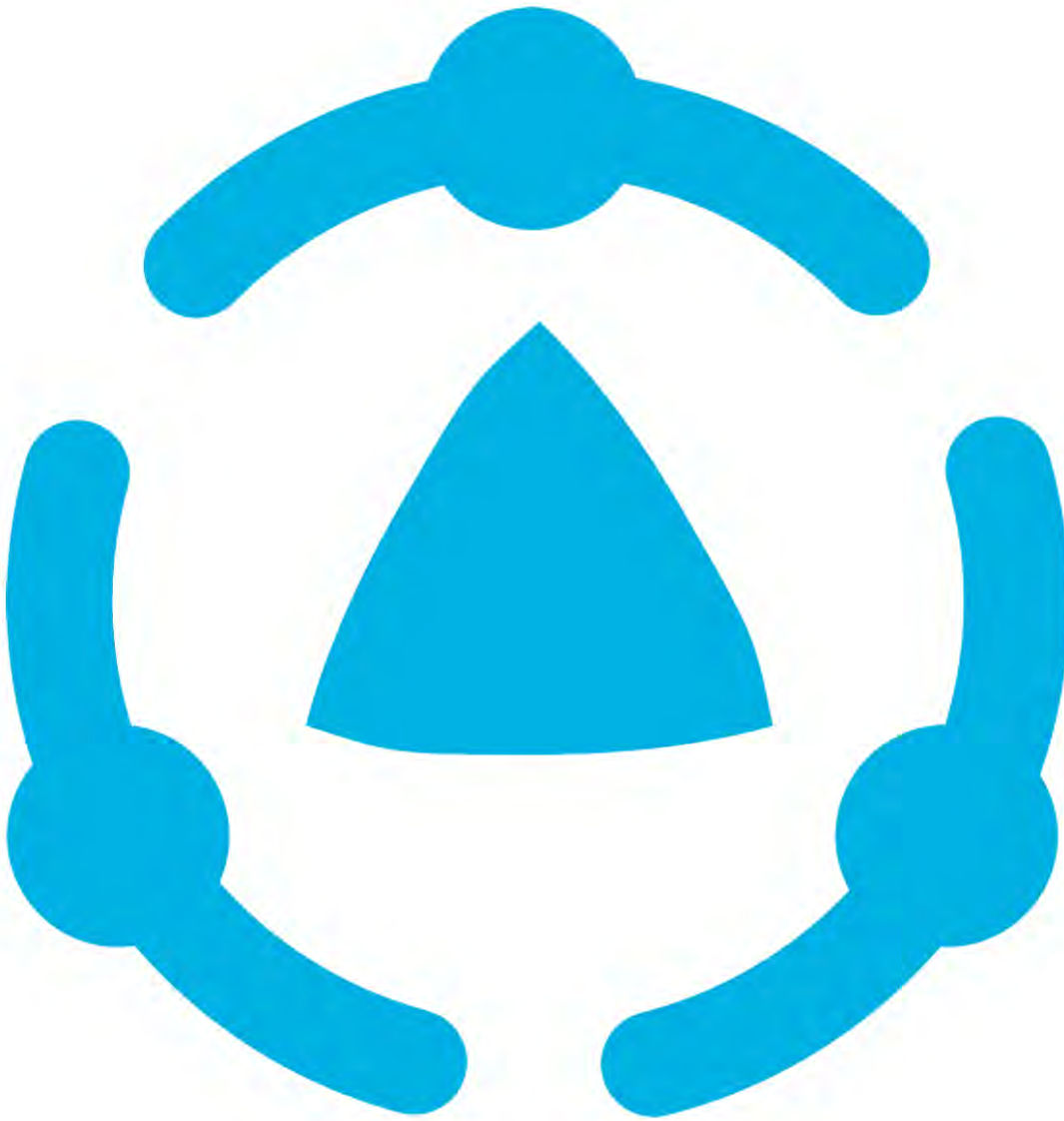
DMGroup also recognizes that a successful strategic plan requires input, vetting, and support from its stakeholders and its community. Therefore, DMGroup has developed and incorporated a Two-Step Community Engagement process into the strategic planning effort. DMGroup brings people together at critical junctures in the process to garner their input and feedback. DMGroup's strategic planning process, together with our community and stakeholder engagement strategy, result in a highly refined, actionable, and inclusive strategic plan that represents the input and support of the district's stakeholders and community.

We look forward to the opportunity to work with you and your district.

Sincerely,

John J-H Kim
Chief Executive Officer

Steph Watson
Senior Director, DMConsulting



Developing a Focused, Results-Oriented Strategic Plan

Proposal for

Chelmsford Public Schools

November 5, 2021



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Executive Summary

District Management Group's (DMGroup) field-proven methodology for strategic planning is based on extensive research coupled with our experience working with districts to put powerful strategic plans into action to drive results. We will begin by helping Chelmsford Public Schools hone a powerful theory of action about what will drive improvement in your district and position you to achieve your goals. Using this theory of action as our north star, together we'll identify a short list of priorities, initiatives and measurable goals that will guide the daily work of your district, and we'll help you build stakeholder buy-in for the plan. DMGroup will enable Chelmsford Public Schools to:

- ✓ Develop an actionable strategy will help your district navigate tough tradeoffs and guide decision-making
- ✓ Build support among stakeholders and buy-in for the district's path forward
- ✓ Realign how your district allocates limited resources to support key strategic objectives
- ✓ Drive results with an action plan that enables you to track progress toward your goals

Using our proven strategic planning framework and methodology, DMGroup is excited to help Chelmsford Public Schools craft a focused district strategy that will support your goals and raise achievement in the face of ever-mounting challenges.



Approach and Methodology

Confronted by fluctuating student enrollment, growing regulatory and accountability requirements, increasingly diverse student populations, constrained resources, and a variety of stakeholders with competing interests, many school districts end up creating very lengthy strategic plans in an attempt to respond to the myriad challenges and countervailing concerns. Too often, these strategic plans prove unwieldy, and districts find themselves without a clear roadmap to deliver on the competing objectives. In fact, in a study analyzing over 400 district strategic plans, DMGroup found that as few as 3% of district strategic plans prioritize or rank initiatives, impeding their ability to identify and focus on high-impact opportunities (Figure 1).

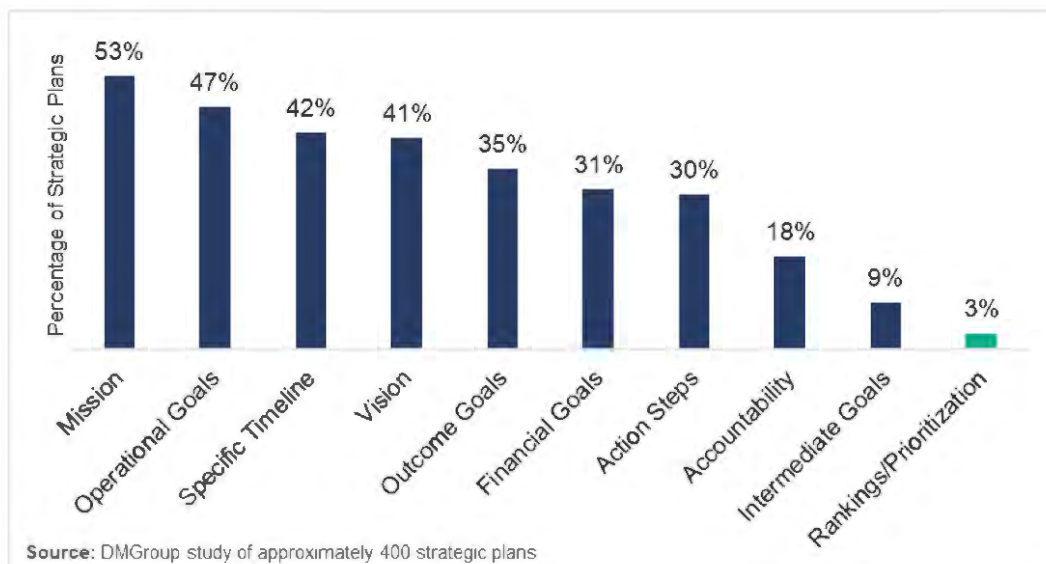


Figure 1. Percentage of Strategic Plans Containing Selected Key Elements.

Over the course of twelve years working with dozens of districts nationwide, DMGroup has developed a unique strategic planning framework, as shown in Figure 2, that aims to drive the daily work of the district in a cohesive manner. By anchoring around a defined Theory of Action, we are able to help districts narrow their priorities into a set of cohesive strategic elements that drive towards a common outcome. Our approach is anchored around four key activities:

1. **Assess Needs.** We begin by conducting a comprehensive needs assessment, gathering both quantitative information as well as qualitative input from the community. Our needs assessment provides a shared understanding from which to launch the planning process.
2. **Codify a Theory of Action.** We work with you to codify your district's theory of action, the fundamental set of core beliefs about the drivers of long-term success. Together, we'll reflect deeply on the context needed to successfully address the



root causes of your district's challenges. Once developed, your theory of action will guide prioritization of goals, initiatives, and activities in your school district.

3. **Set Priorities and Goals.** We help you distill a lengthy list of priorities down to a short, actionable list—five or six broad thematic areas that will propel the district to achieve its vision and mission. For each priority, we'll articulate measurable goals to define success, so progress can be tracked.
4. **Two Step Community Engagement.** We know that a strategic plan needs broad support to be implemented effectively, but building support is challenging work. We take a two-step approach to community engagement that creates deeper understanding of district needs as well as the trade-offs at hand. We'll solicit stakeholder input early in the process and facilitate a series of community engagement meetings once the plan is drafted to provide essential insight into different perspectives, identify issues that may have been overlooked, and create an opportunity for feedback and reaction.

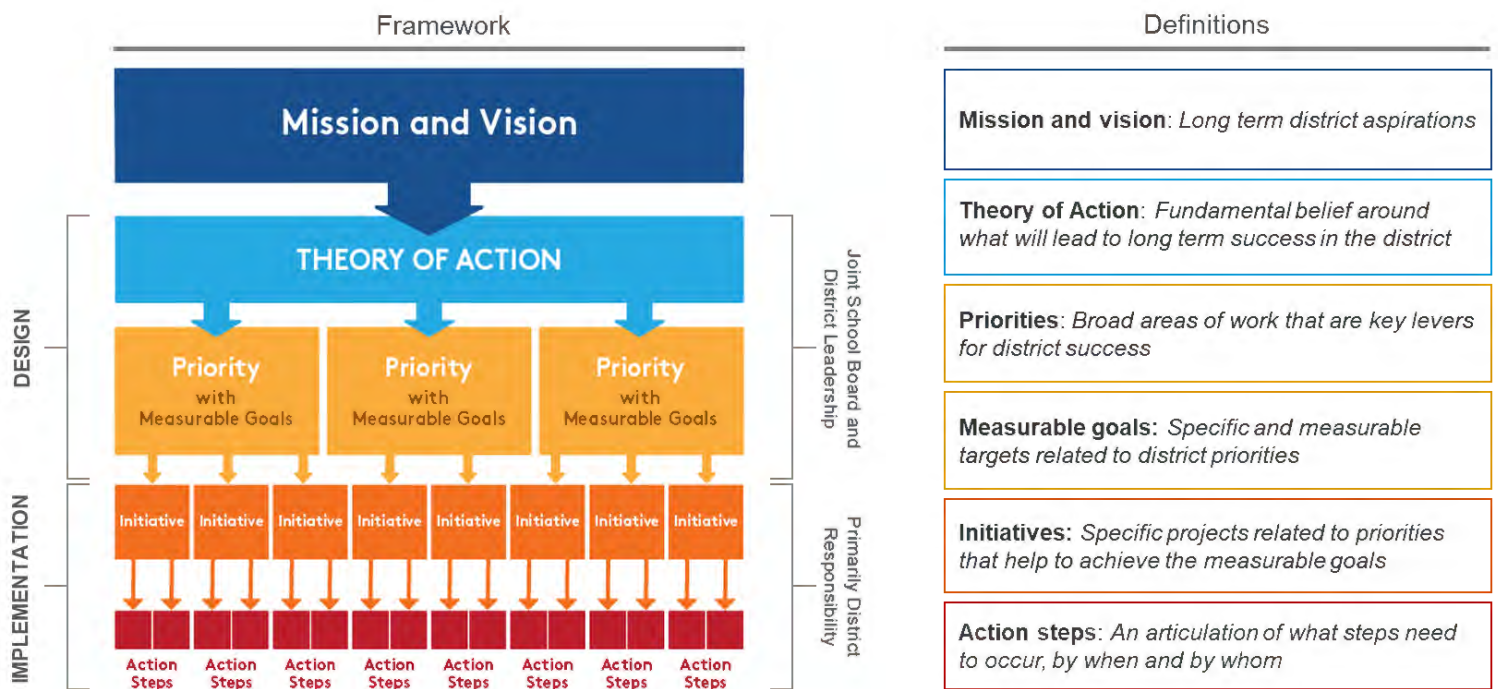


Figure 2. The DMGroup Strategic Planning Framework: Connecting Mission / Vision to Implementation

Strategic Planning Process

To work through our strategic planning framework, DMGroup has developed a systematic, yet customizable, three-phase process as shown below in Figure 3. Our process has been utilized by districts around the country to develop, refine, and implement a powerful strategic plan that drives the daily work of the district and has solid support from its stakeholders. We recommend beginning work in December 2021 with delivery of the strategic plan targeted for June 2022.



Figure 3. The DMGroup Strategic Planning Process.

Phase 1: Design

Phase 1a: Perform Preliminary Analysis (December 2021 – February 2022)

Form & Convene Strategic Planning Design Steering Committee

Typically, a Strategic Planning Design Steering Committee is convened at the outset of the work. The Committee typically includes the superintendent, representatives from Chelmsford Public Schools leadership team, and representatives from the school board, and may include union or community leaders. DMGroup helps guide this group through the strategic planning framework to confirm the vision/mission statement, articulate the theory of action, and then develop priorities and measurable goals. Roles may vary somewhat depending on the structure and dynamics of the district, but this is generally a highly collaborative process.

Conduct Needs Assessment

DMGroup believes that before embarking on developing a plan for the future, it is essential to begin with a clear and accurate understanding of the current state of performance and needs of the district. It is important that key members involved in the strategic planning process are all beginning with a common understanding of Chelmsford Public Schools' strengths and challenges.

DMGroup gathers both qualitative data and quantitative data and, working with the district and the Strategic Planning Design Steering Committee, performs an extensive analysis of the performance-related data in the district and methodically solicits qualitative information on what is working well and where there are areas of further growth.

Gather Quantitative Data for Needs Assessment

The DMGroup team begins by gathering, analyzing, and synthesizing baseline data. The data examined comprises academic achievement data (consisting of data from various transition points across subjects such as reading/ELA and math for Grades 3, 8, and 10, etc.), college readiness data (such as high school graduation rates, SAT or ACT performance, AP test takers scoring 3-5, students taking dual-enrollment courses, and students taking career and technical education courses), and school climate data (such as school suspension rates, school dropout rates, and school attendance rates). We also review the financial climate and constraints including enrollment, funding, and spending trends.

Conduct Stakeholder Focus Groups & Interview

Quantitative information is only one side of the coin; great insights can also be gleaned from qualitative information. Our strategic planning process includes a series of interviews and meetings with various key stakeholders to ensure these observations are incorporated to obtain a comprehensive understanding of Chelmsford Public Schools. Discussions with key stakeholders at this initial phase ensure that key themes based on stakeholder concerns are incorporated early on in the process.

Collect Community & Stakeholder Input – Phase I

Parents and community members as well as district staff will have ample opportunities to share their perspectives. In the first phase of the Two-Step Community Engagement process, stakeholders are engaged in order to capture their perspectives and insights from the very beginning. Working closely with district leaders, DMGroup will meet with various members of the community as well as analyze feedback already gathered through online surveys or other wide-reaching means in order to create a broad list of key themes and bring greater focus and clarity to the needs of the district and community at large. This approach allows Chelmsford Public Schools and DMGroup to gather critical community and stakeholder feedback while avoiding creating a long wish-list or lists of concerns and complaints that are unrealistic to incorporate entirely into a targeted strategic plan.

Phase Two of the Community Engagement process will occur following the development of the draft strategic plan.



Analyze Data & Share Findings from Needs Assessment

Upon completion of the quantitative and qualitative assessments, DMGroup digests and synthesizes the information to deliver a succinct and insightful presentation on the state of performance of the district. DMGroup's analysis includes a review of multi-year trends in district performance, including examining data across ethnic and socio-economic subgroups. It also includes benchmarking to the state as well as to similar districts nationwide. This information is an essential first step to providing a clear and shared understanding of where the district stands. It allows the Steering Committee to identify key concerns that may need additional focus to drive maximum student improvement.

Phase 1b: Develop Strategic Plan (February 2022 – June 2022)

Codify a Theory of Action

There are many paths to any particular end. A theory of action is a clear statement of how Chelmsford Public Schools believes it can best achieve its goals and is often structured as a set of if / then statements that detail the causal link of how the end goal can be achieved.

A well-crafted theory of action articulates a set of core beliefs about the key drivers necessary to make the district's goals a reality. For example, one district's theory of action might be based on managed instruction – a belief that the district's central office must directly oversee instruction in order to increase student achievement; at the opposite end of the spectrum, another district's theory of action might be to promote what is sometimes referred to as “empowerment” – a belief that the system should focus on results, with increased accountability and autonomy for independent decision-making at the school level. The theory of action captures this fundamental belief about what will drive change for the district and then helps shape the strategic path that the district will follow to achieve results.

Through the Strategic Plan Design Phase, DMGroup will help Chelmsford Public Schools codify and actualize its theory of action.

Develop District Priorities

Driven by the district's theory of action, a short, focused list of top priorities is established. The essence of strategy is to weigh the myriad number of competing interests; while all may seem important and desirable, focus and prioritization are necessary if success is to be achieved. Often, getting down to a short list of approximately five priorities is one of the most difficult aspects of strategic planning. However, without this short list, a plan is rarely strategic and implementable. We will work with the Steering Committee to identify the most important district priorities to drive towards the theory of action.



Identify Measurable Goals

Successful strategic plans require specific, measurable goals that are related to the district's established priorities. As one of the final components of the design phase, DMGroup will guide the district leadership through identifying appropriate measurable goals for the strategic plan.

Create Initial Draft of Strategic Plan

The Strategic Planning Design Steering Committee, led by district administrators and assisted by DMGroup, will use the needs assessment findings, initial community and stakeholder feedback, theory of action, priorities, and measurable goals to create an initial draft of the new strategic plan.

Gather Community & Stakeholder Feedback – Phase II

Once there is an initial draft of Chelmsford Public Schools' strategic plan, a second round of community and stakeholder meetings will be held to gather their feedback and reactions. These meetings provide essential insight into different perspectives, can highlight details that may have been overlooked, and provides an opportunity for feedback and reaction.

In addition to gathering feedback from the community and stakeholders, this process also helps to create broader understanding and buy-in and ensures that the district's plan is kept in the forefront of people's minds. Having a draft plan to focus on and hearing various participants' reactions to the plan can help build some understanding among the group and an appreciation for the complexities at hand. While it may not create complete consensus, it creates some appreciation of the needs of the district and some sense of the tradeoffs that the district needs to make.

DMGroup has significant experience facilitating these community and stakeholder meetings. One important aspect of our approach is to manage expectations that not all opinions and ideas may find their place in the final plan. We provide opportunities to bring people together to enable them to understand and focus on the needs of the district and respond to a draft plan so that the final vision and plan can have greater support, facilitate implementation, and pave the way for meaningful results.



Deliver Final Draft of Strategic Plan

Following the second round of community and stakeholder feedback, DMGroup will deliver a written strategic plan to Chelmsford Public Schools.



Phase 2: Strategic Plan Implementation (Add-On Option)

The quality of a strategy is rarely defined by the strategy itself, but by the success and fidelity with which it is implemented. Over the years, DMGroup has encountered school districts that have created excellent strategic plans; but in too many cases, these plans have been left languishing on bookshelves. Effective implementation requires careful analysis, detailed planning and communication, analytics to track progress, and cultivation of leadership capacity at various levels of the organization. Strong implementation must be tailored to the needs of Chelmsford Public Schools by considering the district's strengths and weaknesses, as well as the funding available. Our strategic planning process includes a third optional phase to support the implementation of your new strategic plan.

Phase 2a. Develop Implementation Roadmap

DMGroup has developed a variety of services and tools to help districts in this critical implementation phase. Typically, a Strategic Planning Implementation Steering Committee is convened for this phase of the work; this committee may include some members from the Strategic Planning Design Steering Committee but will also include more staff members who have “in the weeds” knowledge for developing action plans. Because implementation needs vary so much by district, the implementation phase must be carefully tailored for each district following the development of the strategic plan. The following is a listing of some of the supports and tools that DMGroup had developed to help districts in the implementation phase. Chelmsford Public Schools may choose to use some or all of these supports in the implementation of their strategic plan.

Set Yearly Targets for Each Measurable Goal

DMGroup will work with the Strategic Planning Implementation Steering Committee to gather and analyze baseline data and use this information to set yearly targets for each measurable goal.

Identify Initiatives Aligned with Strategic Priorities.

Initiatives are specific projects related to each priority that will help to achieve the measurable goals. While the theory of action and the priorities articulate the “what”, the initiatives articulate the “how” – they outline what needs to happen by when and by whom. The process of defining the initiatives will involve three specific steps:

1. **Create a List of Current District Initiatives:** Ours is not an “out with the old and in with the new” approach nor is it an exercise in layering more on top of what is currently being done; we seek to leverage and build upon the work being done in the district and create a coherent and aligned approach to moving the work forward. In alignment with this philosophy, we will begin by spending a considerable amount of time understanding and assessing the existing initiatives. This will enable us to



build on what is currently in place and to effectively align existing work with the new strategic plan.

2. **Perform a Gap Analysis to Identify Future Initiatives:** Once the existing initiatives are aggregated and recognized, we will go on to explore alignment of these initiatives and processes with priorities in the strategic plan. This process will expose gaps in priority areas where additional initiatives may need to be defined.
3. **Finalize New Set of Initiatives Aligned with Priorities:** New initiatives will be formulated by district leaders in areas with identified gaps. Once a preliminary list of initiatives is created (consisting of a combination of existing and newly formulated), these will be presented to the superintendent for final approval.

Create Detailed Action Plans for Implementation.

After the initiatives are outlined, this step will involve creation of detailed action plans to guide implementation of the initiatives. The action plans will include detailed roles and responsibilities of various school and central office personnel as well as key milestones to achieve as part of the implementation process. DMGroup will assist district leaders in defining these action plans by providing standardized templates and other best practice approaches that we have seen work well in other districts.

Track & Monitor Progress of the Implementation Effort

DMGroup will work with Chelmsford Public Schools to set up systems and processes to frequently measure progress and to document and track where the district stands vis-à-vis the defined targets and action plans. DMGroup will specify the desired level of performance, the timeframe, and the people primarily responsible for achieving success. DMGroup will assist with setting up a cadence of regular meetings with the leadership team to review progress, communicate early warning signs, and brainstorm steps for remediating situations where adequate progress has not occurred.

By breaking down the overall strategy to this level of detail, all parts of the organization are held accountable for their contribution to fulfilling strategic priorities. By sharpening the link between tangible daily work and the overarching strategy, DMGroup aims to give stakeholders a holistic view that can enhance their motivation and understanding of the big picture. This will also ensure transparency in measuring progress of implementation.

These steps to link strategic priorities to specific actions and then to manage progress through an integrated system will enable Chelmsford Public Schools to monitor and ensure successful implementation of the strategic plan.



Distinguishing Features of DMGroup's Strategic Planning Services

Experience in Working with Districts to Develop Strategic Plans

DMGroup brings both a deep and broad perspective to the strategic planning process. We have extensive experience working closely with school districts around the country in crafting and implementing successful strategic plans.

There isn't a board meeting that goes by where we aren't talking about how we are addressing our strategic plan. We are always referring back to our strategic plan. DMGroup's approach helped us craft a strategic plan that drives our district's work.

Dr. Brian Maher, Superintendent, Sioux Falls School District (SD)

For example, in 2015, we helped South Dakota's Sioux Falls School District (SFSD) create a new five year strategic plan using our strategic planning framework and process. We worked with their Steering Committee to codify their theory of action: If SFSD empowers all staff to successfully innovate to meet the unique and changing needs of our students AND promotes a culture of excellence and continuous improvement by measuring and monitoring performance across all levels of the organization, then we will enable each and every student to succeed. With the anchoring theory of action in place, SFSD was able to identify their four key priority areas – Student Outcomes; School Climate & Culture; Staff; and Community Engagement – specific priorities under each, and measurable associated goals. With DMGroup's support, SFSD completed their strategic plan in February 2017. One year later in January 2018, the district provided an update to the school board on progress from SY2016-2017:

- ✓ The district's overall four-year graduation rate has increased from 80.55% to 83.79%.
- ✓ The district's overall high school completion rate has increased from 86.75% to 87.50%.
- ✓ The four-year cohort graduation rate for each subgroup increased.
- ✓ The difference in the district's four-year cohort graduation rate between FRPL students and students without economic disadvantages has decreased by 5.94 percentage points.
- ✓ Students proficient in math at the eighth-grade level increased by 2.32%, outpacing the state average by 7.61%.
- ✓ The percentage of students scoring a 3 or higher on the AP exam increased from 70.6% to 71.6%.
- ✓ The number of graduates scoring 24 or higher on the ACT increase from 46.1% to 47.1%.

[Read more about our strategic planning engagement with Sioux Falls School District.](#)



Expertise in Engaging Stakeholders and the Community

Through the experience garnered from numerous strategic planning engagements over the years, DMGroup has vetted and created a community and stakeholder engagement strategy that aligns with the strategic planning framework. This process helps our clients develop a targeted, inclusive, and implementable plan that is based on facts and district needs and has wide stakeholder buy-in.

The stakeholder engagement efforts will build upon the outreach efforts that Chelmsford Public Schools has already undertaken. As an example of an effective stakeholder engagement, DMGroup was engaged to assist in the formulation of a stakeholder engagement plan for a district in Virginia. DMGroup worked with the communications office to assess stakeholder views about the district and to develop a targeted messaging strategy for each of the important stakeholders. DMGroup conducted internal and external interviews, focus groups, and surveys in order to gather a fact base about stakeholder perceptions of district performance.

Skilled Facilitation

Facilitating and strengthening collegiality and unity among senior district leaders is a core skill of DMGroup. School districts have various internal and external stakeholders, each with a unique purpose, role and responsibility. Our team regularly facilitates discussions for school boards and district leadership teams in order to meld varied and divergent opinions to create an inclusive plan but also to manage expectations that not all opinions find their place in the final plan. Through DMGroup's facilitation, districts have witnessed collaboration among district leaders, school board members, and other stakeholders to achieve the desired results.

Over the last five years, DMGroup has led more than 100 facilitated planning meetings with public school leaders. As a facilitator, we know when to take a back seat, when to intervene, and when to share experiences of other school districts. In the last few years, we have facilitated strategic plan development in multiple suburban school districts and several multi-day conferences on the subject.

Ideally, a strategic planning effort is an opportunity to bring people together in a way that will enable them to rise above their ideological differences and focus on the needs of the district. This can be an important stepping-stone toward greater stability and innovation in the district. By combining deep experience from both the education and private sectors, DMGroup brings a multifaceted approach to solving some of the most difficult and important questions facing public school districts.



Project Summary

The sequence below was created based on discussions with Chelmsford Public Schools and can be further adjusted to accommodate the district's needs.

Phase	Task	DMGroup	District
Perform Preliminary Analysis Phase	Form and convene Strategic Planning Design Committee	✓	✓
	Gather data for needs assessment		✓
	Conduct stakeholder focus groups and interviews	✓	
	Collect community and stakeholder input	✓	✓
	Analyze data and share findings from needs assessment	✓	
Develop Strategic Plan Phase	Codify a theory of action	✓	✓
	Develop district priorities	✓	✓
	Identify measurable goals	✓	✓
	Create initial draft of strategic plan	✓	
	Gather community and stakeholder feedback	✓	✓

Complimentary DMCouncil Membership

Included in this offer is a complimentary, one-year membership to District Management Council (a \$3,500 value). You will join a community of forward-thinking education leaders from across the country committed to driving sustainable, measurable improvements to help schools and students thrive. As a member, you will have access to District Management Group's national conferences, our additional convenings such as our virtual roundtable discussions, professional development opportunities, our research, and our expert advice.

Your one-year membership will begin on the first of the month following the contract award. If you are not already familiar with the benefits of DMCouncil membership, we look forward to scheduling a membership onboarding call to introduce you to all the benefits of membership and to help us understand your most pressing needs so we can guide you to the District Management Group resources that can be most helpful to you.

BENEFITS

- Connect, share ideas, and collaborate with a **community of forward-thinking leaders** from across the country
- Deepen your knowledge and stay at the forefront of the **latest research** on management and education best practices
- Strengthen management capacity through an array of **professional development** opportunities:
 - ✓ **Superintendents' Strategy Summit:** DMGroup's signature two-day professional development event specifically for superintendents provides superintendents a unique opportunity to learn and to share ideas with fellow superintendents from around the country. Membership includes conference materials, hotels, and meals.
 - ✓ **Professional Development Clinics:** One-day clinics are offered throughout the year across our five practice areas (Equity, Leadership, Student Support, Human Capital, and Resources). Membership provides unlimited access for superintendents and three tickets for district staff.
 - ✓ **Virtual roundtables:** Monthly member-only virtual roundtables provide opportunities for superintendents and district staff to stay abreast of management and educational best practices and to share ideas with their peers.
- Stay abreast of what works with **District Management Journal:** Receive ten subscriptions for your district leaders to our signature publication that includes research, toolkits, and case studies
- Access **expert advice:** consult with our experts to discuss your district's specific challenges

DMCouncil

- Established 2004 -

JOIN A NATIONAL NETWORK
OF OVER 1,400 DISTRICT LEADERS

142 districts **28** states
1,450 district leaders **3.5 million** students served



Pricing Proposal

Pricing and Terms

The total cost of all services outlined as part of the Strategic Planning Design Phase is **\$135,000**. Price includes all expenses such as travel time, airfare, hotel, printing, and supplies.

Given the current and potential future restrictions due to the pandemic caused by Covid-19, we anticipate that some portions of this work may require virtual settings in lieu of travel. Decision to provide in person services will be mutually agreed upon by both District Leadership and DMGroup and made out of an abundance of caution.

The pricing in this proposal will remain valid for 30 days from the date of the proposal. If the proposal is not agreed and signed within 30 days, the offer made herein expires and pricing and availability of services cannot be guaranteed.

A late fee of 1.5% per month will be assessed for invoices over 60 days.

Implementation Support Add-on Option

Implementation support is available as an add-on option but not included as part of the above fees. As the Strategic Planning Design Phase nears completion, the level of implementation support can be discussed, customized to district's needs, and priced accordingly.

Strategic Plan Implementation Phase (Add-on Option)	Set yearly targets for each measurable goal	<i>Once the strategic plan is complete, the cost and scope of implementation will be determined, customized to the district's needs, and priced separately.</i>
	Identify initiatives aligned with strategic priorities	
	Create detailed actions plans	
	Track and monitor progress of the implementation effort	

Accepted by:

District _____

Name _____

Signature _____

Date _____

Accepted by:

District Management Group _____

Name _____

Signature _____

Date _____



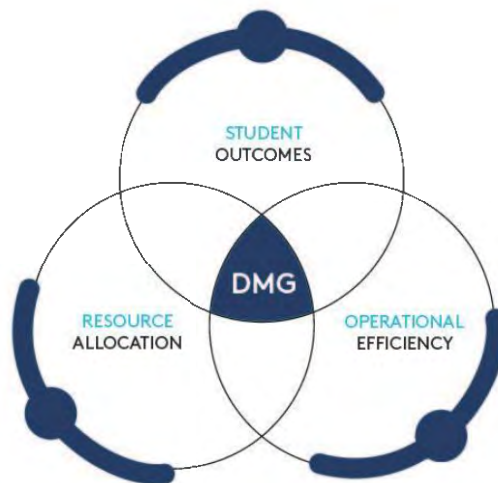


About District Management Group

Founded in 2004, District Management Group seeks to address the most important management challenges facing American public-school leaders.

The leaders of our school systems are charged with the enormous responsibility of providing students with the resources to succeed in school and beyond. To achieve this, district and school leaders must not only be great educators, they must also be great managers. District Management Group seeks to provide district leaders with the best management and educational practices, tools, and techniques to produce measurable, sustainable improvements that help schools and students thrive.

Our unwavering focus is on solutions that improve student outcomes, and simultaneously enhance operational efficiency and resource allocation. It is in achieving these three objectives simultaneously that improvements in student outcomes and the public education system as a whole can be made sustainable.



Our Services

DM Learning

Best-in-class knowledge and professional development, and a membership community of forward-thinking leaders learning, sharing, and making a difference for students.

- **DM Council**
 - Annual membership
 - Executive Partner Program
- **DM Institutes**
 - A-ROI Institute
 - Secondary Scheduling Institute
- **DM Equity Office**
 - Partnering with Districts to Strengthen Equitable and Inclusive Practices
- **DM Journal**
 - DM Group's signature publication

DM Solutions

Structured and facilitated approaches to deliver tangible solutions to district challenges.

- **DM Breakthrough Teams**
 - Increase ELA achievement
 - Increase math achievement
 - Address equity issues
 - Raise graduation rates
 - Improve attendance rates
 - Increase engagement
 - Increase operational efficiencies
- **DM Schedules**
 - DM Schedules for Elementary Schools
 - DM Schedules for Special Education
 - Secondary Scheduling

DM Consulting

Customized management consulting support across a variety of practice areas.

- Strategic Planning
- Special Education and Social, Emotional Learning
- Strategic Budgeting
- Initiative Inventory
- Program Evaluation
- Weighted Student Funding
- Implementation/Change Management
- Superintendent Entry Plan Development
- Custom Consulting



Our Values



Partnership

We believe that each district's unique history, context, and culture matter. We get to know our partner districts, gaining a deep quantitative and qualitative understanding, so that we can work alongside your leadership team to help identify the right solutions and tailor implementation for long-term success.



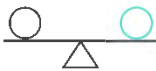
Impact

We seek to help school districts achieve measurable and sustainable improvement, and, unlike many other firms, our work does not end with delivering a report. We aim to strengthen our partner districts' internal capacity and, if desired, provide implementation support. For us, the measure of success is client satisfaction and real results for students and schools.



Collaboration

We believe we know more together than we do alone. This is why we draw on best practices from the education sector as well as management techniques with proven results in the private sector and public sector, and we leverage the collective knowledge of our nationwide network of school districts.



Equity and Inclusiveness

We know that equity and inclusiveness make us stronger. We unequivocally commit to making sure this belief shines through in our work, both by reviewing our recommendations with an equity-focused lens to ensure that the work we do with school districts not only reduces racism but is proactively anti-racist, and by continuing to create a more inclusive environment within our own organization guided by our equity statement.



Systems Thinking

We believe that true and enduring solutions require looking beyond the specific challenge at hand and taking a broad, holistic approach to achieve coherence and alignment. We deliver systems-level solutions that align with your strategic priorities and position you to bring about transformational improvement.



District Management Group is committed to partnering with districts to bring about transformational, measurable, and sustainable improvements in public education. We are committed to helping schools and students thrive.



**District
Management
Group**

Helping Schools and
Students Thrive

If you have any comments or questions about the contents of this document, please contact District Management Group:

Tel: (877) 362-3500

Email: info@dmgroupK12.com

Fax: (617) 491-5266

Web: www.dmgroupK12.com

Mail: 133 Federal Street, Boston, MA 02110



CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: November 12, 2021
Re: Update on Personnel Office Staffing

As you are aware, Cheryl Kirkpatrick, left to assume an assistant superintendent role in another district. We recently advertised for a permanent replacement for the Director of Personnel position and will be recruiting and screening potential candidates in the months to follow. In the meantime, I am happy to announce that we have hired an Interim Director of Personnel to assist us throughout this school year. Her name is Candace Hall-Nourse, she is a recent retiree from Andover where she served for 30 years as the HR Director for both the Town and School Departments. Following her retirement from Andover in October of 2020, she worked briefly for the Town of Wellesley's public schools from March through the end of last school year. Candace will be on-site three days a week to work with us (Tuesday, Wednesday and half a day on Thursday).

I will provide updates on the search for a permanent Director of Personnel as the process continues.

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: November 12, 2021
Re: 2021/22 Inclement Weather (Snow Day) Procedure

I have been receiving inquiries from parents, students, and staff about our plans for inclement weather this winter in light of our ability to have “remote days” instead of no school days last year when inclement weather (snow, ice, etc.) required a school cancellation. The Massachusetts Department of Elementary and Secondary Education (DESE) has not approved or issued guidance to conduct remote learning due to inclement weather as they did last year. We will be returning to a traditional inclement weather procedure for the 2021/22 school year.

If school is delayed or cancelled this winter, the message will be communicated consistent with past practice as follows:

- An e-mail and telephone message will be sent to the primary contact number of each student and staff member in the district. This is a great time to verify the primary contact number in X2, our student/staff database, at which you desire to be contacted is accurate. If no message is received, school is being conducted as usual that day;
- A message will be displayed on the Chelmsford Public Schools main webpage notifying the public of the status of school for the day. If no message is displayed, school is being conducted as usual that day;
- A message will be displayed on local television channels 4, 5, 7 and 25. If no message is displayed, school is being conducted as usual that day.

To allow parents and staff a little extra time to plan and prepare for a school closure, whenever possible I attempt to make an announcement the night before, when it is evident from the forecast that school will be impacted. This is not always possible and many times I need to wait until the early morning hours to make a decision for the district. Under these circumstances, I will endeavor to do so and make and announce a decision by 5:30 a.m. on a day school will be impacted.

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: Robyn Corbett

Date: November 10, 2021

Re: Personnel Report: October 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 – October 2021

New Hires

Abare, Robert

ABA Paraprofessional

McCarthy Middle School

Effective date: 11/8/21

Breen, Mackenzie

Interim Paraprofessional

Harrington Elementary School

Effective date: 10/25/21

Coe, Pamela

Lunch/Recess Aide

McCarthy Middle School

Effective date: 10/25/21

Curran, Theresa

Lunch/Recess Aide

McCarthy Middle School

Effective date: 10/4/21

Day, Ellen

Paraprofessional

Center Elementary School

Effective date: 10/12/21

Desilets, Olivia

ABA Paraprofessional

CHIPS

Effective date: 10/12/21

Fitzgerald, Marianne

Paraprofessional

Center Elementary School

Effective date: 11/1/21

Freelove, Bridget

HR Assistant/Substitute Coordinator (0.6 FTE)

Central Administrative Offices

Effective date: 11/29/21

Hall-Nourse, Candace
Interim Director of Personnel
Central Administration
Effective date: 11/2/21

Hunter, Meghan
Lunch/Recess Aide
Byam Elementary School
Effective date: 10/12/21

Inman, Taylor
Interim 2nd Grade Teacher
South Row Elementary School
Effective date: 11/5/21

Jimenez, Marjourie
1:1 LPN
South Row Elementary School
Effective date: 11/1/21

Neumeier, Edmund
ABA Paraprofessional
CHIPS
Effective date: 9/20/21

Reyes, Nathanael
Paraprofessional
McCarthy Middle School
Effective date: 11/1/21

Roberge-Hornbaker, Darlene
Lunch/Recess Aide
McCarthy Middle School
Effective date: 10/4/21

Simard, Vanessa
Interim Paraprofessional
South Row Elementary School
Effective date: 10/25/21

Sousa, Allison
Interim Paraprofessional
Center Elementary School
Effective date: 10/12/21

Ziedman, Julia
Interim 2nd Grade Teacher
Center Elementary School
Effective date: 10/25/21

Resignations:

Desrosiers, Melanie
Paraprofessional
Parker Middle School
Effective date: 10/29/21

Jennings, Katherine
ELL Teacher
South Row Elementary School
Effective date: 10/22/21

Johanson, Nicole
Paraprofessional
Harrington Elementary School
Effective date: 10/12/21

Kirkpatrick, Cheryl
Director of Personnel and Professional Learning
Central Administration
Effective date: 11/9/21

Konitzer, Michele
Lunch/Recess Aide
McCarthy Middle School
Effective date: 10/15/21

Maniachi, Laurie
Lunch/Recess Aide
Byam Elementary School
Effective date: 10/1/21

McSwiggin, Laurie

Technology Integration Specialist

Chelmsford Public Schools

Effective date: 10/15/21

Richerd-Gladius, Judith

Paraprofessional

Center Elementary School

Effective date: 10/14/21

Retirements:

Assignment Changes:

Emery, Melissa (formerly Lunch/Recess Aide at Harrington Elementary School)

Paraprofessional

Harrington Elementary School

Effective date: 10/12/21

Approval of Out-of-State Field Trips

1) Parker Middle School

Grade 7 Students

Performance of A Christmas Carol

December 17, 2021

The Palace Theatre

Manchester, New Hampshire

2) Chelmsford High School

AP Environmental Science Students

December 9 & 15, 2021

Nashua National Fish Hatchery

Nashua, New Hampshire

FIELD TRIP APPLICATION FORM

CHELMSFORD PUBLIC SCHOOLS

230 North Road, Chelmsford, MA 01824
Phone (978) 251-5100

Teacher Sub(s) Needed:

YES ☐ NO ☐

☐ Full-Day Sub(s)

☐ Half Day Sub(s)

needed for: AM / PM

Please fill out application form completely. Please print. * Apply for only one trip per form.

School Requesting Permission: ☐ CHS ☒ PARKER ☐ McCARTHY
☐ BYAM ☐ CENTER ☐ HARRINGTON ☐ SOUTH ROW

Day(s) of Week for Trip: MON ☐ TUE ☐ WED ☐ THR ☒ FRI ☐ SAT ☐ SUN

Trip Date: 12 / 17 / 2021 If Overnight Trip, Return Date: 12 / 17 / 2021

Requests for school day field trips should be made at least thirty calendar days in advance. All overnight trip requests should be two months in advance and will be submitted to the School Committee for final approval.

Faculty Trip Sponsor: Sheila Kish Cell Phone: 978-339-3488

Grade, Group, Class(es) or Course(es): Parker 7th Grade

Total Number of Students: ☐ Number of Male ☐ Number of Female ☐

Number of Students Assigned Per Chaperone: ☐

Total Number of Chaperones: ☐ Number of Male ☐ Number of Female ☐

Non-faculty chaperones must be over 25 years of age and must have a CORI submitted at time of application.

Faculty/Chaperones (Names): Sheila Kish, Jean Kennedy, Amanda Noble,

Gobhan Sheehan, Ashley Tean, Paul Wing, Erin Suchacki Cell Phone #: ☐

Faculty/Chaperone with Epi-Pen Designation (Name): Sheila Kish

If applicable

Is a Nurse Needed? Yes ☒ No ☐

Prior to booking a field trip, speak to your building school nurse to evaluate if there are individuals with special or medical needs participating in this trip. If yes, the nurse will need to evaluate whether a parent, staff member, or nurse will be required to attend the trip with student.

Reviewed by:

Signature of School Nurse

Date

Event/Purpose of the Trip: To view "A Christmas Carol" production.

Curriculum Standard Addressed by Trip (Reason for the Trip)

RL.7.7 - Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.

Destination: The Palace Theatres (603) 668-5588

Name of Facility

Facility Telephone

80 Hanover St.

Manchester, NH

03101

Facility Street Address

City

State

Given to:

- ☒ Food Service
- ☒ Nurse
- ☒ C.O.

10/8/05

Estimated Leave Time: 8:45 (a.m.) / p.m. Estimated Return Time: 1:30 a.m. / (p.m.)

No. of Regular School Buses Needed: 4 No. of Wheel Chair Accessible Buses Needed: 0

District Transportation Department will try to secure bus(es) from Transportation Company. Transportation to and from school takes precedent over any other field trip transportation request. After your bus request is processed, you will receive a quoted price and written confirmation from the Transportation Department. If no Chelmsford buses are needed, what are your alternate transportation arrangements?

(Changes in plans must be reported to the Principal's Office before the day of the trip.)

Bus Pick-Up Location (be specific) Parker Middle School 75 Granterville Rd
Equipment Space Needed (such as music instruments): Yes NO X Chelmsford, MA
Equipment: 01824

Please indicate if bus space is needed for equipment. All equipment (athletic, music, or luggage) must be secured, must not obstruct the vision of the bus driver, and the bus aisle must be kept clear.

Meal Plans: 0

TRIP COST/FUNDING

Price per Bus: \$ _____ Total Cost of Bus Transportation \$ _____

Total Price of event \$ 2,304.00

Additional Costs _____ \$ _____

Total Cost of Trip \$ _____

School/Org. to pay for: _____ \$ _____

Student paying \$ _____ per person for: _____ \$ _____

Please list any other circumstances that may affect the trip:

Submitted by:

[Signature]
Signature of Trip Sponsor

10/7/2021
Date

Approved by:

Signature of Dept. Head/Coordinator

Date

[Signature]
Signature of Building Principal

10-12-21
Date

If an overnight trip, attach an Itinerary and lodging information complete with name, location, & phone num

FIELD TRIP APPLICATION FORM

CHELMSFORD PUBLIC SCHOOLS

230 North Road, Chelmsford, MA 01824

Phone (978) 251-5100

Teacher Sub(s) Needed:

YES ☒ NO ☐☐ Full-Day Sub(s)☐ Half Day Sub(s)
needed for: AM ☒ PM ☐* BLOCK
BLOCK
D BLOCKPlease fill out application form completely. Please print. * Apply for only one trip per form.School Requesting Permission: ☒ CHS ☐ PARKER ☐ McCARTHY ☐☐ BYAM ☐ CENTER ☐ HARRINGTON ☐ SOUTH ROWDay(s) of Week for Trip: MON ☐ TUE ☐ WED ☐ THR ☒ FRI ☐ SAT ☐ SUN (& Wed 12/15)Trip Date: 12 / 9 / 21 If Overnight Trip, Return Date: / /

Requests for school day field trips should be made at least thirty calendar days in advance. All overnight trip requests should be two months in advance and will be submitted to the School Committee for final approval.

Faculty Trip Sponsor: CARA BAK Cell Phone: 603-540-6535Grade, Group, Class(es) or Course(es): AP EnvironmentalTotal Number of Students: 10/day (20 total) Number of Male 5 Number of Female 15Number of Students Assigned Per Chaperone: Total Number of Chaperones: 2 Number of Male 1 Number of Female 1

Non-faculty chaperones must be over 25 years of age and must have a CORI submitted at time of application.

Faculty/Chaperones (Names): CARA BAK, Jon MORRISCell Phone #: 603-540-6535Faculty/Chaperone with Epi-Pen Designation (Name): CARA BAK

If applicable

Is a Nurse Needed? Yes ☐ No ☒

Prior to booking a field trip, speak to your building school nurse to evaluate if there are individuals with special or medical needs participating in this trip. If yes, the nurse will need to evaluate whether a parent, staff member, or nurse will be required to attend the trip with student.

Reviewed by:

Laura Sreenan 11/10/21

Signature of School Nurse

Date

Event/Purpose of the Trip: TO IDENTIFY CLEAN WATER & WASTEWATER SETUPS FOR FISH GROWTH

Curriculum Standard Addressed by Trip (Reason for the Trip)

Connects to AP Environmental science standards in Unit 5: Land & Water use
5.1, 5.8, 5.12, 5.16

Destination: NASHUA NATIONAL FISH HATCHERY (603) 595 0891
Facility Facility Telephone
151 BROAD STE 1 NASHUA NH
Facility Street Address City State

Estimated Leave Time: 10:30 a.m. / p.m. Estimated Return Time: 2 a.m. / p.m.

No. of Regular School Buses Needed: No. of Wheel Chair Accessible Buses Needed:

District Transportation Department will try to secure bus(es) from Transportation Company. Transportation to and from school takes precedent over any other field trip transportation request. After your bus request is processed, you will receive a quoted price and written confirmation from the Transportation Department. If no Chelmsford buses are needed, what are your alternate transportation arrangements?

(Changes in plans must be reported to the Principal's Office before the day of the trip.)

Bus Pick-Up Location (be specific) CHS RECEIVING DOORS

Equipment Space Needed (such as music instruments): Yes NO ✓

Equipment:

Please indicate if bus space is needed for equipment. All equipment (athletic, music, or luggage) must be secured, must not obstruct the vision of the bus driver, and the bus aisle must be kept clear.

Meal Plans:

TRIP COST/FUNDING

Price per Bus: \$ Total Cost of Bus Transportation \$

Total Price of event \$

Additional Costs \$

Total Cost of Trip \$

School/Org. to pay for: \$

Student paying \$ per person for: \$

Please list any other circumstances that may affect the trip:

Submitted by:

Chia Bok
Signature of Trip Sponsor Date

Approved by:

AK Morris
Signature of Dept. Head/Coordinator

Date

[Signature]
Signature of Building Principal

Date

11-11-21

If an overnight trip, attach an itinerary and lodging information complete with name, location, & phone