



# Chelmsford School Department School Committee

## Notice of Public Meeting

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

Filed with Town Clerk:

As required by G.L. c. 30 A, §18-25

**DATE: Tuesday January 4, 2022 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](mailto:langj@chelmsford.k12.ma.us) prior to 4:00 p.m. on Monday January 3, 2022 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 December 7, 2021
2. Approval of the minutes of the regular school committee meeting of December 21, 2021

### **CHS STUDENT REPRESENTATIVE ANNOUNCEMENTS**

### **GOOD NEWS**

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

### **NEW BUSINESS**

1. District Management Group: Strategic Planning Process Presentation
2. Dore & Whittier Architects: Districtwide Facilities Master Plan Options Discussion
3. DEI Work Update

4. Chelmsford INTERFACE Activity Report: June – November, 2021
5. COVID-19 Protocols

**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  
December 7, 2021  
Meeting Minutes**

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

**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 November 16, 2021**
2. **Approval of the minutes of the school committee workshop meeting of November 23, 2021**

**Mr. Moses motioned to approve the regular school committee meeting minutes of November 16, 2021, and to approve the minutes for the school committee workshop on November 23, 2021, as presented. Mr. Doherty seconded. Motion carries 5-0.**

**CHS Student Representative Announcements**

Katrina shared that students are half-way through term 2. Winter sports are starting, including basketball, hockey, swim, wrestling, indoor track, gymnastics and ski team. The combined winter concert by the band, chorus and orchestra will be on December 15<sup>th</sup> at 7:00 p.m. in The PAC. The All-Town Wind Ensemble will perform on December 22<sup>nd</sup> at 7:00 p.m. in The PAC. The acapella groups The Crescendos and The Thursdays performed at the annual tree lighting ceremony this past week. A bake sale fund raiser was held at that event.

Sarah announced that therapy dogs came to CHS where excited students were able to meet with them in the Career Center. The Mindfulness Matters Club organized this event. The dogs will be returning several times this school year. Holiday cards are being collected by students Brook Stacy and Megan Arpino for

patients who will be hospitalized during the holidays. All CHS students may participate by making cards. The National Honor Society is holding a "towel drive" for families in need. The Student Council is collecting "Toys for Tots" through tomorrow. The Career and College Readiness Center will host a representative from the Greater Lowell Workforce Board every other week. Their goal is to connect students with jobs that are a best fit and to assist with resources needed for job applicants. This program will be explained during Plus block this Thursday.

### **Good News**

Mr. Moses shared that the Christmas trees are up and "look great"!

### **Public Comments**

Mr. Mason Brunnick, Development Manager, of Trammel Crowe Residential spoke about the development agreement before the Chelmsford Select Board pertaining to the proposed housing on the former University of Massachusetts Lowell West Campus site. He referenced discussions to mitigate concerns with educations/schools and the sum of \$ 60,000 that has been set aside in the draft development agreement for education/school purposes. Dr. Lang responded that the topic will be discussed later in the agenda.

### **New Business**

#### **1. Discussion on the Proposed Redevelopment of 255 Princeton Street (formerly the UMASS West Campus) and its Potential Impact on Schools**

Dr. Lang shared that the School Committee and administration was invited to attend a recent Chelmsford Select Board meeting as the topic of a development agreement was before the Chelmsford Select Board pertaining to proposed housing on the former University of Massachusetts Lowell West Campus site. The Committee is concerned with the impact of new students from the proposed housing development on the current K-12 schools in Chelmsford. The most pressing concern is at the elementary level where the proposed development would feed the Harrington Elementary School which is at capacity. The Select Board has asked the school department to quantify anticipated costs associated with the redevelopment of the West Campus site to be considered for inclusion in the development agreement. Dr. Lang spoke with firms that conduct enrollment projections and redistricting studies to ascertain the costs associated with such studies as potential costs to request be included in the development agreement. A budget for these two studies to be conducted is estimated at \$ 60,000.

Committee members agreed that \$ 60,000 is a good budget figure to request the Select Board include in the development agreement for costs associated with a new student enrollment projection and redistricting plan. What is difficult to anticipate without additional students from the housing development enrolled in the Chelmsford Public Schools (CPS) are other potential costs for additional transportation, staffing, etc. associated with the proposed development. Committee members discussed and requested an additional sum of money be set aside for other potential costs while students begin enrolling in CPS before the increased annual costs can be factored into supplemental annual operating budgets funded by the town (through increased property taxes derived from the proposed housing development). Ultimately, the Select Board enters into the development agreement with the developer, the Committee is communicating concerns and requests for consideration from the school department.

#### **2. Tri-Board Budgetary Meeting: Monday December 13, 2021 at 7:00 p.m.**

Dr. Lang advised The Committee to attend the meeting on Monday. The meeting starts at 6:00 p.m. and not 7:00 p.m. as indicated in tonight's agenda. It will conclude with an Executive Session.

### **3. Final October 1, 2021, Student Enrollment Report & Updated NESDEC Enrollment Projection**

The data is included in tonight's packet for each school. Dr. Lang stated these numbers do not vary much from the draft that was submitted to The State. The numbers of high school students have declined some, but there is an increase at the elementary level, which will trickle up to the middle schools. This information will be helpful in applying for new building projects with MSBA.

### **4. 2021 – 2022 School Improvement Plans**

The detailed individual school improvement plans for the current school year are included in tonight's agenda packet. Dr. Hirsch will be happy to answer any questions from The Committee. The elementary schools work collaboratively as do the two middle schools. This work has already been in process since schools opened in September.

### **5. Discussion on Middle School Honor Roll Designation**

Dr. Parks, principal of Parker Middle School, and Mr. McPhee, principal of McCarthy, came to tonight's meeting to share information and background on honor rolls at the middle schools. Mr. McPhee shared that several years ago the designation shifted from all "A's" for high honor roll to a GPA system. Averages of 90% and above were "high honor roll" and 80% "honor roll". Courses that meet five days per week are weighted more heavily than those that meet just once weekly. At both middle school the honor roll lists are posted in the school lobby. Students who met the honor roll criteria will have that information posted clearly on their report cards for their families. The grades reflect the curriculum standards as well behaviors (based on three criteria). Parents were advised of this at the beginning of this school year. To fully appreciate this presentation and The Committee's discussions, one should view tonight's meeting on Chelmsford Telemedia You/Tube.

### **6. Department and School Presentation Schedule: Spring 2022**

The presentation schedule is included in tonight's agenda packet. The academic departments will team up with the schools for relevant shared presentations.

### **7. Proposed 2022/23 School Calendar**

Dr. Lang included the proposed school calendar for 2022/23 in tonight's packet.

**Mr. Moses motioned to approve the Chelmsford Public Schools 2022 to 2023 academic calendar. Mr. Doherty seconded. Motion carries 5-0.**

### **8. Proposed FY2023 Budget Calendar**

Dr. Lang would like to move The Committee meeting scheduled for February 15<sup>th</sup>, to February 8, 2022. Dr. Lang cannot attend the February 15<sup>th</sup> meeting and would like to have two budget meetings in February. The Committee supported this change.

**Mr. Moses motioned to move the February 15, 2022, School Committee meeting to February 8, 2022. Mr. Doherty seconded. Motion carries 5-0.**

### **9. Approval of Out-of-State Field Trips**

**Mr. Moses motioned to approve the field trips as presented. Mr. Doherty seconded. Motion carries 5-0.**

## **Liaison Reports**

Mr. Doherty shared that The Boosters' Club met last Thursday and are continuing to work with sports teams in need of financial assistance. The Alumni Association met and applications for the scholarships can be found on the website. Seniors applications need to be completed by January 7, 2022. Alumni applications need to be completed by January 21, 2022.

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Ms. Santos shared that the Harrington PTO met via zoom. They had good participation for their "Color Run". They will be hosting a winter store with Byam on Saturday, December 11<sup>th</sup>, from 9 – 2:00 p.m. Items are priced between \$1.00 and \$7.00. They will be providing fleece jackets for their staff. Their "Tabletop Math" will begin soon. Many of their parents have volunteered to help with the fourth-grade events this year.

The Chair attended a CHIPS meeting last night which was an open house for current students where pizza was served. The Chelmsford Fire Dept. will be at their program Friday to an enrichment. Many events are lined up for the next three months. Currently they are sponsoring an online fund raiser of holiday baskets. They plan to hold an open house for new students in January or February.

## **Public Comments**

Melissa McDonald, of Six Colonial Terrace, has questions concerning iReady. She would like to see more transparency for the teachers and families with regard to the iReady rubrics. She has questions about the amount of time her sixth grader is expected to log on to iReady and to do at home ELA assignments each week. Screen time is concerning to her. She would like to see her children spend more time interacting with their peers and teachers. Currently, iReady consumes time that is going to increase in the next school year, from her understanding. She would like there to be feedback from students and teachers on iReady.

**Adjournment (7:53 p.m.)**

**Mr. Moses motioned to adjourn. Mr. Doherty seconded. Motion carries 5-0.**

*Respectfully submitted,  
Sharon Giglio, Recording Secretary*

**CHELMSFORD SCHOOL COMMITTEE  
REGULAR MEETING  
December 21, 2021  
Meeting Minutes**

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

**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 December 7, 2021**

The Chair requested changes to these minutes. They will be amended and presented at the next meeting.

- 2. Approval of the minutes of the school committee workshop meeting of December 14, 2021**

**Mr. Moses motioned to approve the minutes for the school committee workshop on December 14, 2021, as presented. Mr. Doherty seconded. Motion carries 5-0.**

**CHS Student Representative Announcements**

Katrina shared that the “Winter Concert” was held with the CHS band, orchestra and chorus performing for a large audience and all ensembles did “very well”! The CHS girls’ soccer team raised \$793.50 for The Hope and Friendship Organization which provides programs for patients and families with “stage four breast cancer”. On January 27, 2022, the incoming freshman parent curriculum night will be held. Parents will receive information on this event soon.

Sarah announced that the CHS TV Arts Department will offer a new show called *The Search*. This is fictional and focuses on a few students who are dealing with a mystery in their home town. The writing

Team is working hard, and actors will be needed. The release date will be sometime in the spring. On Friday, January 14<sup>th</sup>, the annual "In Tune Concert" will be held to celebrate CHS student musicians. All donations received will be given to the "Clean River Project" to help clean up the banks of The Merrimack River. Auditions for this will end tomorrow. An assembly was held today for seniors to learn about the new "Capstone Experience" which will provide opportunities for internships, community service or a research paper or project for term four. Applications will be due in February.

### **Good News**

Dr. Hirsch announced that in January five CHS art students will participate in the fourth annual "Greater Lowell Regional Art Show". Loading Doc Gallery of the Western Studios in Lowell is the sponsor. Students will collaborate with students from Groton Dunstable High School, Innovations Academy, and Tyngsboro High School. The art projects will focus on the pandemic and will be displayed. The CHS students are Meghan Haynes, William Lambert, Josie Lee, Avery Marr and Daniel Jeong. The Math Civics Learning Coalition has awarded a civics grant to Chelmsford which will focus on the eighth-grade civics programs at the middle schools.

Mr. Doherty also gave a rave review to the CHS "Winter Concert"!

### **Public Comments**

None

### **New Business**

#### **1. Dore & Whittier Architects Update on Districtwide Facilities Master Plan**

Dore & Whittier's presentation tonight by Jason and Brad is accompanied by a detailed slide show. Decisions about moving forward will be discussed at the first meeting in January. To fully appreciate the information shared tonight, it would be helpful to watch this segment of tonight's meeting on Chelmsford Telemedia. With regard to the capital improvement plan from five years ago, The District and The Town are doing a good job of maintaining and improving facilities. The decision about a priority project to be submitted to MSBA will be addressed with and determined by The Committee in January. Focus for the priority project is currently at the middle school level. Consideration is also being given to the number of elementary schools and projected populations in those schools. Grade level considerations and the number of middle schools needed are also being discussed. The Master Plan will be looking at potential projects for the long-term. MSBA's timeline from SOI submission to the completion of the new building is an average of seven years. If all six/seven projects were to be approved by MSBA the final project would not be completed until midway through the current century. Many project options are being considered by Dore & Whittier. All are fully presented in tonight's update. (A pause to address Committee questions and comments.) The presentation resumed with implementation plans and the timeline going forward, including potential costs. These plans are included in tonight's agenda packet. More details will be provided for the next Committee meeting. This segment concluded with Committee members questions and comments. Some concerns were expressed for the overcrowded elementary schools and aged modular classrooms at McCarthy.

#### **2. FY 2023 Capital Plan Update**

Dr. Lang said that of the eight items submitted to The Town, six of them were recommended for funding according to John Sousa, Town of Chelmsford Finance Director/Treasurer. One of the projects not recommended is the tennis court replacement project at CHS (\$1.2 million). Mr. Sousa will be looking for alternative funding for this costly project. The second project not recommended was updating exterior lighting at CHS (\$13 K) because it is under the \$25,000 minimum for capital project funding. The District



should be able to cover the lighting expenses. The other six projects totaled \$1.614 million and include: HVAC duct work repair/servicing; stair treads at Byam; renovation of restrooms for code compliance at Westlands; gym walls at South Row and Center Schools; kitchen upgrade at McCarthy; and replacement of the boilers at CHS. These projects will be moved forward at Town Meeting in the spring. Thanks to Mr. Doherty for representing the School Committee projects for approval. In the event that project costs have accelerated, a supplemental request will be submitted to The Town in the fall or The District might be able to supply the additional funds, so the projects may be completed.

### **3. COVID-19 Cases, Pool Testing, Test and Stay, and Vaccination Status Update**

Dr. Lang's COVID updates include a slide show presentation which is part of tonight's agenda packet. Almost 40% of the children ages 5-11 are fully vaccinated! There is small growth in the vaccination rate for the others from 12-19 years of age. Clinics were held at McCarthy to vaccinate the 5-11-year-olds. More clinics will be scheduled. Staff were able to receive their booster shots at CHS. Upcoming clinics will be advertised on the website. DESE will updating their vaccination guidelines early in 2022. Pool testing and "Test and Stay" are continuing and people can opt in to either of these on the district website. Positivity rates for the schools remain low. Most positive cases seen in schools are familial. Updates are provided each week.

### **4. New On-Line Payment Processing Platform**

Ms. Johnson-Collins included a memorandum tonight about changing to a new on-line platform for families to register and pay for bus transportation and sports. The one used for many years is no longer able to meet the needs of the Chelmsford Public Schools. The new one she recommended has a different fee structure than the one used in the past. Her question for The Committee tonight is whether or not to pass the transaction fees on to the families to pay. With the prior platform CPS has absorbed the fee of 2.5% to 2.7%. The new platform will begin with a fee of 3.95% with an increase to 4.95% in July. Prior cost absorbed by the district was \$21,000, but the new platform fee will be closer to \$36,000 per year. If the difference in cost is passed on to the families, the bus and athletic fees. Early Bird Bus fees would increase from \$175 to \$178.50. She has included in her memorandum a chart detailing the change in fees. If the new platform works well other payments normally made by check would be payable through this on-line platform such as students activity fees, or field trip fees. Since the transaction fee is a percentage this could lead to even larger fees in the future. Payment in this manner is much easier than processing hundreds of checks, with the possibility of "insufficient funds". Committee members reacted to this proposal, discussing whether the fee might be waived for maybe transportation, but not for fund raisers or activity fees. After listening, Dr. Lang asked if having the district continue to cover the transportation and sports fees for now until next July, when the addition of this on-line platform to process other fees may be chosen, is agreeable to The Committee. The Committee agreed to this arrangement, with reconsideration to happen later.

### **5. Recommended FY2022 Budget Transfer**

This motion will allow for the additional costs needed to complete the Center School playground.

**Mr. Moses motioned to approve the FY2022 local operating budget transfer of \$38,143 from employee separation costs account to the capital land and building account as presented. Mr. Doherty seconded. A roll call vote was taken. Motion carries 5-0.**

The Committee would like to have a discussion going forward about the funding for school playgrounds and the role that individual school PTO's fill in these needs.

## **6. Update pertaining to On-Demand Tutoring Service Usage: Paper**

Dr. Hirsch provided an update on the tutoring service called "Paper", which was introduced in October and is available to students in grades five through twelve. This online program is available 24/7. It is funded through ESSER funds. Content area experts are available to help students. As the slide show included in tonight's packet demonstrates, student response has been positive (86%). Most students are connected to assistance in a minute or two. Monthly meetings are held with The District and Paper for evaluations and updates. Data on usage for November through December is included in tonight's agenda packet slides. The program is being promoted through teaching staff, counselors and student mentors from CHS to assure access for all middle and high school students.

## **7. Personnel Report: November 2021**

No action required.

## **8. Valley Collaborative Annual Report: 2020 – 2021**

The entire annual report is shared in tonight's agenda packet.

## **9. Valley Collaborative Winter Newsletter: 2021**

The Winter Newsletter is shared in tonight's agenda packet.

### **Liaison Reports**

Mr. Doherty shared that the Alumni Association's deadline for scholarships for senior is January 7, 2022, and for alumni it is January 21<sup>st</sup>. Ms. Santos reported that Harrington's holiday sale went well, and the students enjoyed being able to do their own shopping. Mr. King, along with Dr. Lang, attended the Select Board meeting last night where the development agreement was again discussed. Dr. Lang said that the latest draft of the agreement with the West Campus was shared. \$60,000 had been requested by the District from the developer to cover the cost of enrollment projection and potential redistricting. This has been included in the current agreement draft. At a Planning Board meeting an additional \$120,000, which would help to cover "soft costs" which might arise moving forward. The Select Board agreed with the \$180,000 amount to be used toward school/educational purposes. The attorneys are working on the draft. Virginia Timmons, Select Board member came to the table to say the agreement could be signed in January or by early February.

### **New Items**

The Committee needs to meet to discuss negotiations and will do so on January 11, 2022, at 5:00 p.m. This will be an executive session and not public.

### **Public Comments**

None

### **Adjournment (8:08 p.m.)**

**Mr. Moses motioned to adjourn. Mr. Doherty seconded. Motion carries 5-0.**

*Respectfully submitted,  
Sharon Giglio, Recording Secretary*

# CHELMSFORD PUBLIC SCHOOLS

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Jay Lang, Ed.D., Superintendent

## **Memorandum**

To: Members of the School Committee  
From: Jay Lang, Ed.D., Superintendent of Schools  
Date: January 3, 2022  
Re: DMG – Strategic Planning Process Presentation

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Attached please find a PowerPoint presentation representatives of District Management Group will be reviewing with us at the regular school committee meeting on January 4, 2022.



# Developing a Focused, Results-Oriented, Actionable Strategic Plan

Chelmsford Public Schools

January 2022



District Management Group | Helping Schools and Students Thrive

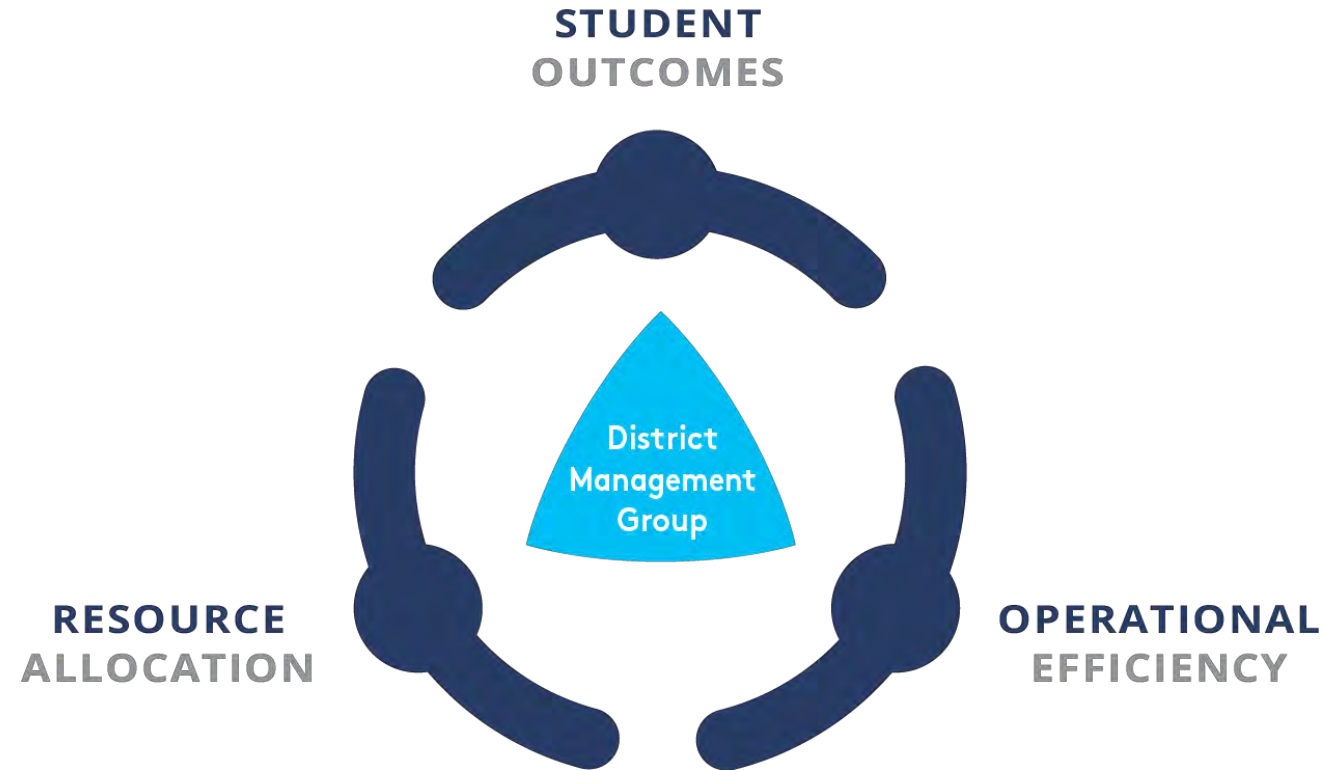
# Agenda

## Introductions

Strategic Planning Framework

Workplan

**Our mission is to achieve systemic improvement in public education by combining management techniques and education best practices.**



We believe that a district must focus on meeting all three of these objectives to achieve lasting results for students.

Founded in 2004, DMGroup has partnered with hundreds of school districts across the US, helping them address their most pressing needs.

## All Sizes of Districts



1,700 students  
Rural



5,000  
Suburban



6,800  
Suburban



10,600  
Gateway



55,000  
Urban



100,000  
Urban

## Nationwide Experience



California



Minnesota



Texas



South Dakota



Maryland



Illinois

## All Types of Districts



Selected DMGroup Partner Districts

# DMGroup Offerings

## 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 Solutions



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

## DM Consulting



Customized management consulting support across a variety of practice areas.





- Founder & CEO of **District Management Group**
- Professor at **Harvard Business School** since 2011  
Created and teaches the second-year MBA elective course ***Transforming Education through Social Entrepreneurship***, which explores ways in which entrepreneurs are pursuing innovative changes to transform education and achieve higher performance
- Co-Chair of **Harvard's Public Education Leadership Project (PELP)**  
A joint initiative between the Harvard Graduate School of Education and the Harvard Business School that works to strengthen leadership competencies of the largest urban school districts in the U.S.
- Senior Advisor to **McKinsey & Company**



District  
Management  
Group



**HARVARD**  
BUSINESS SCHOOL



Public Education Leadership Project  
AT HARVARD UNIVERSITY

**McKinsey  
& Company**

# Agenda

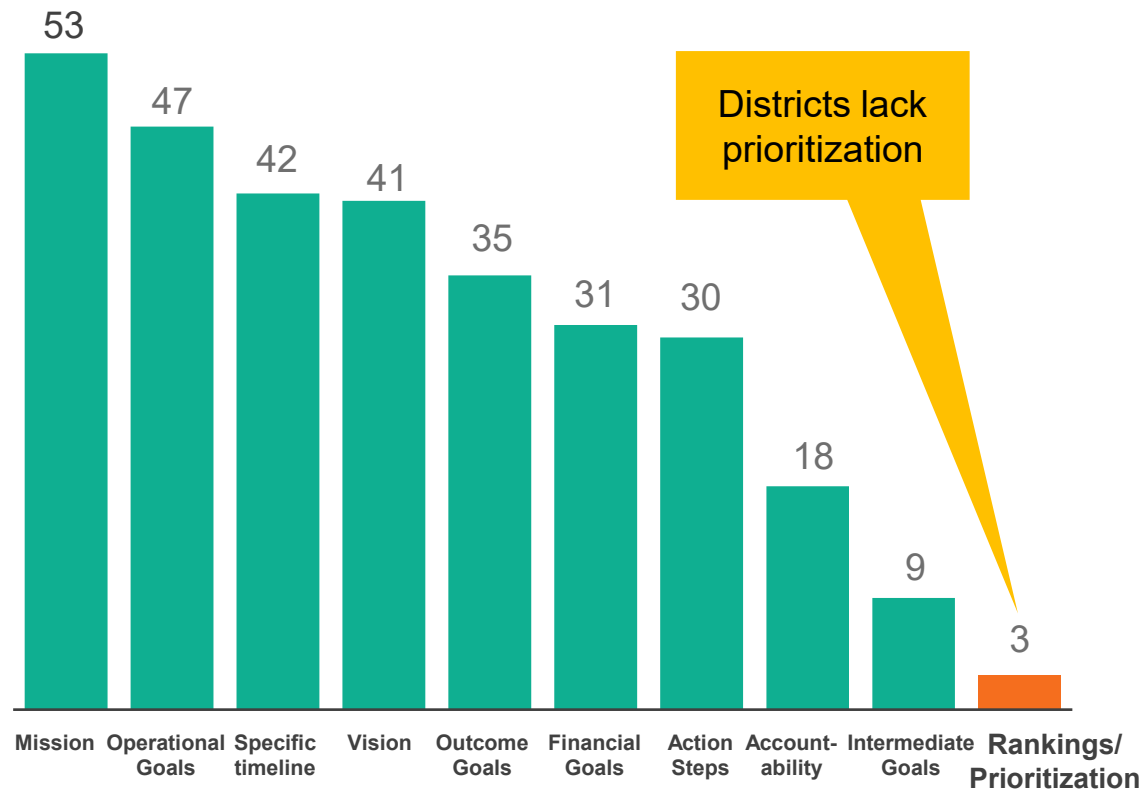
Introductions

**Strategic Planning Framework**

Workplan

# The challenges of strategic planning.

## Common Elements of School District Strategic Plans\* Percentage (%) Containing Key Elements



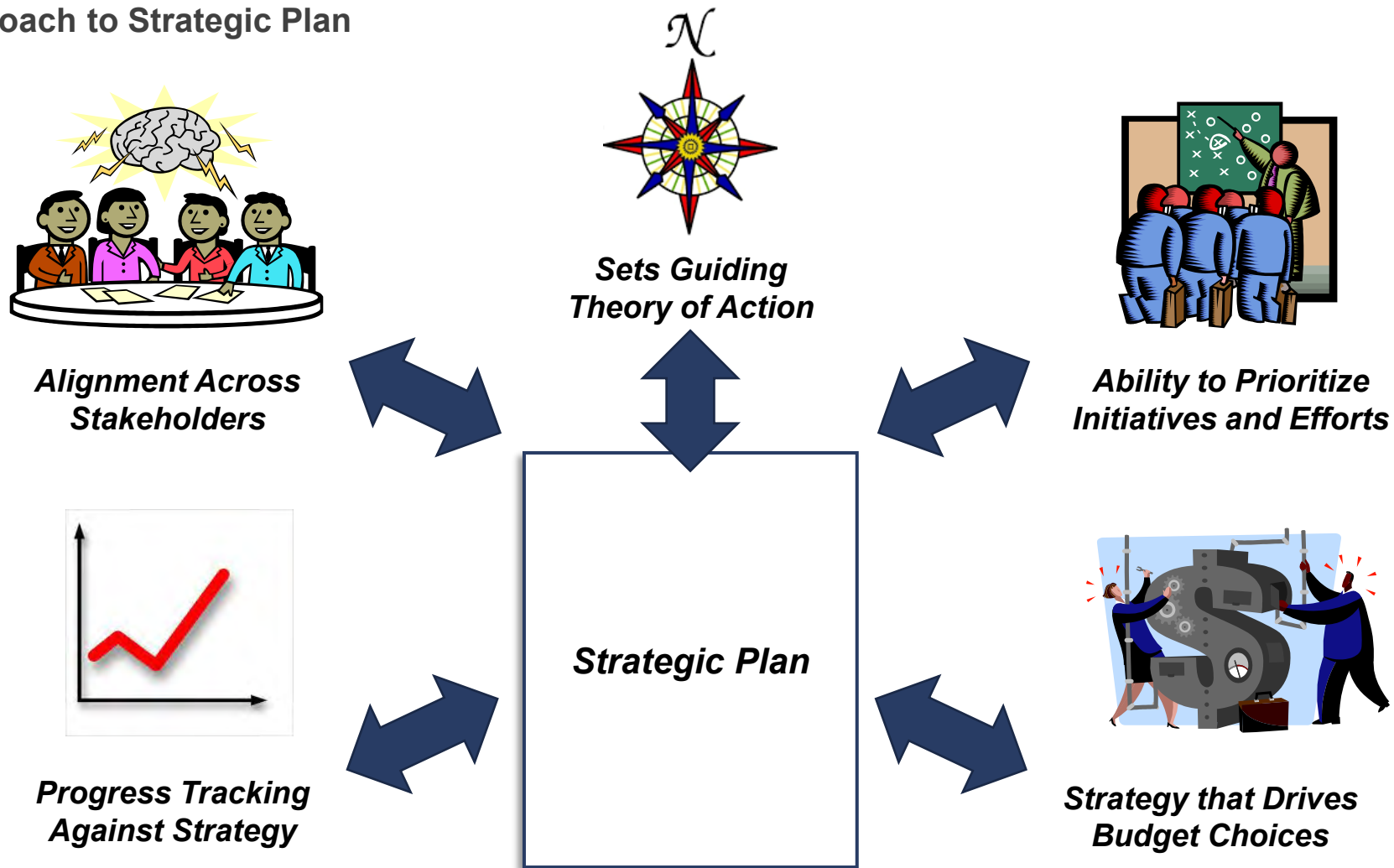
Almost all U.S. public school districts—regardless of size, geography, or demographics, have a strategic plan, however:

- Many districts end up with lengthy plans that prove too unwieldy to put into action. Most districts' strategic plans lack focus and prioritization.
- Many strategic plans are documents that sit on a shelf and fail to drive the daily work of the district.
- Stakeholders and the community often end up feeling their input was not included or valued.

Source: DMGroup analysis

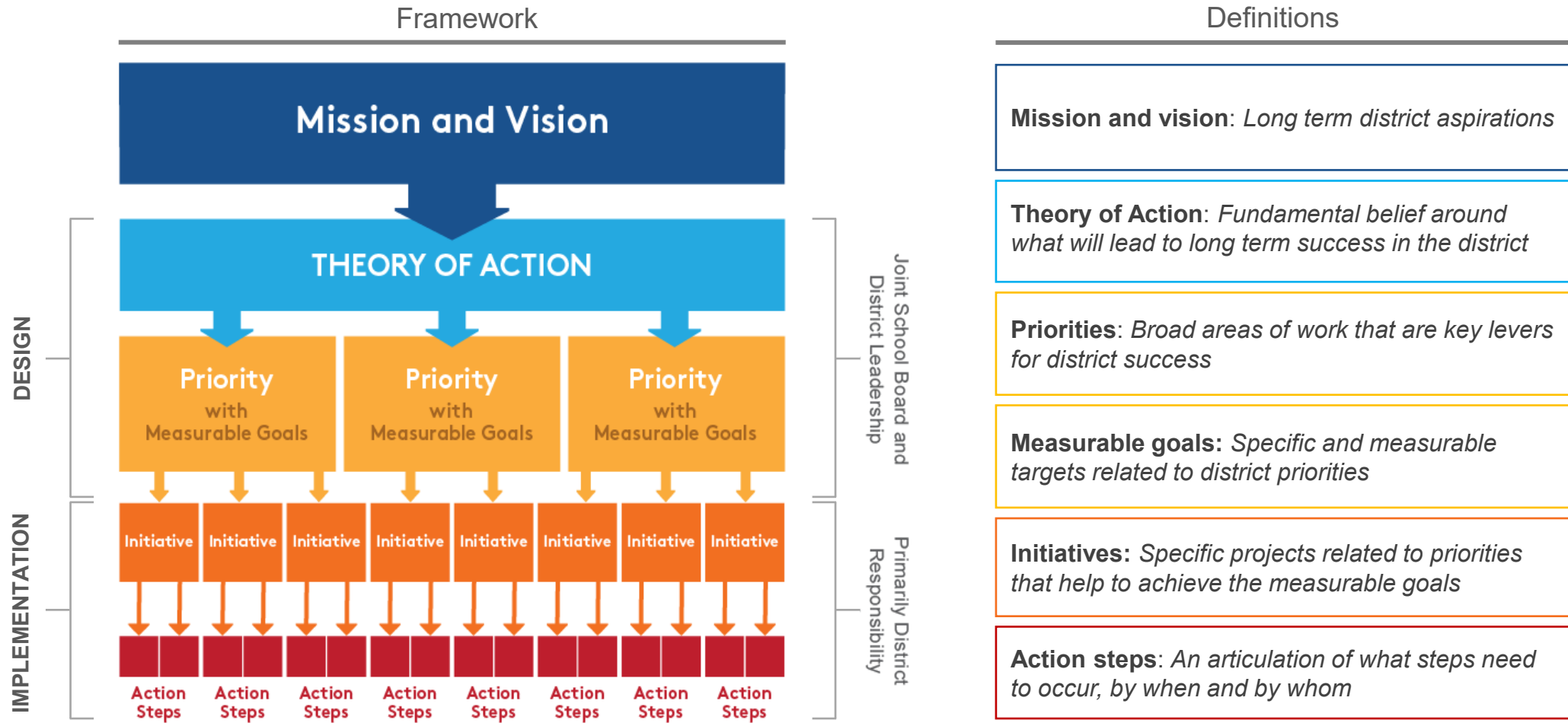
# DMGroup's Strategic Plan helps districts achieve many different objectives.

## DMGroup's Approach to Strategic Plan



# DMGroup's Strategic Planning Framework demonstrates how the daily work will align to achieve the district's mission and vision.

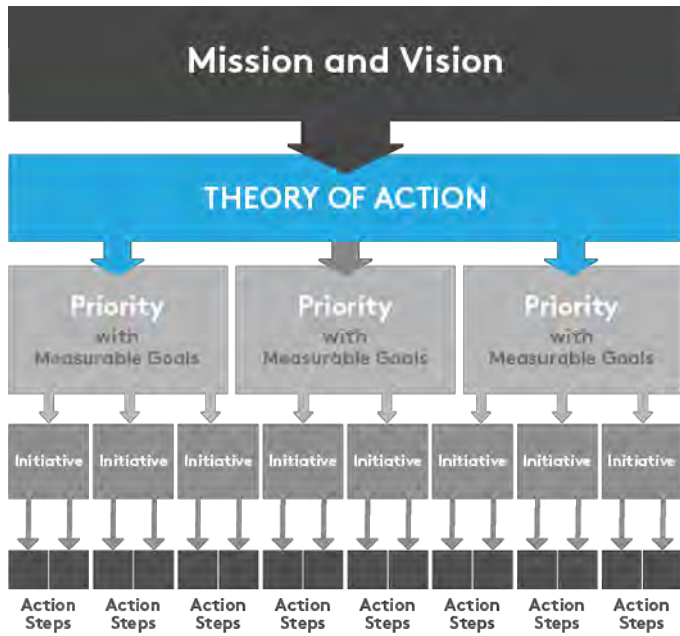
## DMGroup Strategic Planning Framework



Source: DMGroup

# A theory of action identifies what will ultimately drive success in the district.

## Theory of Action



### Theory of Action\*

A set of beliefs, policies, and practices connected by logic rules. In short, belief around why something will be successful

### Examples of a Theory of Action

**If** resources are allocated directly to the school:

- School communities have autonomy over resources
- Allocation transparent and done according to a formula based on student population and characteristics; and,
- There is appropriate guidance, support and accountability from the district office;

**Then** school communities will make improved decisions based on school needs, and student achievement will increase.

- OR -

**If** principals:

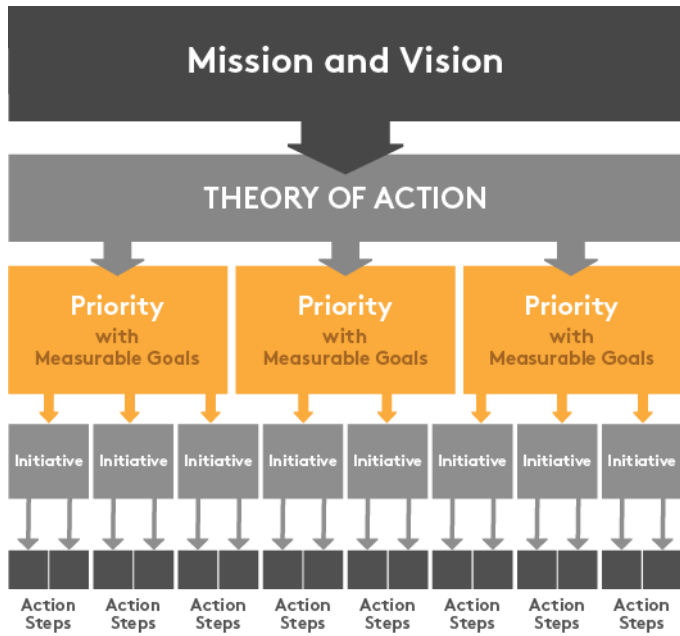
- Are responsible for being instructional leaders;
- Oversee teacher effectiveness;
- Convey district priorities to appropriate stakeholders; and,
- Are in charge of focusing the use of school resources;

**Then** they will be the primary leaders of change throughout the district.

Note:\* Joint School Board and District responsibility

# Priorities are a short list of the broad areas of focus critical to achieving the vision and mission.

## Priorities



### Priorities\*

*Broad areas of work that are key levers for district success*

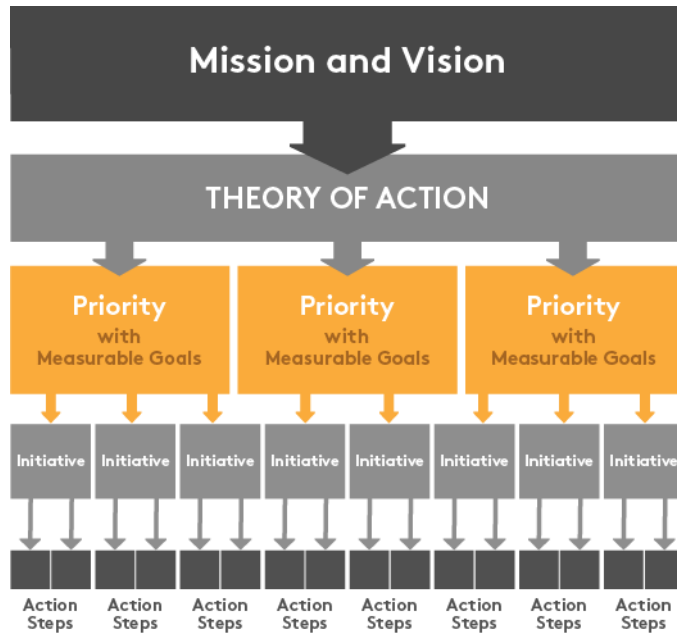
### Examples of Priorities

- The school system will provide each and every student high quality instruction that fosters inquiry, creative thinking, complex problem solving, and collaboration.
- The school system will implement strategies to ensure a high quality and diverse workforce.
- The school system will encourage and sustain collaborations with families and the entire community to support student success.
- The school system will foster personal well-being and health among students and staff through increased awareness and engagement on these topics.
- The school system will allocate resources efficiently, equitably, and transparently to accomplish our priorities.

Note:\* Joint School Board and District responsibility

# Aligned to each priority area are measurable SMART goals.

## Measurable Goals



### Measurable Goals\*

*Specific metrics the district can use to monitor progress and make mid-course corrections*

### Examples of Measurable Goals

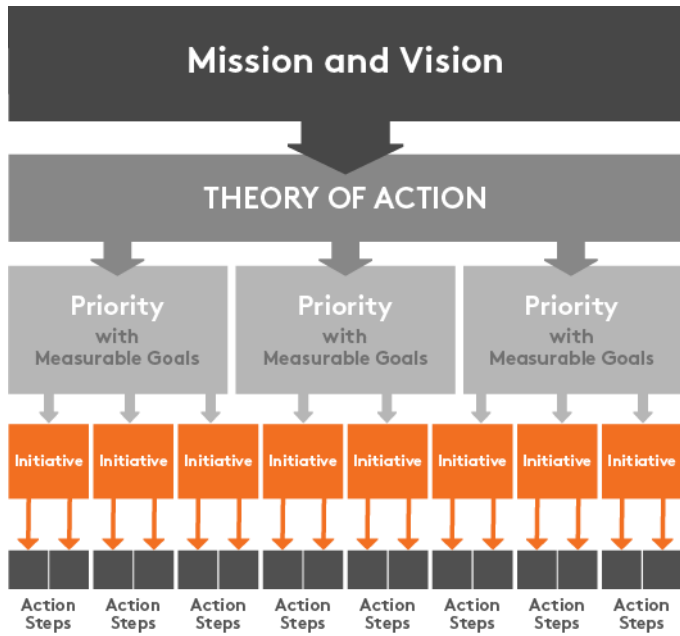
- By 2020, at least 85% of schools will meet or exceed state accountability expectations for ALL students groups.
- By 2020, at least 18% of the school system's staff will represent diverse populations.
- By 2020, stakeholders' (students, staff, and community members) survey responses indicating a positive perception on items regarding availability of courses, instructional materials, and programs in their school will increase by X% until reaching Y%.
- By 2020, the percent of students suspended from school will not exceed 5% for any student group.
- By 2020, every school will have a student attendance rate of 95% or higher.

Note:\* Joint School Board and District responsibility



# Initiatives are specific projects that will help the school system achieve the measurable goals.

## Initiatives (Part of Implementation Phase)



### Initiatives\*

*Specific projects related to each priority that help to achieve the measurable goals*

***Ask yourself – what initiatives will help support our strategic measurable goals?***

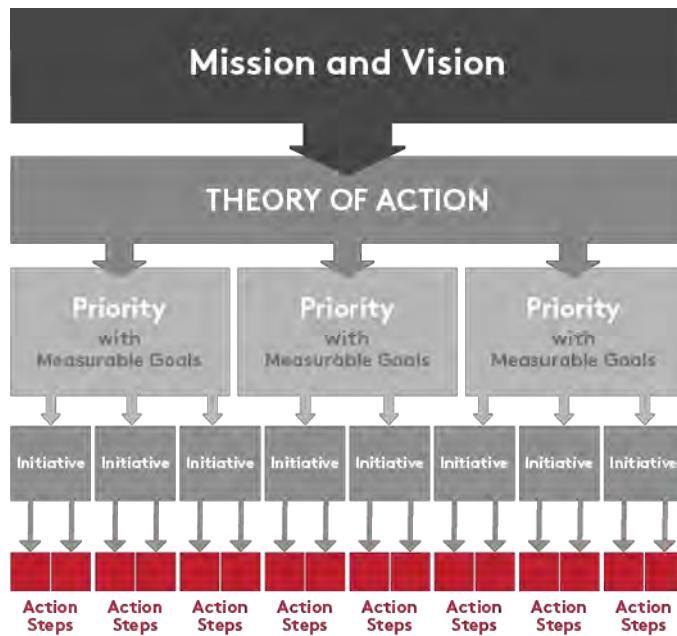
### Examples of Initiatives

- Develop individualized plans for students at-risk of not graduating.
- Implement and evaluate programs for struggling elementary readers.
- Create a model for consistent and effective staff collaboration.
- Evaluate and select a model for culturally responsive practices.
- Recruit a more diverse workforce reflective of our student population.
- Create a plan to help increase student attendance.

Note:\* Primary District responsibility

# Action steps outline specifically what needs to be done, by when, and by whom.

## Action Steps (Part of Implementation Phase)



Note:\* Primary District responsibility

### Action Steps\*

*Specific actions related to each initiative that help to achieve the measurable goals*

**Ask yourself – what needs to happen, by when and by whom, to achieve these goals?**

### Examples of Action Steps

**Initiative:** Recruit a more diverse workforce to reflect of our student population

**Action Steps:**

- Develop a High School Teacher Developmental Program for Minority Students.
  - Meet with Development Team
  - Establish a potential student group
  - Meet the students group at a minimum of each quarter
- Develop a Student Teaching Experience Program for current minority adults in our community that have a four-year undergraduate degree and may be a potential teacher.
  - Review resources and establish budget
  - Institute pilot program with 2-4 adults
  - Analyze results and make adjustments
  - Institute programming for up to 10 adults per year

# Agenda

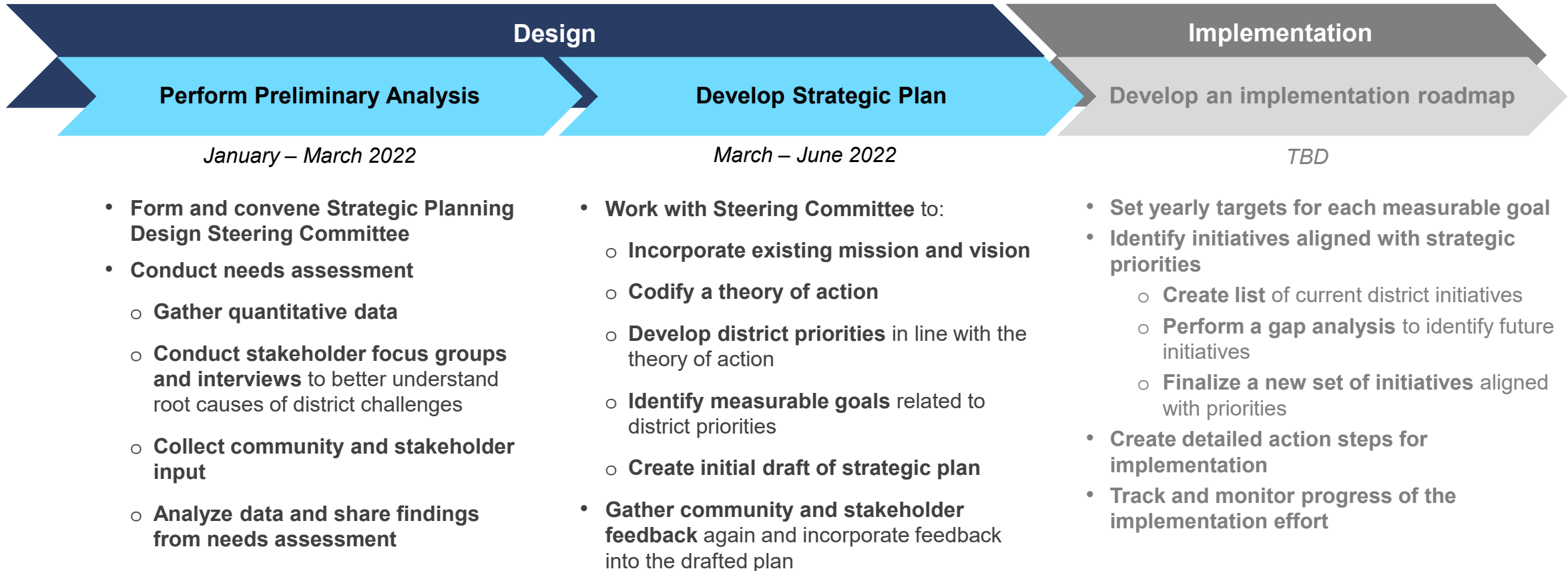
Introductions

Strategic Planning Framework

**Workplan**

# Below are the key components of our work together.

## How It Will Work – Timeline and Process



# The Steering Committee will lead the process of synthesizing and articulating Chelmsford's Strategic Plan.

## Steering Committee Role



- Provide guidance and materials for Steering Committee
- Provide project management support
- Synthesize information and discussions for Steering Committee to react to
- Gather multiple rounds of key stakeholder feedback and incorporate into the strategic plan

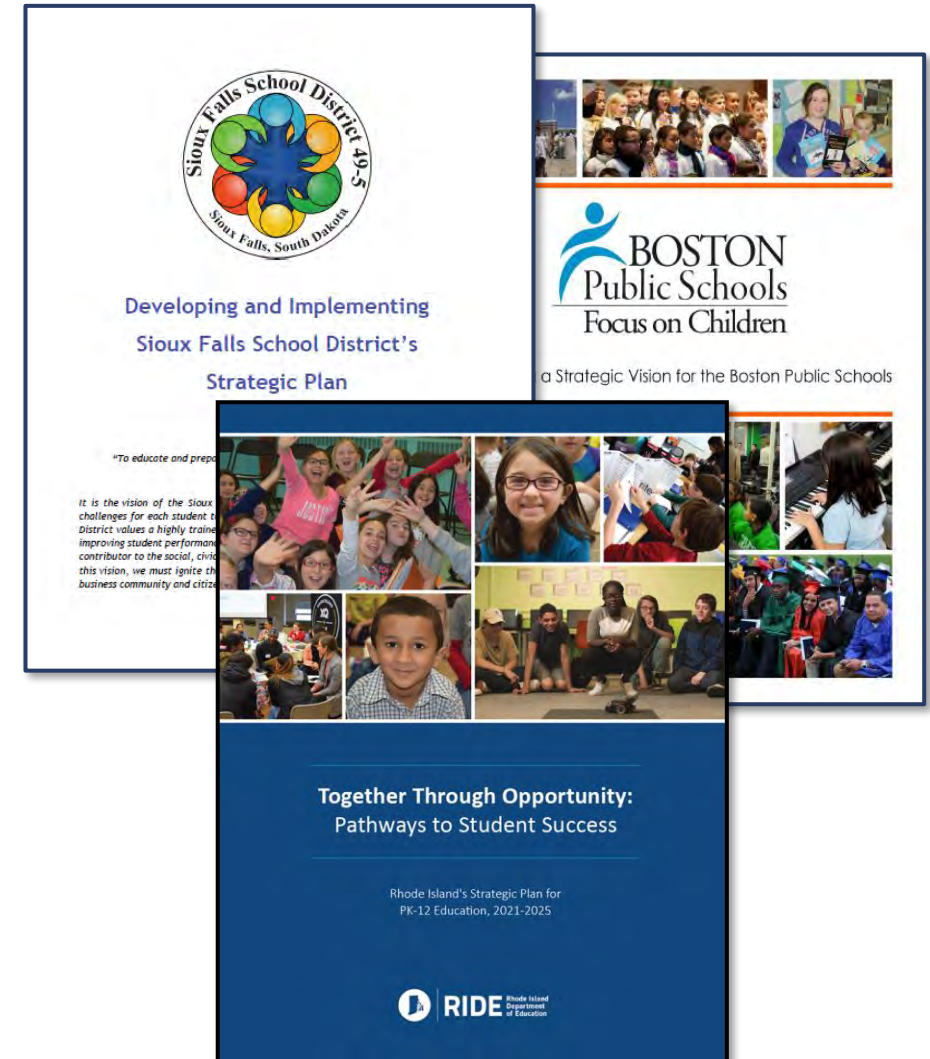


- Provide diverse perspectives based on Steering Committee members' experiences
- Provide content expertise
- Champion the effort of developing and implementing a long-term strategic plan
- Serve as a feedback loop for the community

# At the end of the process, Chelmsford Public Schools will have a written strategic plan that is focused and results-oriented.

## Deliverables

- **Your strategic plan will clearly articulate for you, your stakeholders, and your community the following:**
  - Mission and vision
  - Theory of Action
  - Priorities along with defined Measurable Goals
- **Two-Step Community Engagement**
  - DMGroup has significant experience facilitating community and stakeholder meetings and will help you have authentic discussions with the community and stakeholders





# 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](mailto:info@dmgroupK12.com)

**Fax:** (617) 491-5266

**Web:** [www.dmgroupK12.com](http://www.dmgroupK12.com)

**Mail:** 133 Federal Street, Boston, MA 02110



# CHELMSFORD PUBLIC SCHOOLS

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Jay Lang, Ed.D., Superintendent

## **Memorandum**

To: Members of the School Committee  
From: Jay Lang, Ed.D., Superintendent of Schools  
Date: January 4, 2022  
Re: Presentation – Update on Districtwide Facilities Master Plan

---

Attached please find the PowerPoint presentation that representatives of Dore & Whittier Architects discussed at the regular school committee meeting of December 19, 2021 to update the facility conditions and districtwide master plan in progress. I have also attached a few new PowerPoint slides that review the key decision sequence and timing to conclude the project. This information will guide the discussion at the regular school committee meeting this evening.





# Chelmsford Public Schools Facility Master Plan Update

## School Committee

1.4.22



# Agenda

- Master Plan Goals
- Study Progress Discussion
- Key Decisions that Inform the Master Plan
- Key Decisions Discussion

# Master Plan Goals

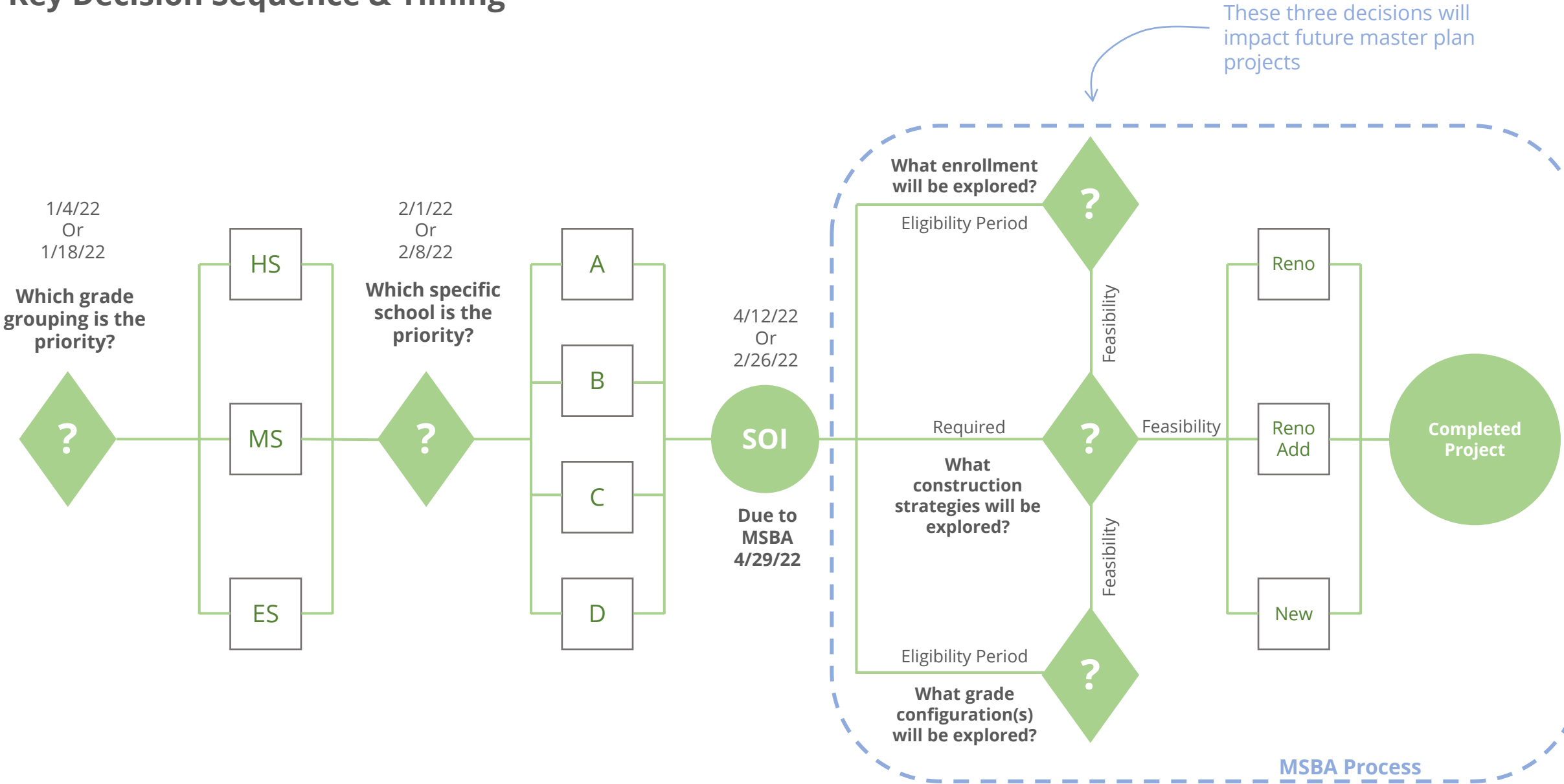
# Master Plan Goals

- Modernize entire building inventory to resolve enrollment, educational, and facility deficiencies
- Alleviate overcrowding and anticipate growth
- Size elementary schools with enrollments of approximately 500 students
- Position Pre-K to be co-located with an elementary school
- Prioritize projects to benefit the greatest number of students as quickly as possible
- Execute projects to maximize the educational impact of any financial investment

# Study Progress Discussion

# Key Decisions

# Key Decision Sequence & Timing



# Key Decisions Discussion





Thank You



dw  
DORE + WHITTIER



# Chelmsford Public Schools Facility Master Plan Update

## School Committee

12.21.2021

# Agenda

- Study Progress
- Key Decisions that Inform the Master Plan
- Timelines & Grade Configurations
- Questions / Discussion
- Implementation Plans for Cost Estimating
- Next Steps

# Study Progress

# 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

# 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

**In Progress**

**Complete**

**Complete**

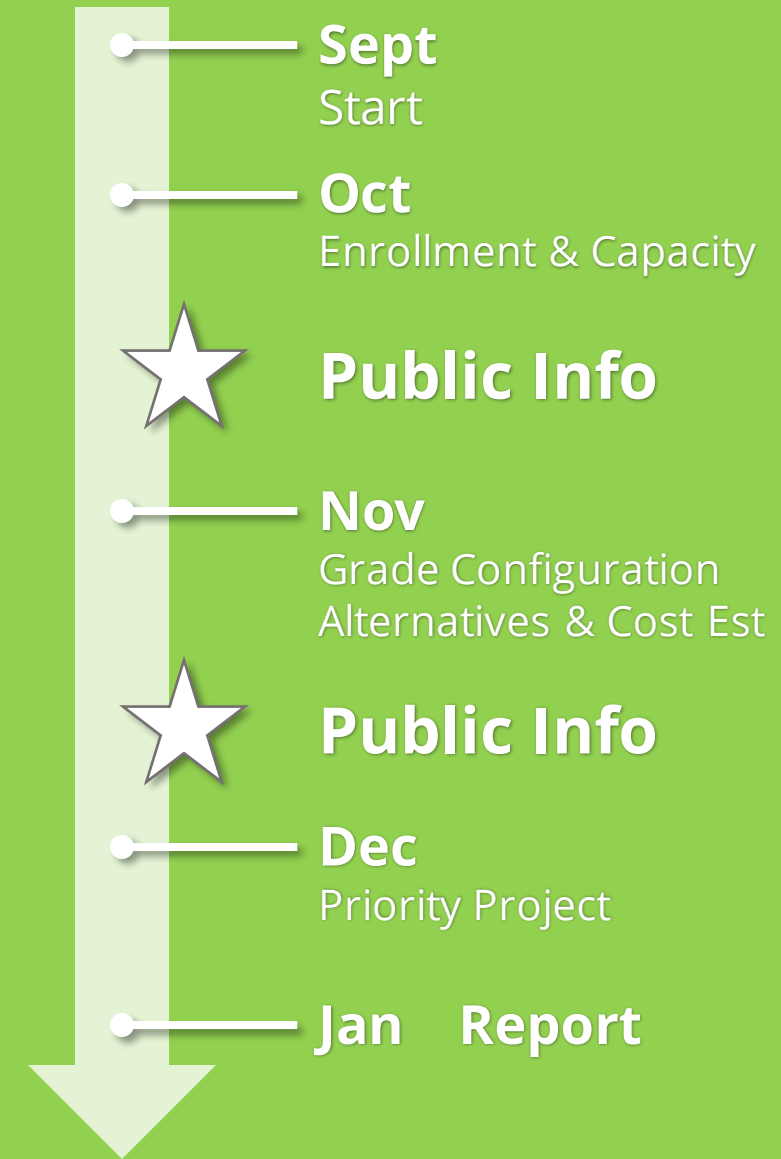
**Complete**

**In Progress**

**In Progress**

# 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



# Key Decisions that Inform Master Plan



HS

MS

MS

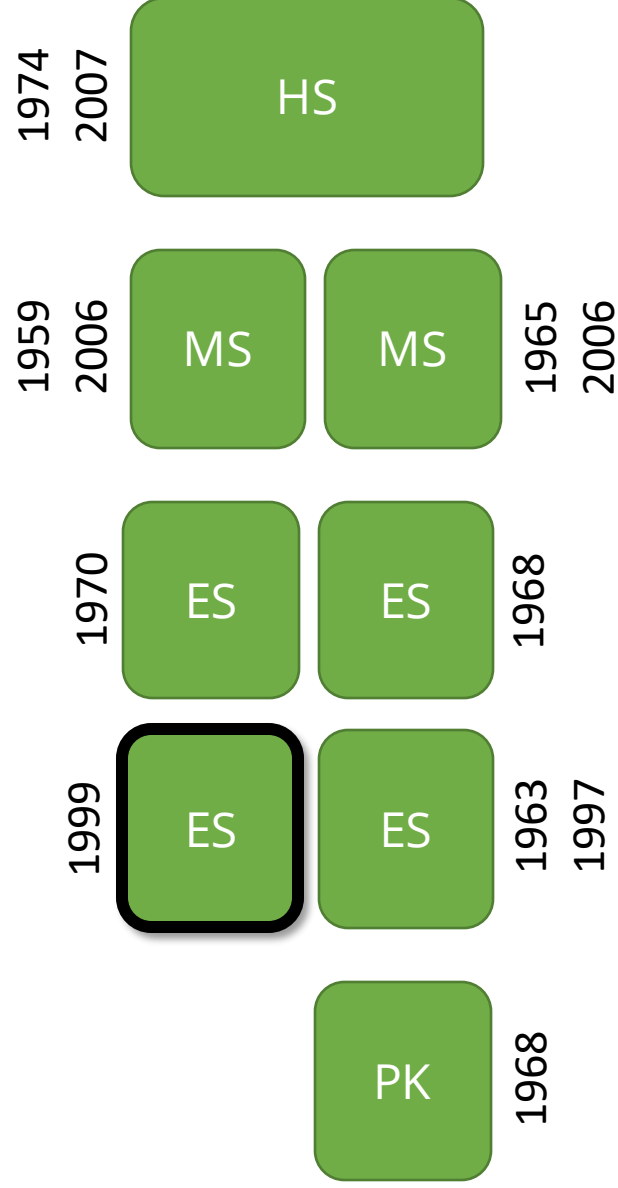
ES  
(600)

ES  
(600)

ES  
(600)

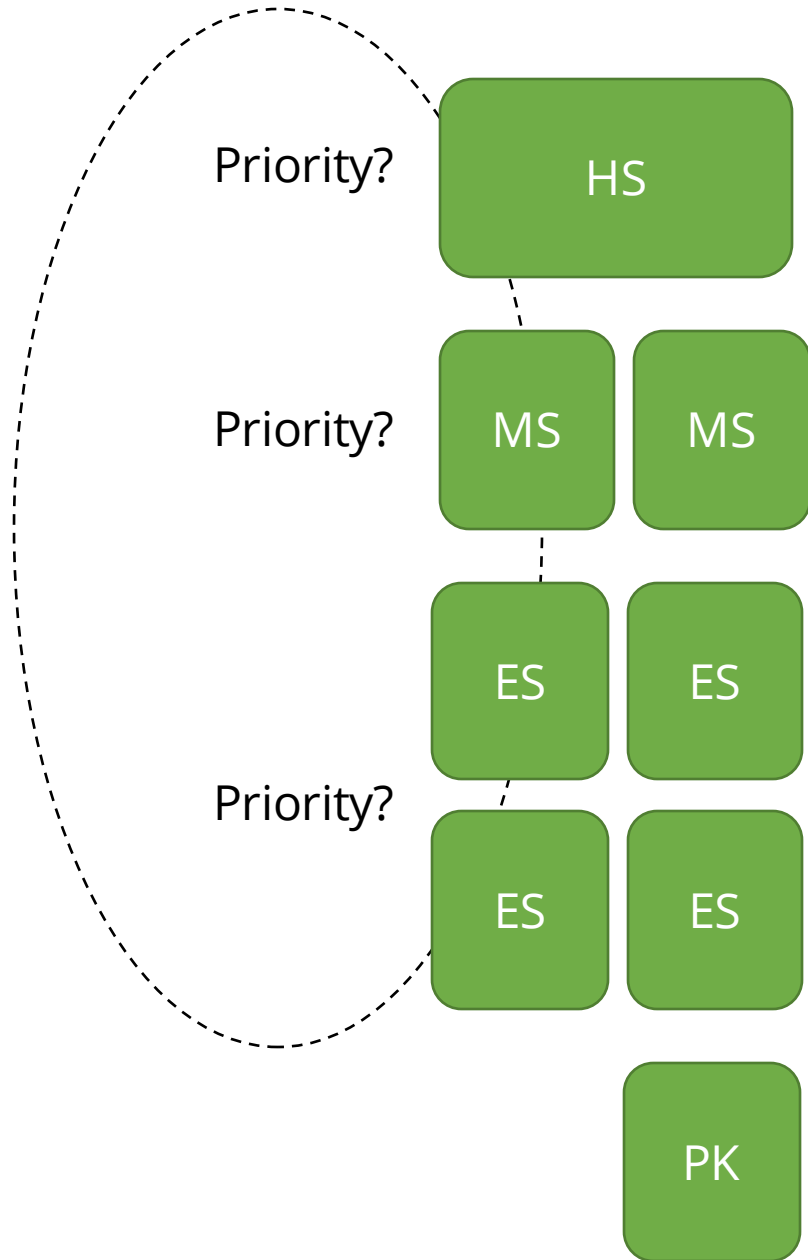
ES  
(600)

PK  
(140)

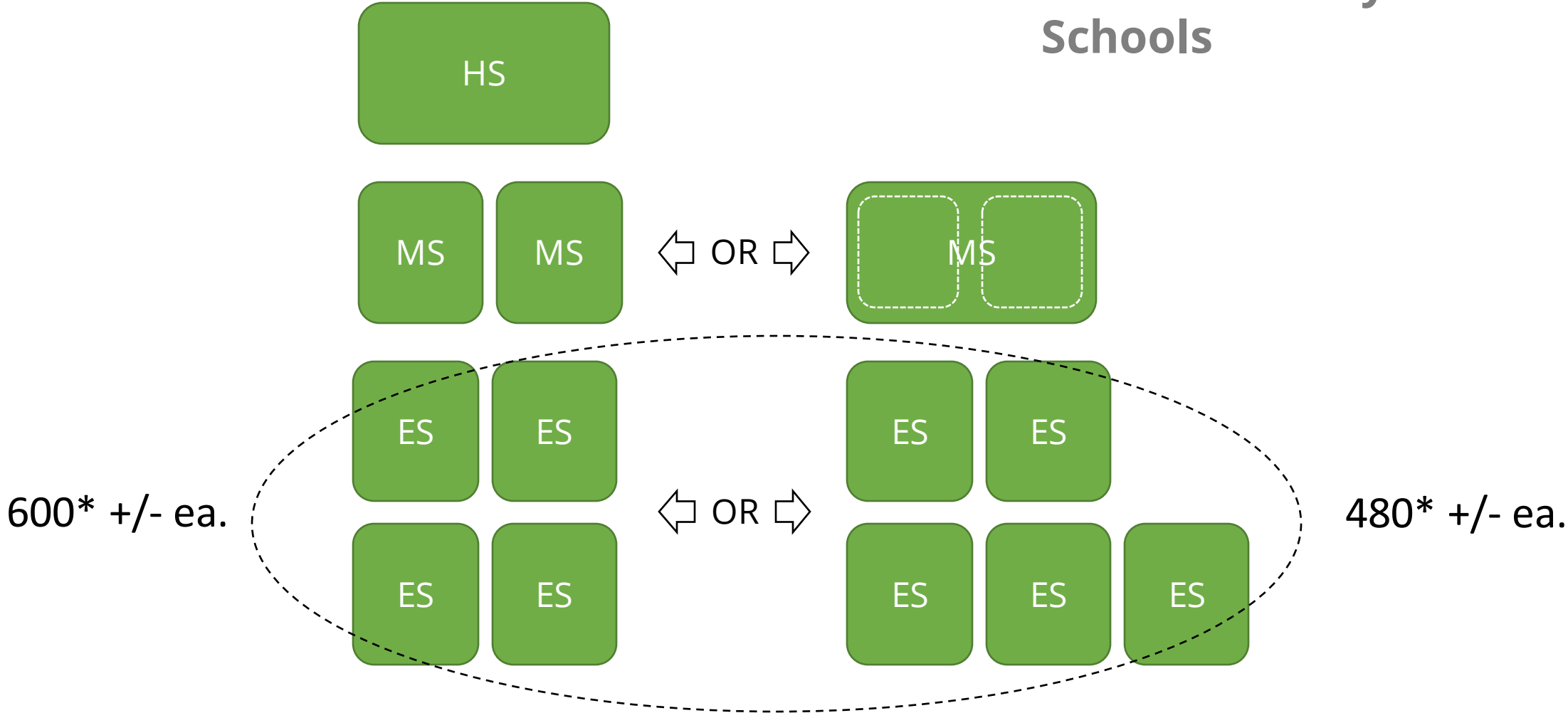


**Prepare a long-term plan to renovate or replace most or all buildings**

# Priority for Statement of Interest



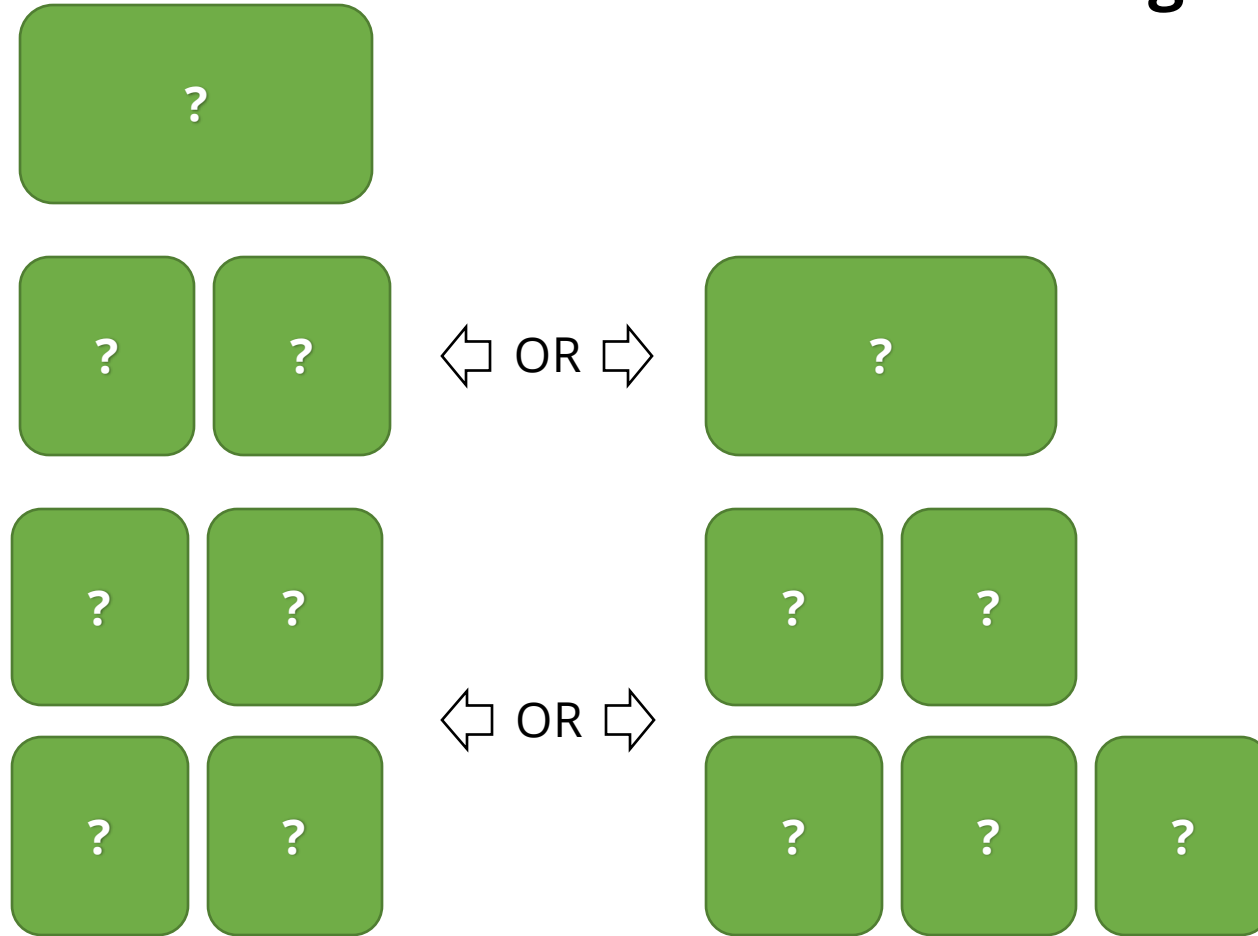
# Number of Elementary Schools



Assumes 150 PreK population incorporated into one of these projects.

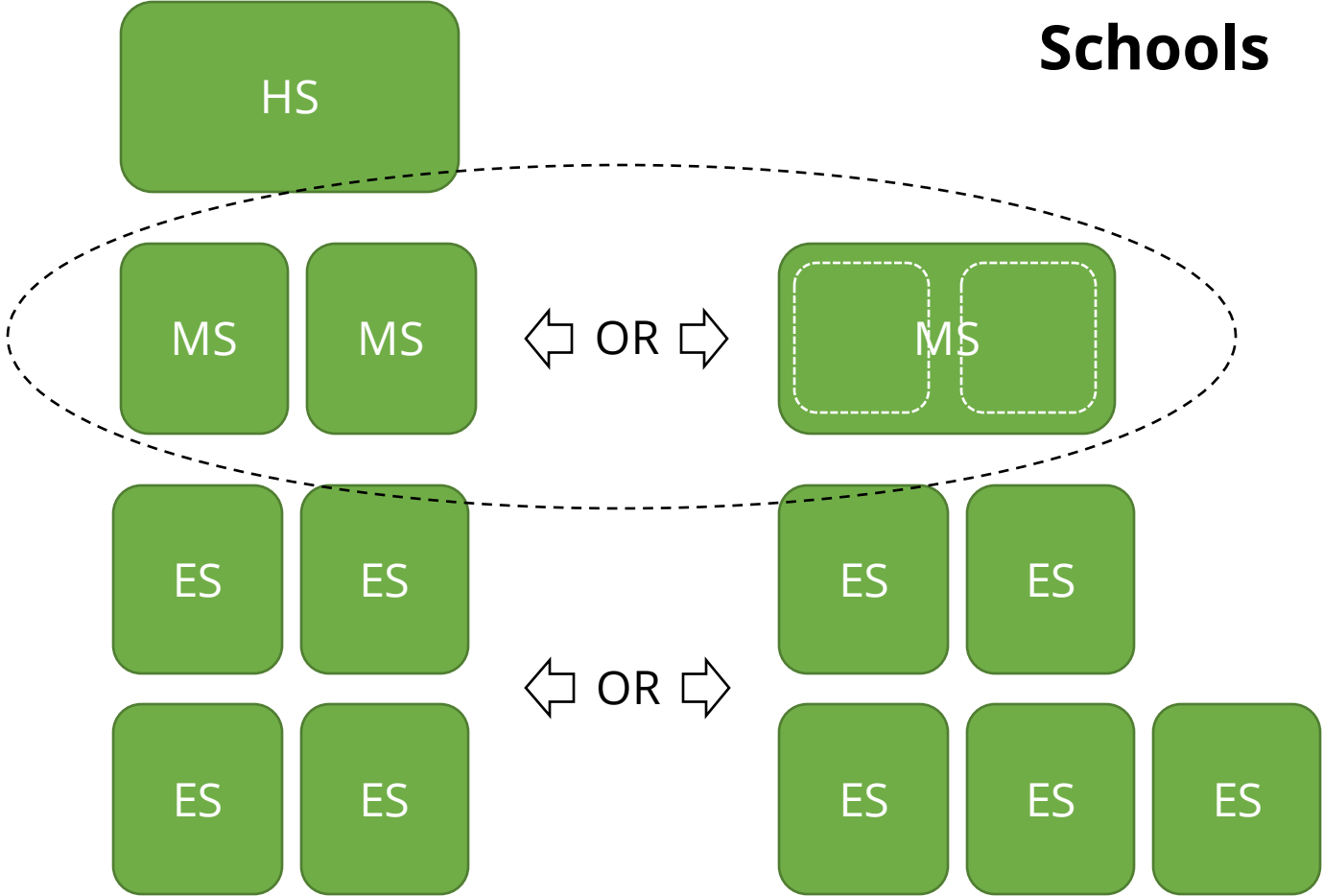
\* Depending on grade configuration.

# Grade Configuration

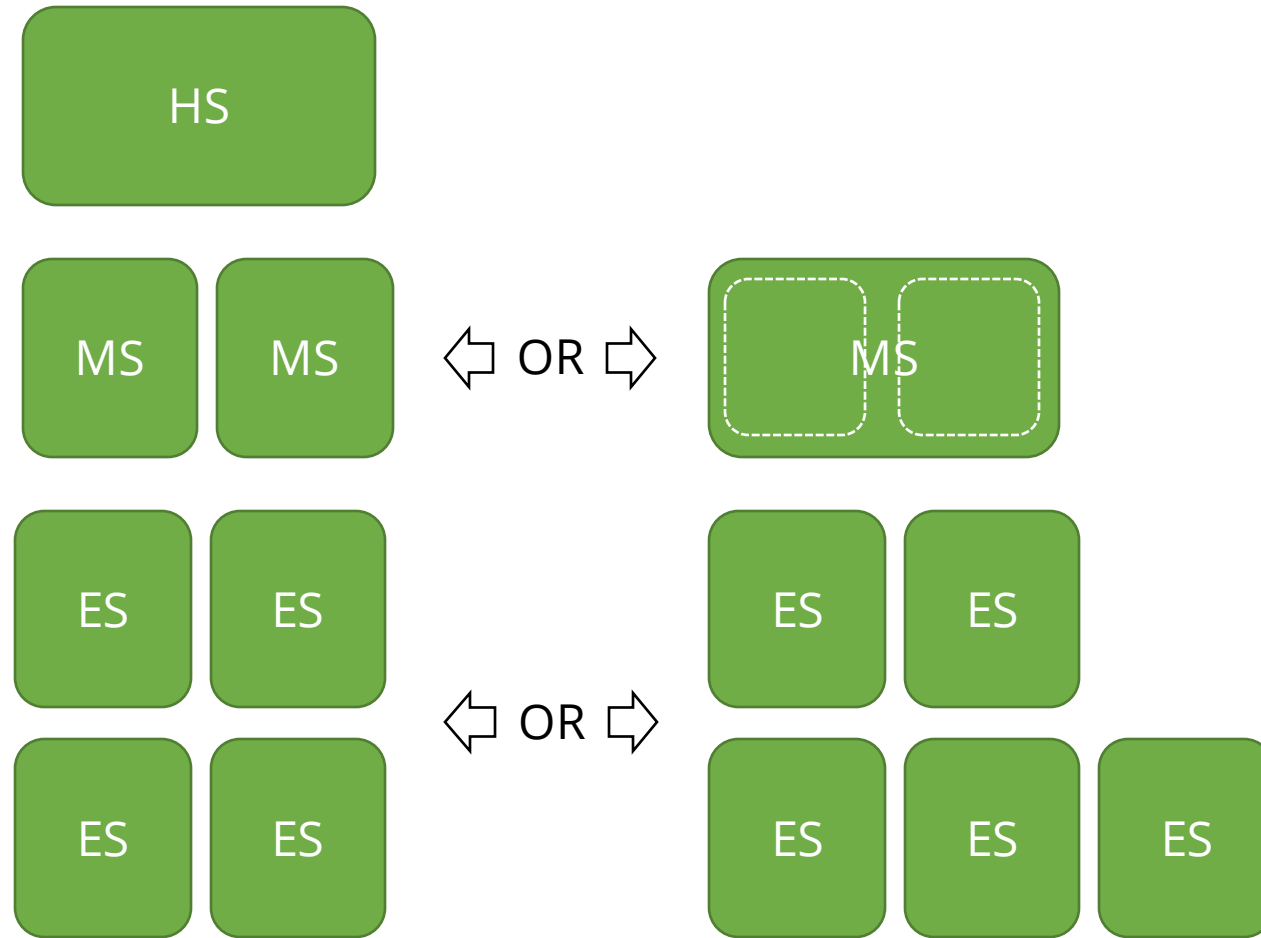


Assumes 150 PreK population incorporated into one of these projects.

# Number of Middle Schools



Assumes 150 PreK population incorporated into one of these projects.



## 6 Projects, Minimum Over the Master Plan

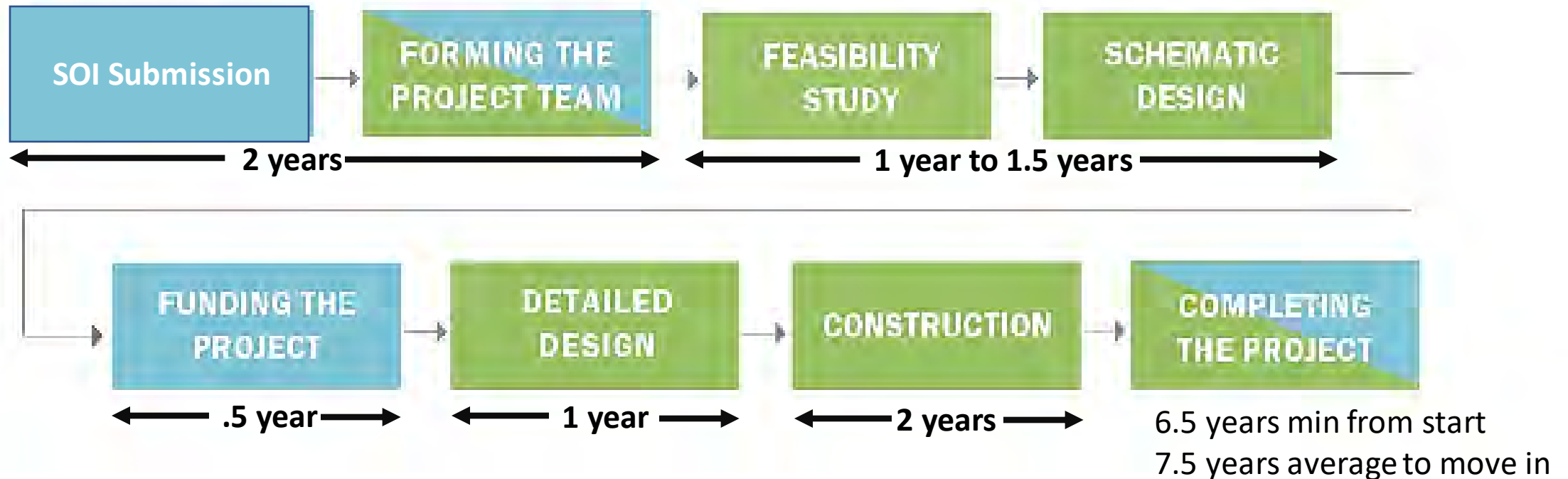
Assumes 150 PreK population incorporated into one of these projects.

# Timelines & Grade Configurations

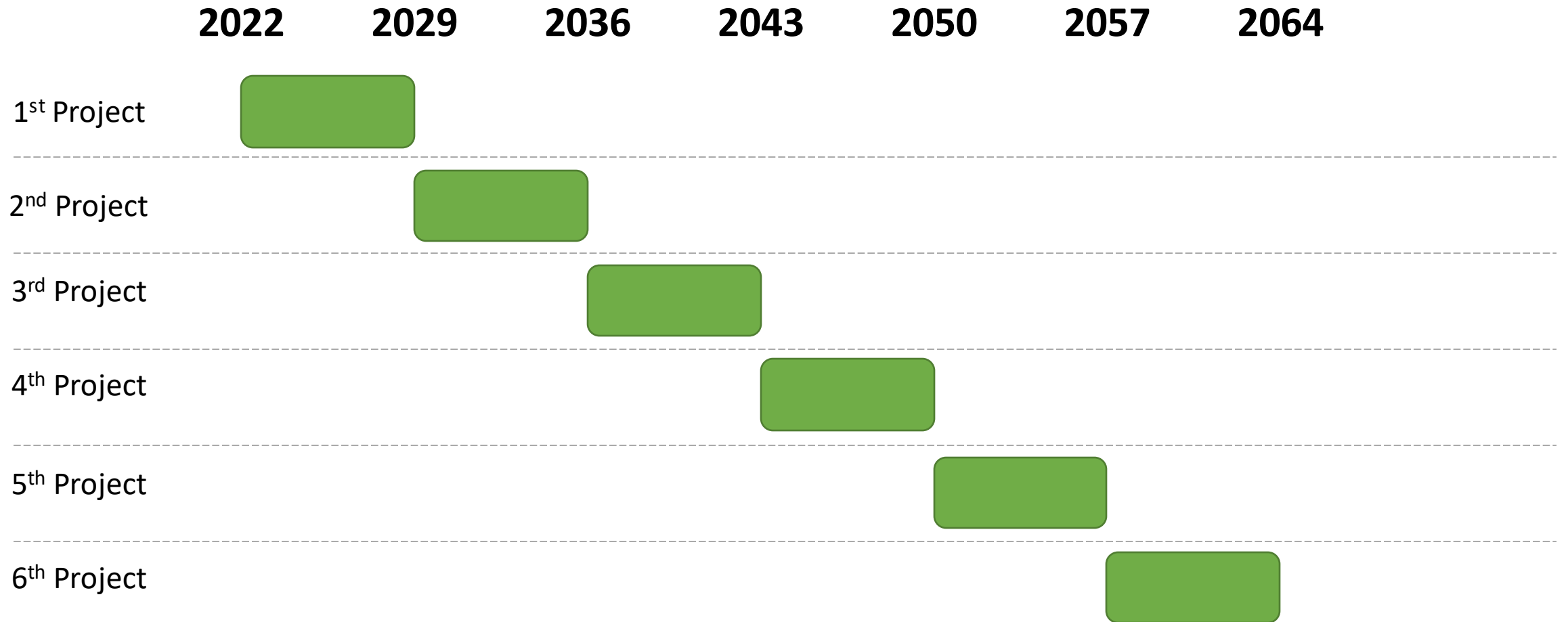


# Assumptions for Master Plan Timelines

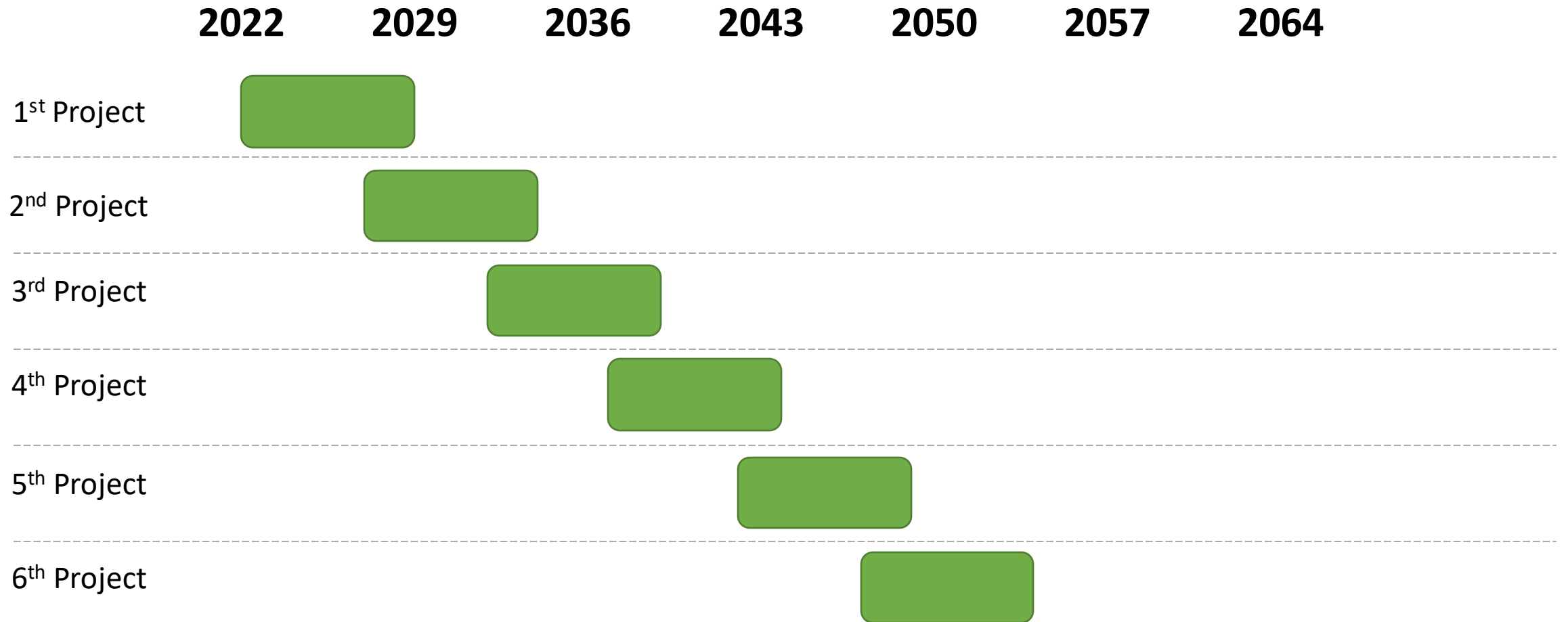
MSBA Building Process Timeline Based on Average MSBA School Project



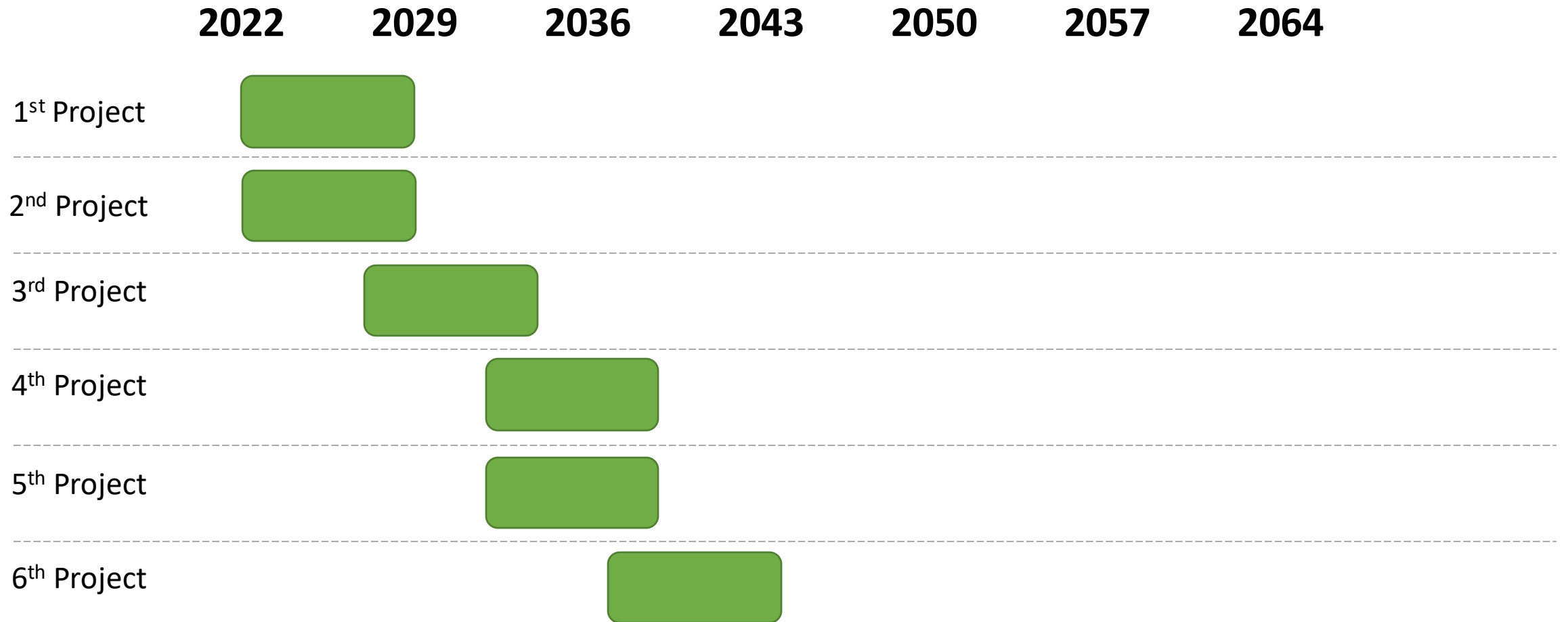
# Sequential Timeline



# Overlapping Timeline



# Concurrent Timeline



# Option: High School Priority

Parker Site

McCarthy Site

Byam Site

Center Site

Harrington Site

South Row Site

TBD

TBD

TBD

TBD

TBD

TBD

- May allow existing high school to be converted to 5<sup>th</sup> – 8<sup>th</sup>
- May allow existing Parker and/or McCarthy to convert to ES
- May allow Parker or McCarthy to serve as swing space for ES
- Least likely for to garner MSBA participation

1<sup>st</sup> Project

High School

2<sup>nd</sup> Project

TBD

3<sup>rd</sup> Project

TBD

4<sup>th</sup> Project

TBD

5<sup>th</sup> Project

TBD

6<sup>th</sup> Project

TBD

7<sup>th</sup> Project

TBD

## Option: Parker Priority, 7<sup>th</sup>-8<sup>th</sup> Focus

Parker Site	McCarthy Site	Byam Site	Center Site	Harrington Site	South Row Site
New 7 <sup>th</sup> -8 <sup>th</sup>	5 <sup>th</sup> -6 <sup>th</sup>	K-4 <sup>th</sup>	K-4 <sup>th</sup>	PK-4 <sup>th</sup>	K-4 <sup>th</sup>

## Option: Parker Priority, 5<sup>th</sup>-6<sup>th</sup> Focus

Parker Site	McCarthy Site	Byam Site	Center Site	Harrington Site	South Row Site
New 5 <sup>th</sup> -6 <sup>th</sup>	7 <sup>th</sup> -8 <sup>th</sup>	K-4 <sup>th</sup>	K-4 <sup>th</sup>	PK-4 <sup>th</sup>	K-4 <sup>th</sup>

## Option: Parker Priority, 5<sup>th</sup>-8<sup>th</sup> Focus

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

## Option: Parker Priority, 4<sup>th</sup>-6<sup>th</sup> Focus

Parker Site	McCarthy Site	Byam Site	Center Site	Harrington Site	South Row Site
New 4 <sup>th</sup> -6 <sup>th</sup>	7 <sup>th</sup> -8 <sup>th</sup>	K-3 <sup>rd</sup>	K-3 <sup>rd</sup>	PK-3 <sup>rd</sup>	K-3 <sup>rd</sup>

## Option: Parker Priority, 6<sup>th</sup>-8<sup>th</sup> Focus

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

# Option: Parker Priority, 7<sup>th</sup>-8<sup>th</sup> Focus

Parker Site

McCarthy Site

Byam Site

Center Site

Harrington Site

South Row Site

New 7<sup>th</sup>-8<sup>th</sup>

5<sup>th</sup>-6<sup>th</sup>

K-4<sup>th</sup>

K-4<sup>th</sup>

PK-4<sup>th</sup>

K-4<sup>th</sup>

1<sup>st</sup> Project

Parker  
(7<sup>th</sup>-8<sup>th</sup>)

2<sup>nd</sup> Project

McCarthy  
(5<sup>th</sup>-6<sup>th</sup>)

3<sup>rd</sup> Project

South Row  
(K-4<sup>th</sup>)

4<sup>th</sup> Project

Harrington  
(PK-4<sup>th</sup>)

5<sup>th</sup> Project

Byam  
(K-4<sup>th</sup>)

6<sup>th</sup> Project

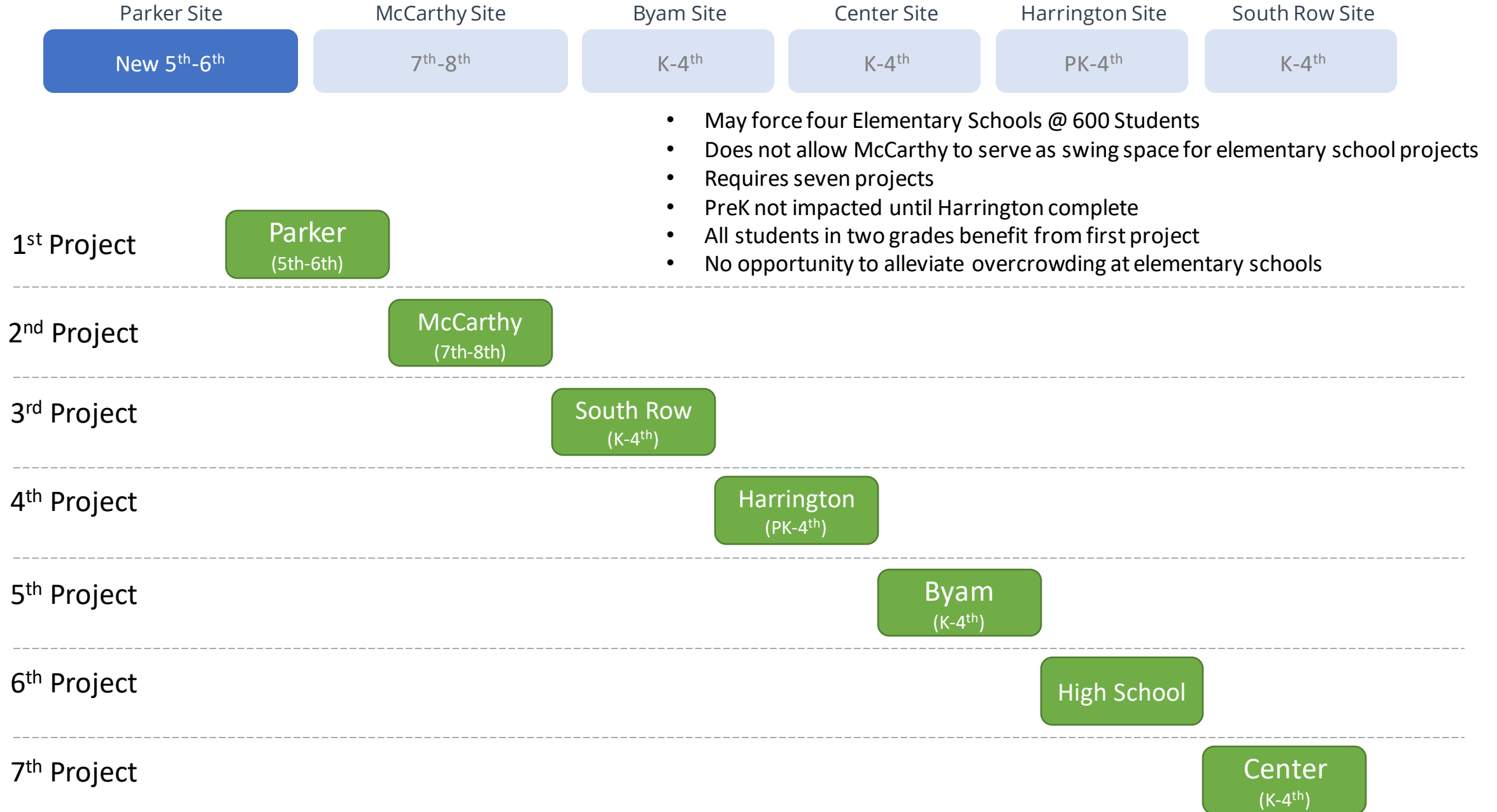
High School

7<sup>th</sup> Project

Center  
(K-4<sup>th</sup>)

- May force four Elementary Schools @ 600 Students
- Does not allow McCarthy to serve as swing space for elementary school projects
- Requires seven projects
- PreK not impacted until Harrington complete
- All students in two grades benefit from first project
- No opportunity to alleviate overcrowding at elementary schools

# Option: Parker Priority, 5<sup>th</sup>-6<sup>th</sup> Focus





# Option: Parker Priority, 5<sup>th</sup>-8<sup>th</sup> Focus (Two Middle Schools & Four ES Variation)

Parker Site

McCarthy Site

Byam Site

Center Site

Harrington Site

South Row Site

New 5<sup>th</sup>-8<sup>th</sup>

5<sup>th</sup>-8<sup>th</sup>

K-4<sup>th</sup>

K-4<sup>th</sup>

PK-4<sup>th</sup>

K-4<sup>th</sup>

1<sup>st</sup> Project

Parker  
(5<sup>th</sup>-8<sup>th</sup>)

2<sup>nd</sup> Project

McCarthy  
(5<sup>th</sup>-8<sup>th</sup>)

3<sup>rd</sup> Project

South Row  
(K-4<sup>th</sup>)

4<sup>th</sup> Project

Harrington  
(PK-4<sup>th</sup>)

5<sup>th</sup> Project

Byam  
(K-4<sup>th</sup>)

6<sup>th</sup> Project

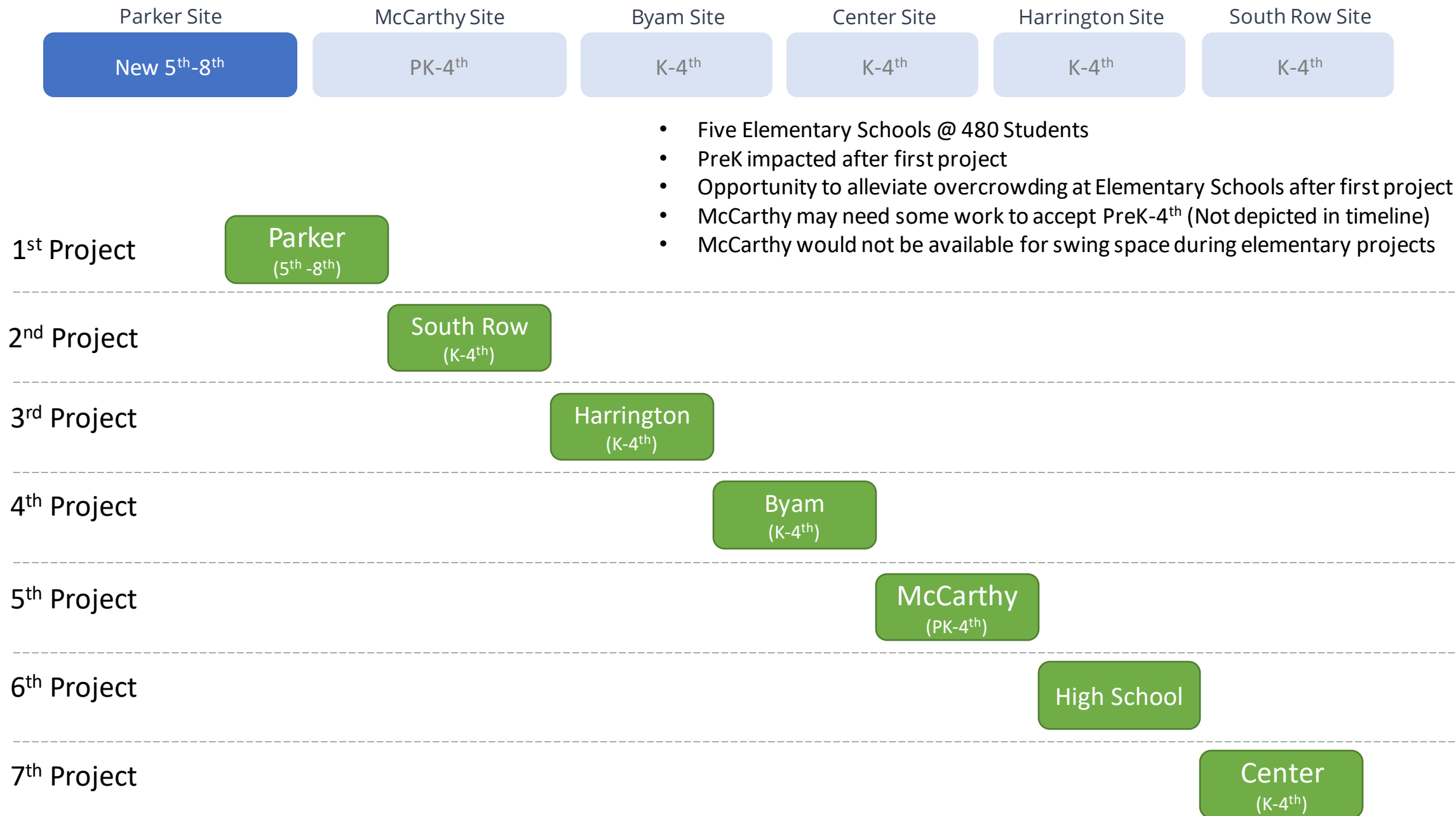
High School

7<sup>th</sup> Project

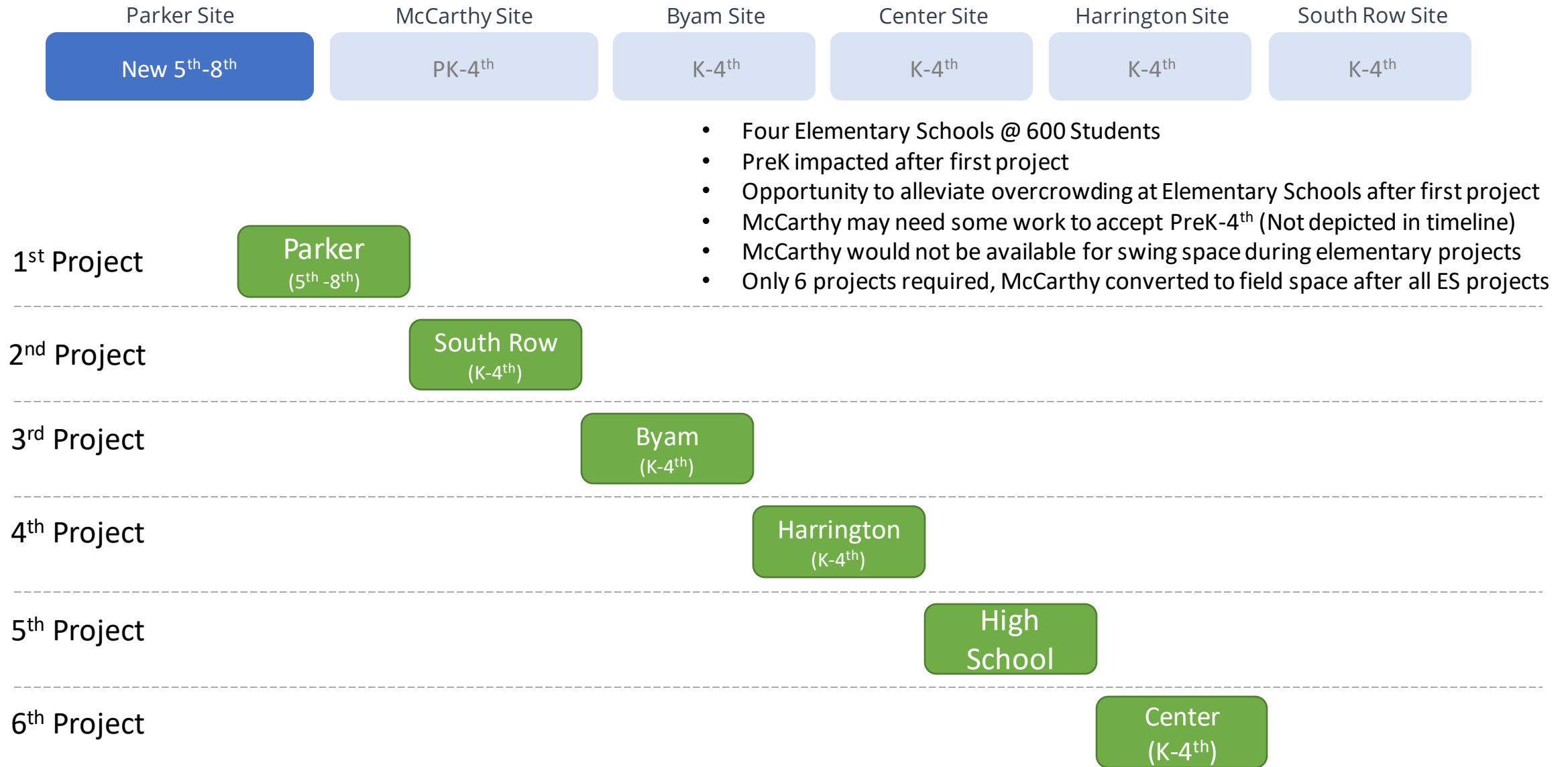
Center  
(K-4<sup>th</sup>)

- May force four Elementary Schools @ 600 Students
- Does not allow McCarthy to serve as swing space for elementary school projects
- Requires seven projects
- PreK not impacted until Harrington complete
- Half students in four grades benefit from first project
- No opportunity to alleviate overcrowding at elementary schools

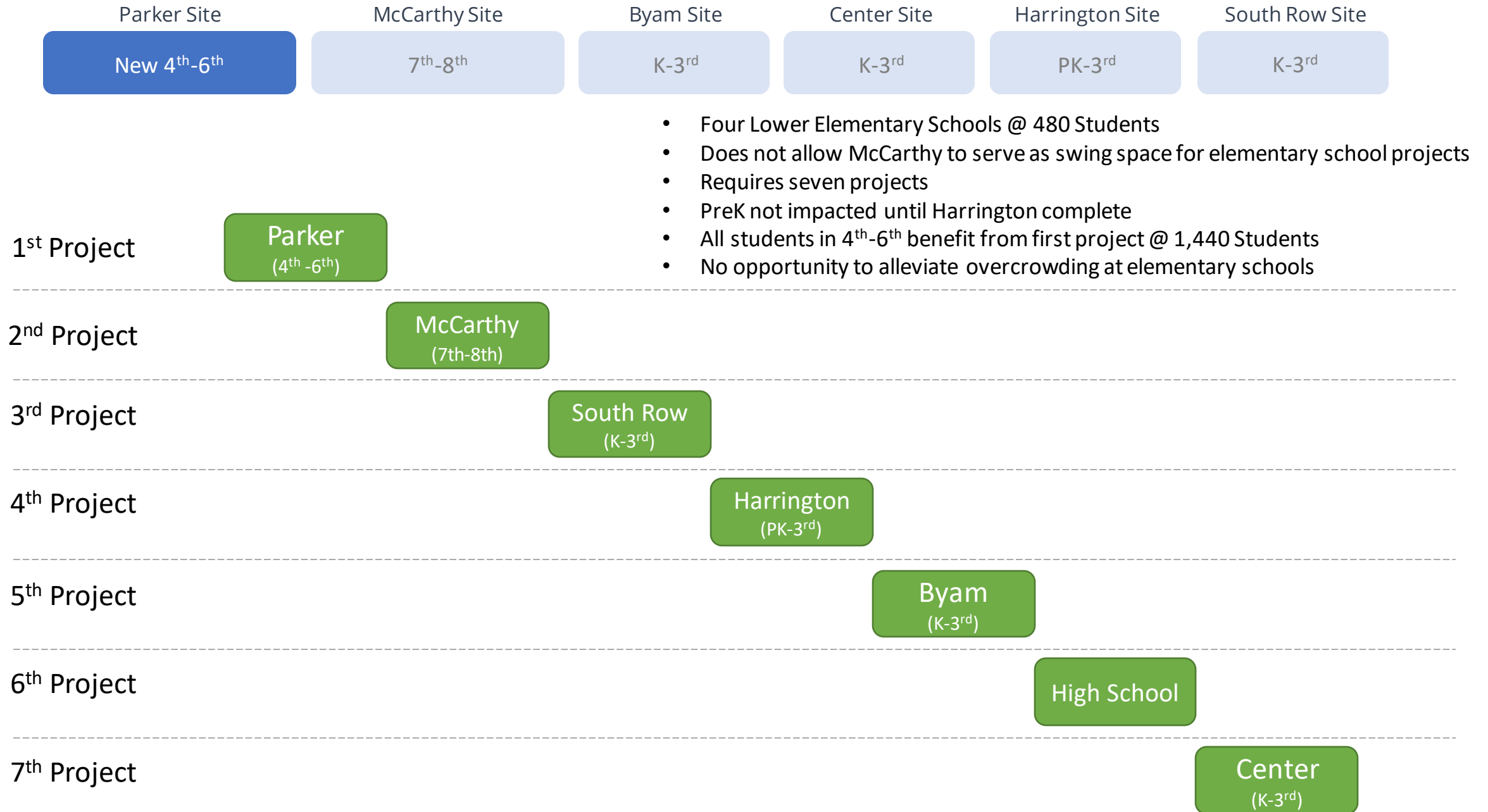
# Option: Parker Priority, 5<sup>th</sup>-8<sup>th</sup> Focus (One Middle School & Five ES Variation)



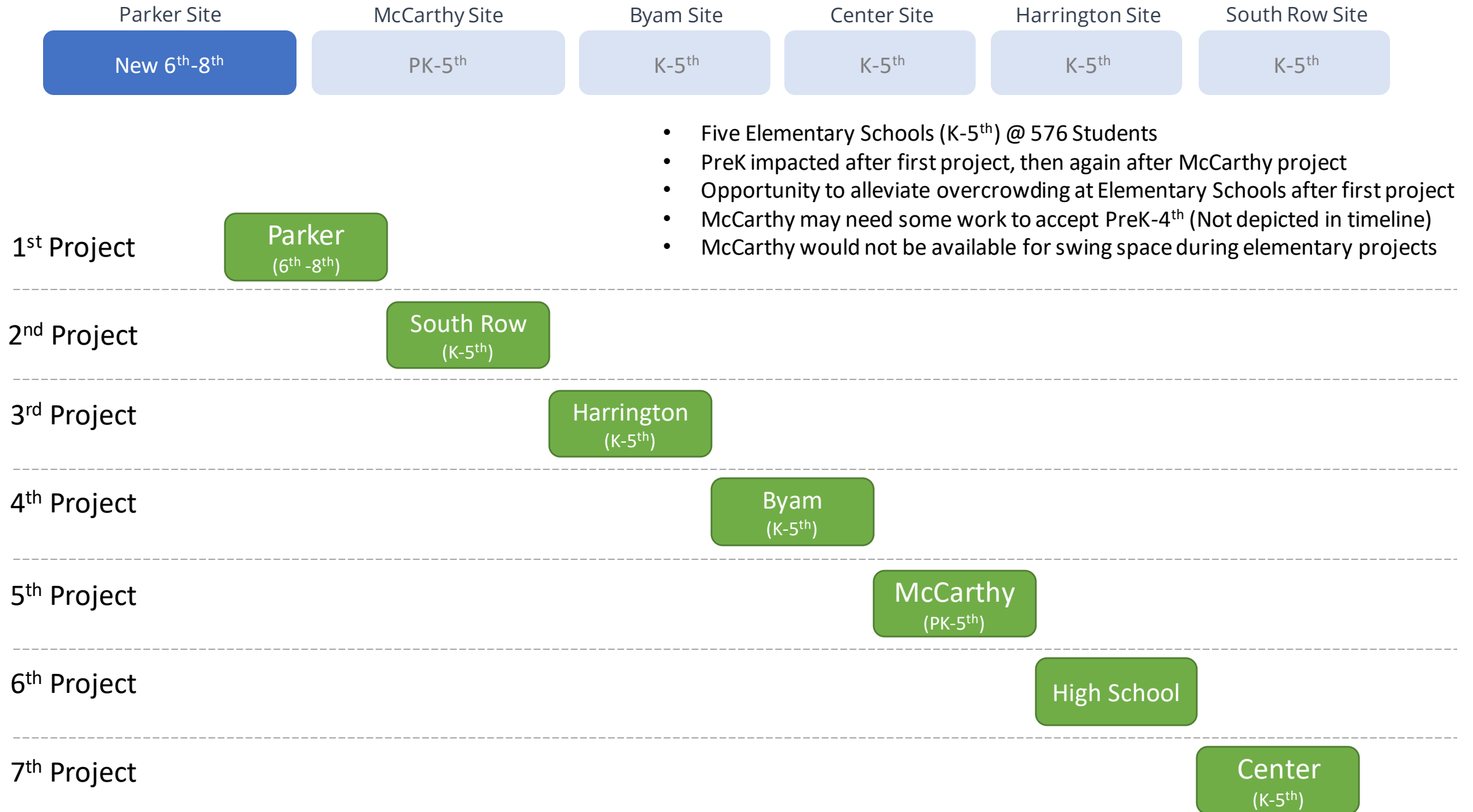
# Option: Parker Priority, 5<sup>th</sup>-8<sup>th</sup> Focus (One Middle School & Five then Four ES Variation)



# Option: Parker Priority, 4<sup>th</sup>-6<sup>th</sup> Focus



# Option: Parker Priority, 6<sup>th</sup>-8<sup>th</sup> Focus

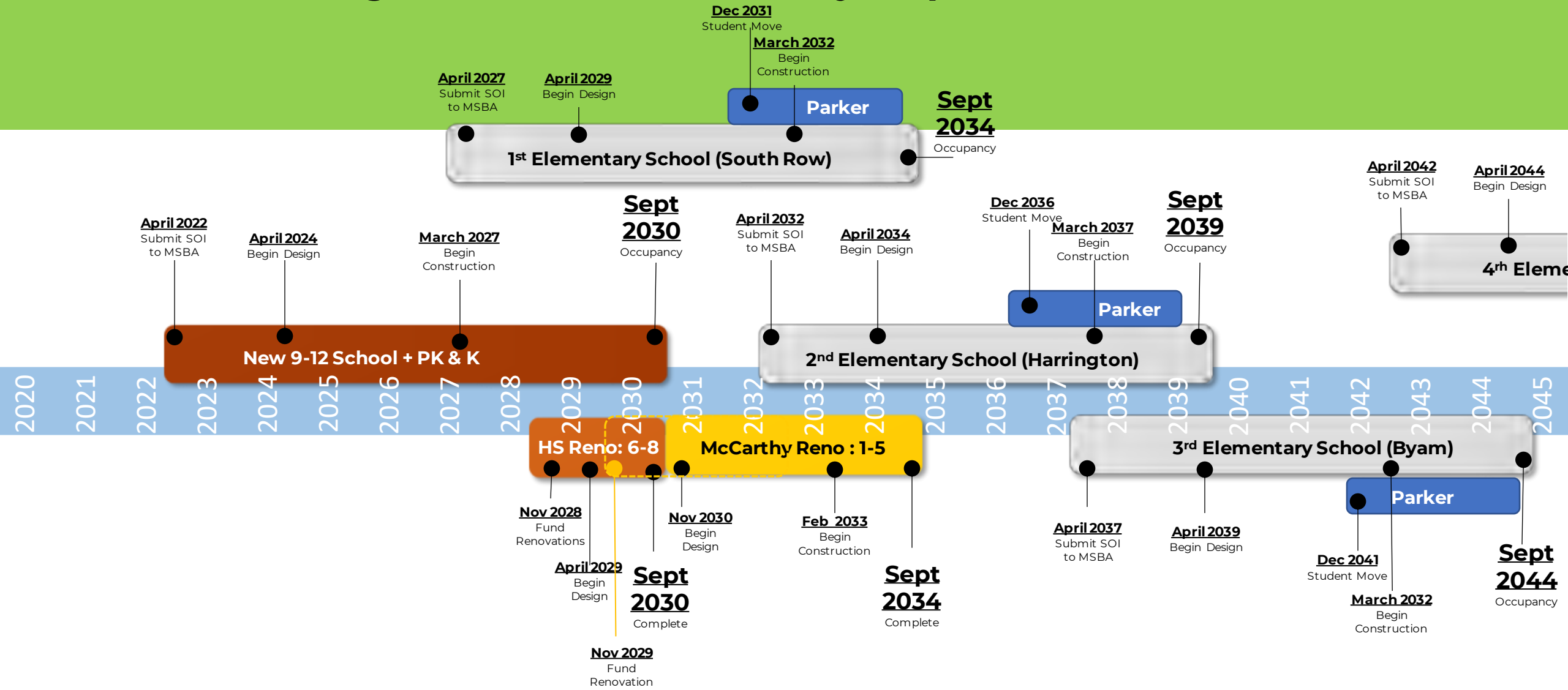


# Questions / Discussion



# Implementation Plans for Cost Estimating

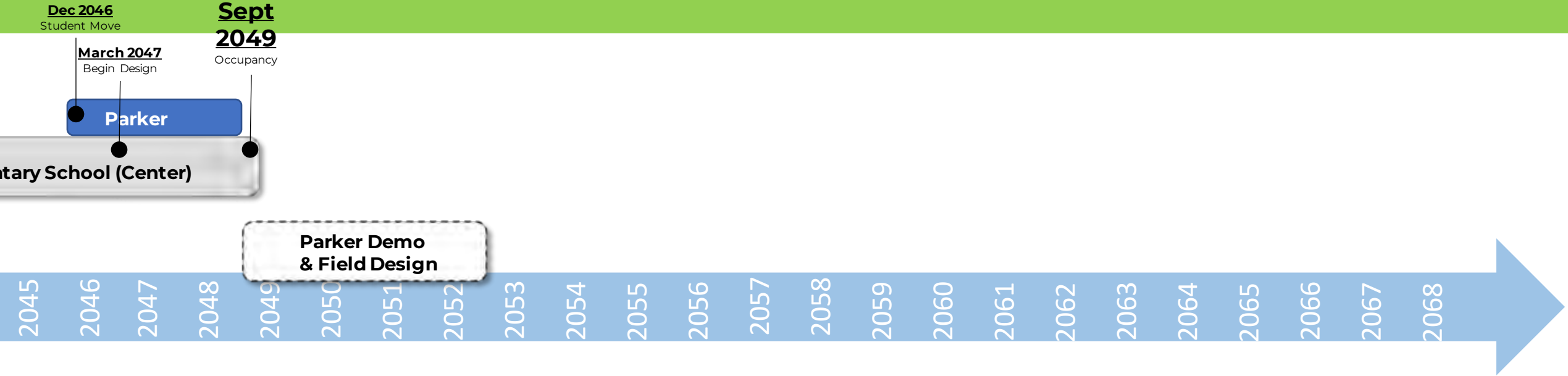
# J5: High School + ECC Priority – updated for 2021 MP



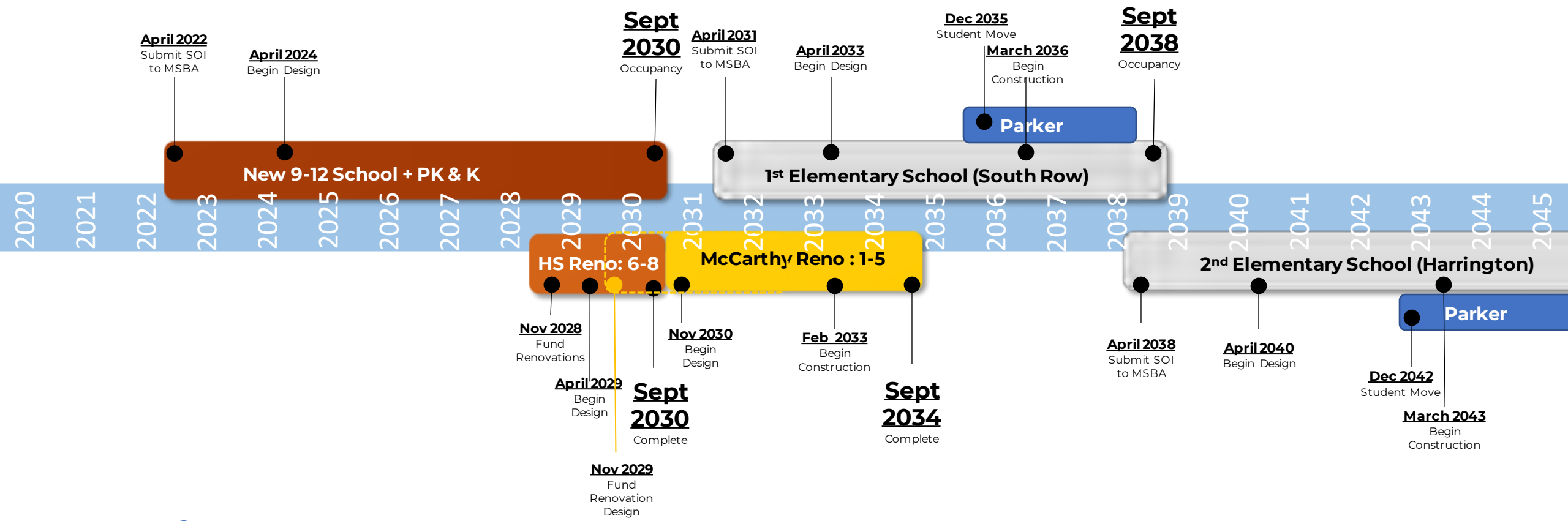
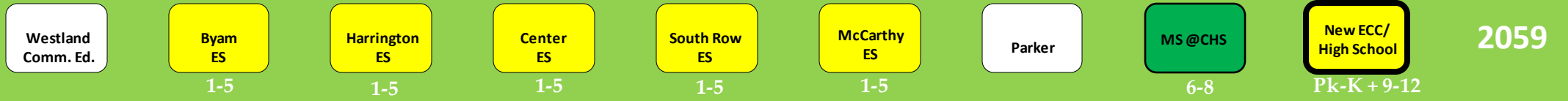
Capital Improvements to Keep Parker School Operational until 2048



# J5: High School + ECC Priority – updated for 2021 MP

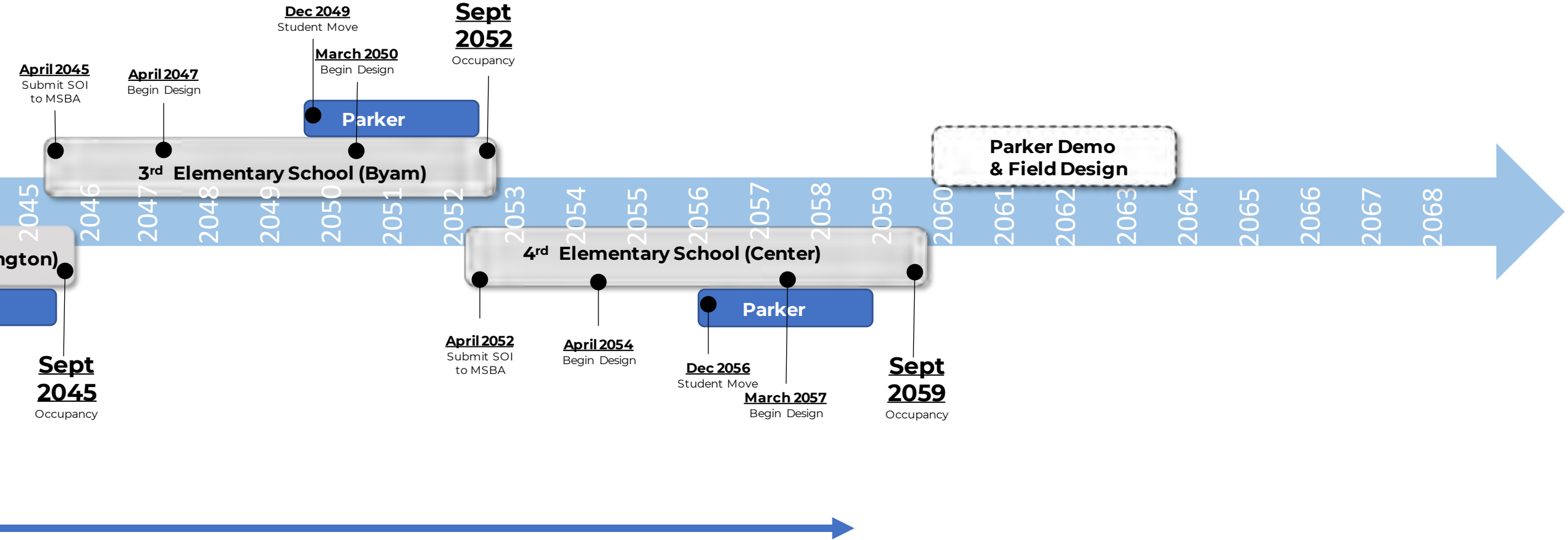


# J5: High School + ECC Priority – extended timeline



Capital Improvements to Keep Parker School Operational until 2058

# J5: High School + ECC Priority – extended timeline



Capital Improvements to Keep Parker School Operational until 2058

# P1: Parker as 7-8 Grades / P2: Parker as 5-6 Grades

Westland  
Comm. Ed.

Byam  
ES

Harrington  
ES

Center  
ES

South Row  
ES + PK

McCarthy  
ES

**Parker**

CHS

2057

K-4

K-4

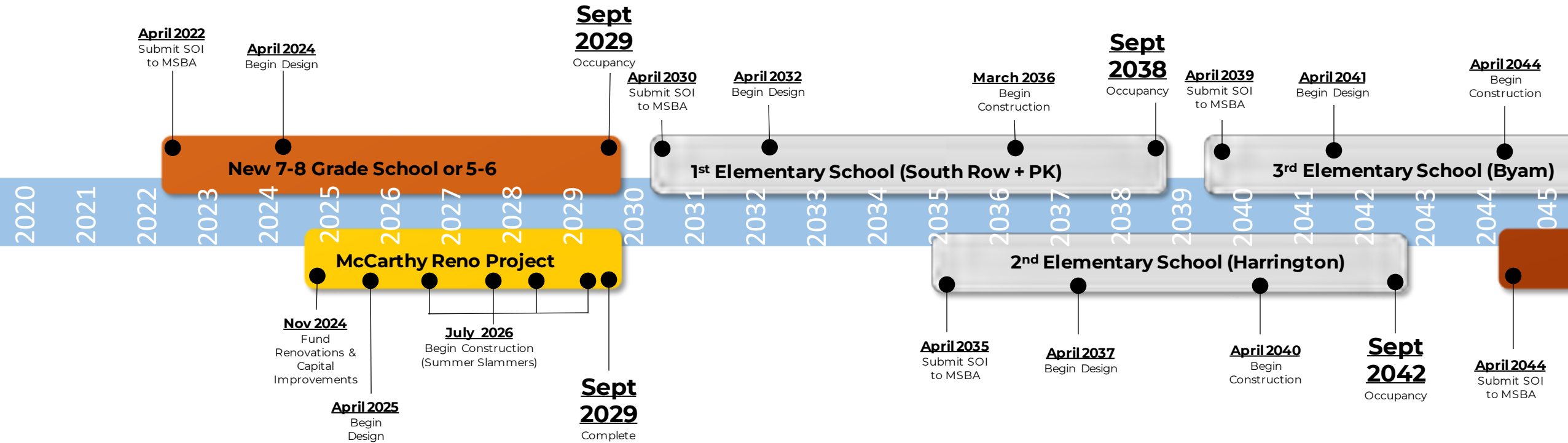
K-4

PK-4

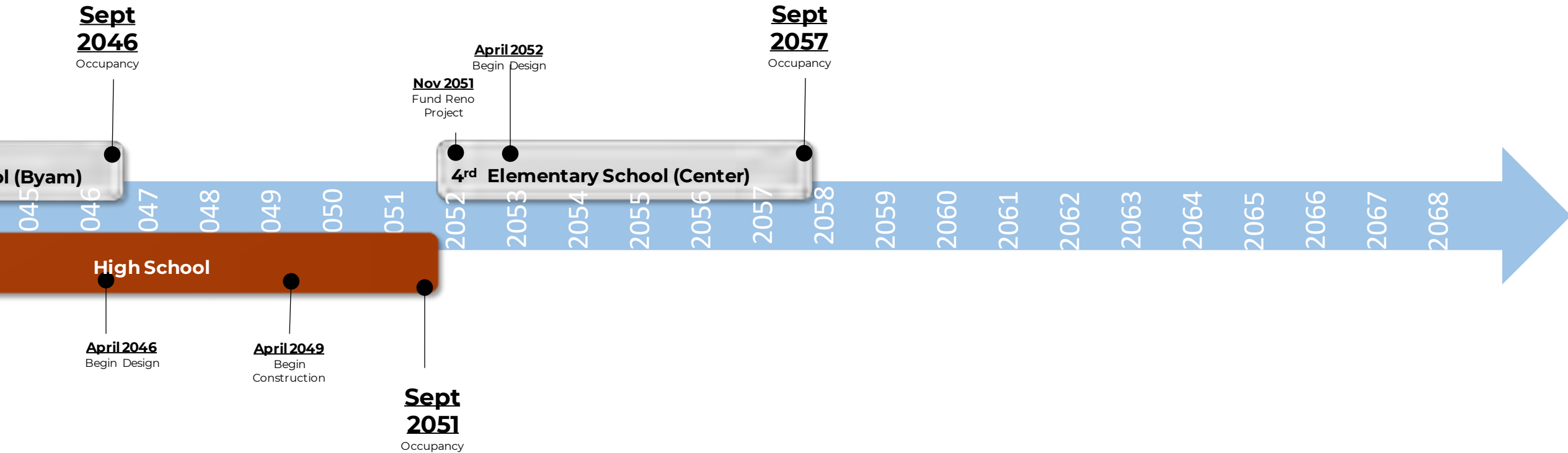
7-8 or 5-6

7-8 or 5-6

9-12



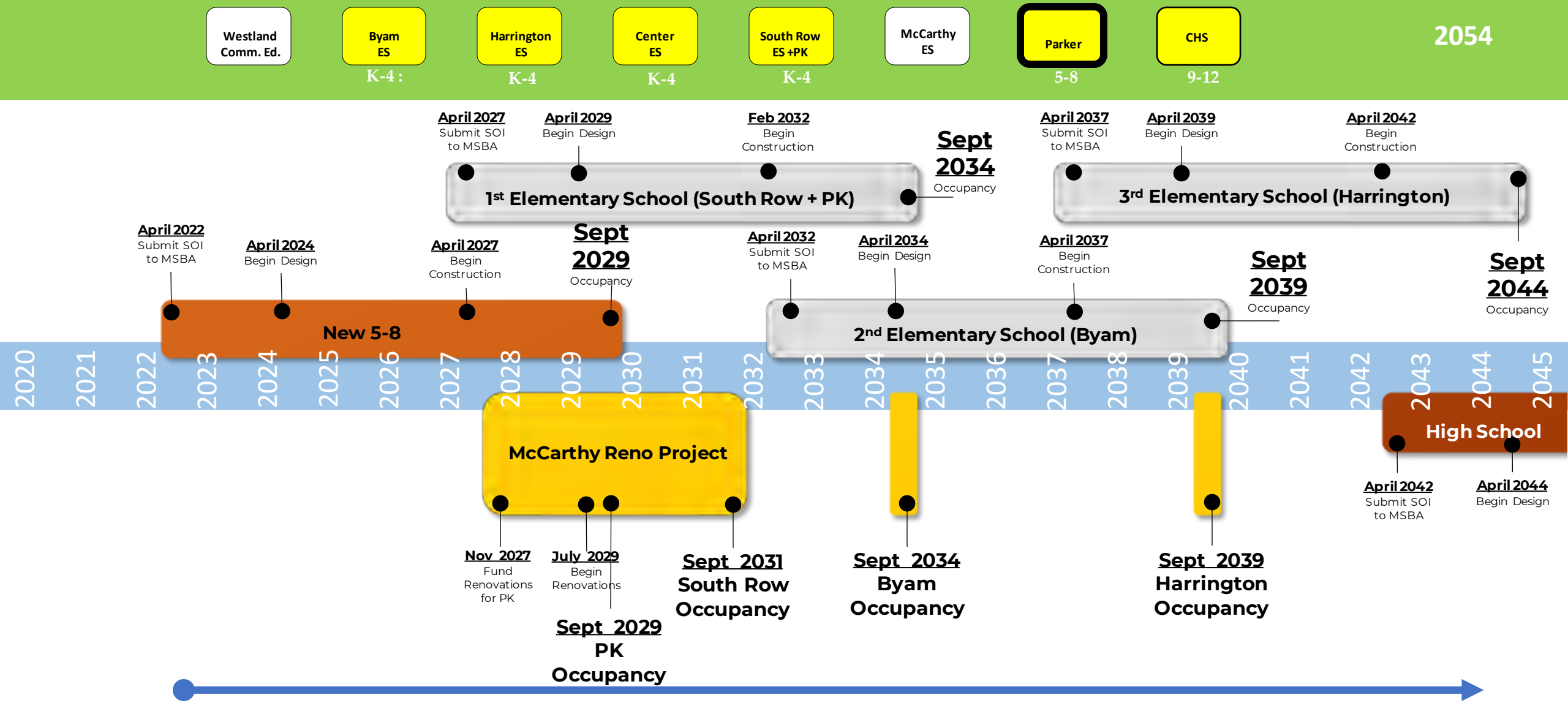
# P1: Parker as 7-8 Grades / P2: Parker as 5-6 Grades



**Thank you**

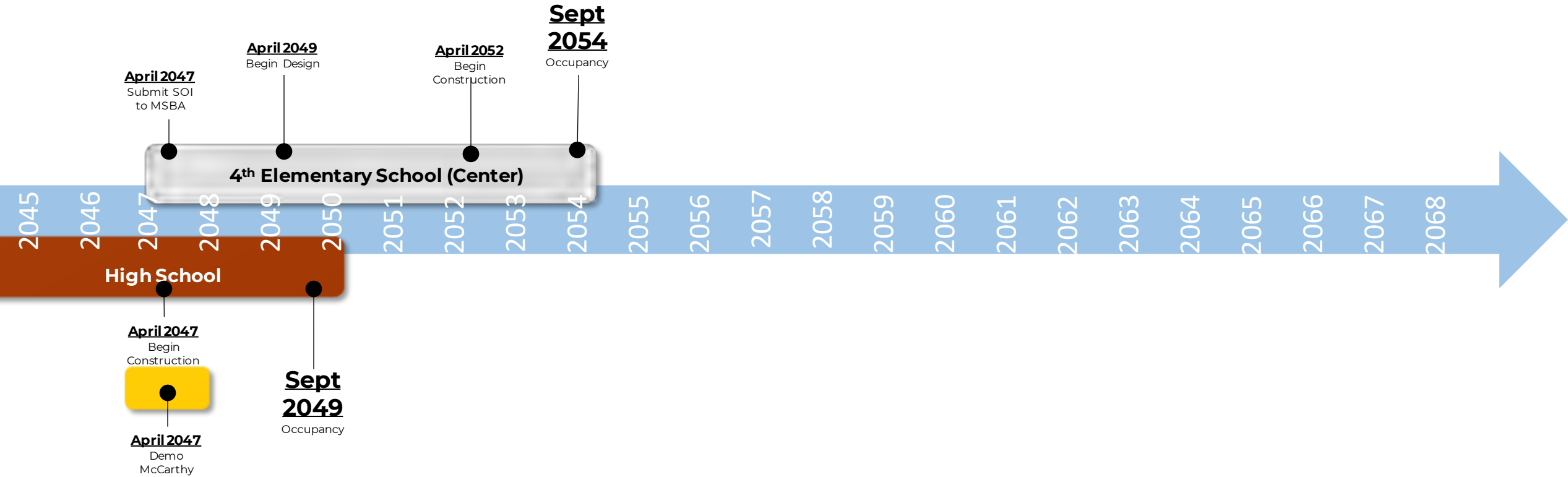


# P3.1: Parker as 5-8 Grades



Capital Improvements to Keep McCarthy School Operational until 2044

# P3.1: Parker as 5-8 Grades

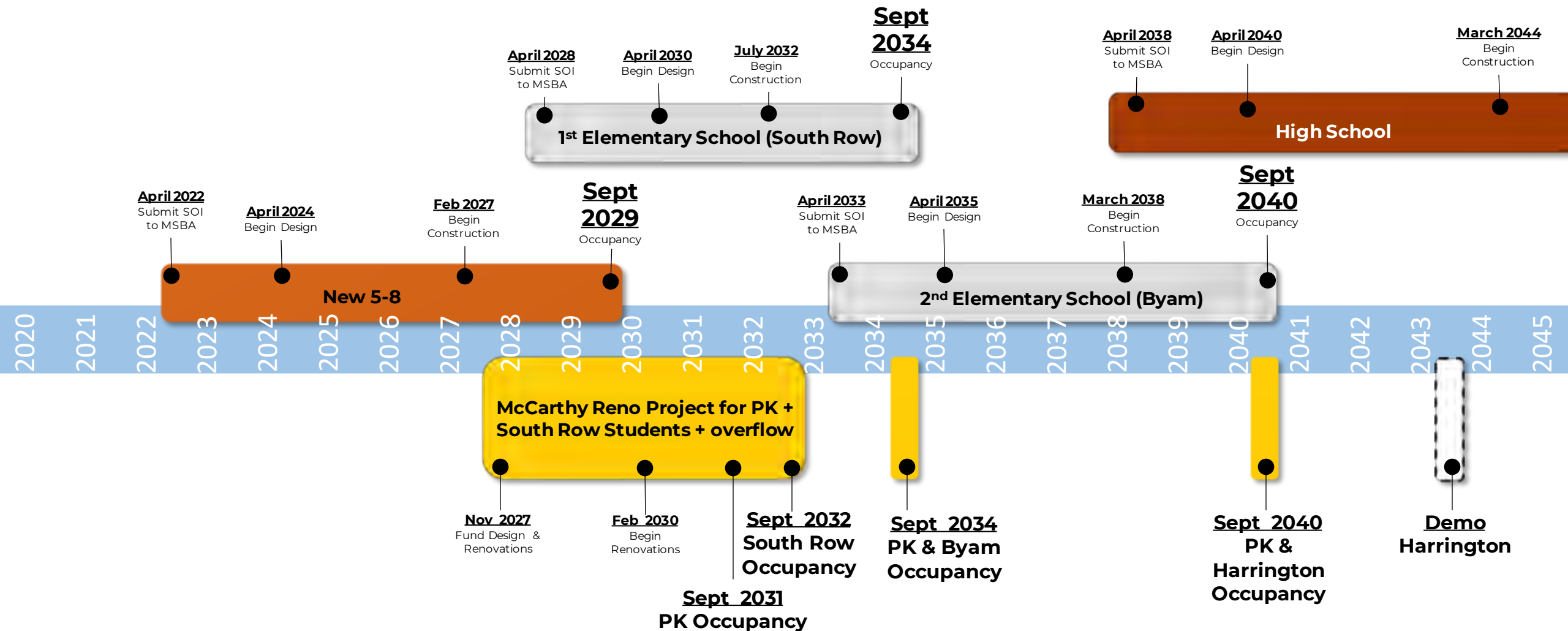




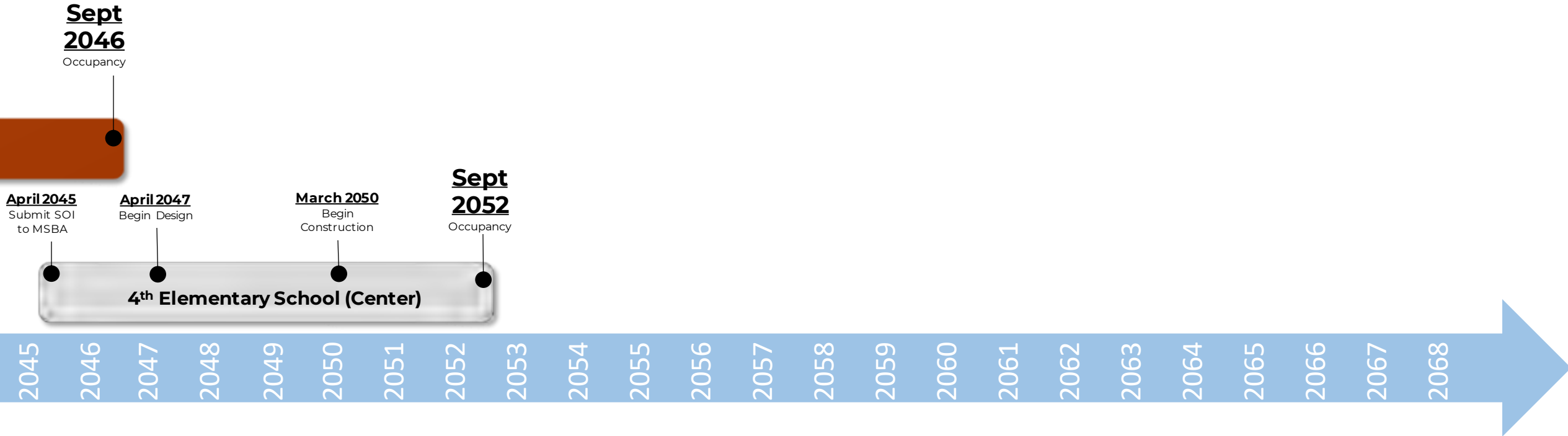
# P3.2a: Parker as 5-8 Grades (Harrington at McCarthy)



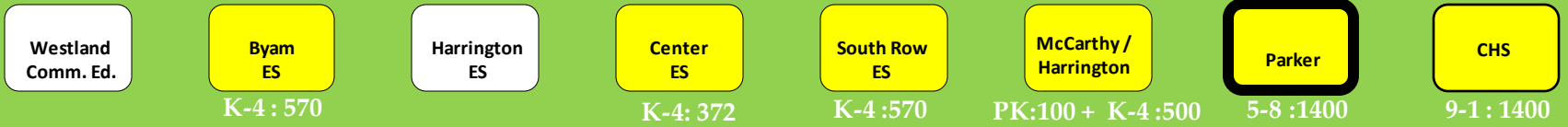
2052



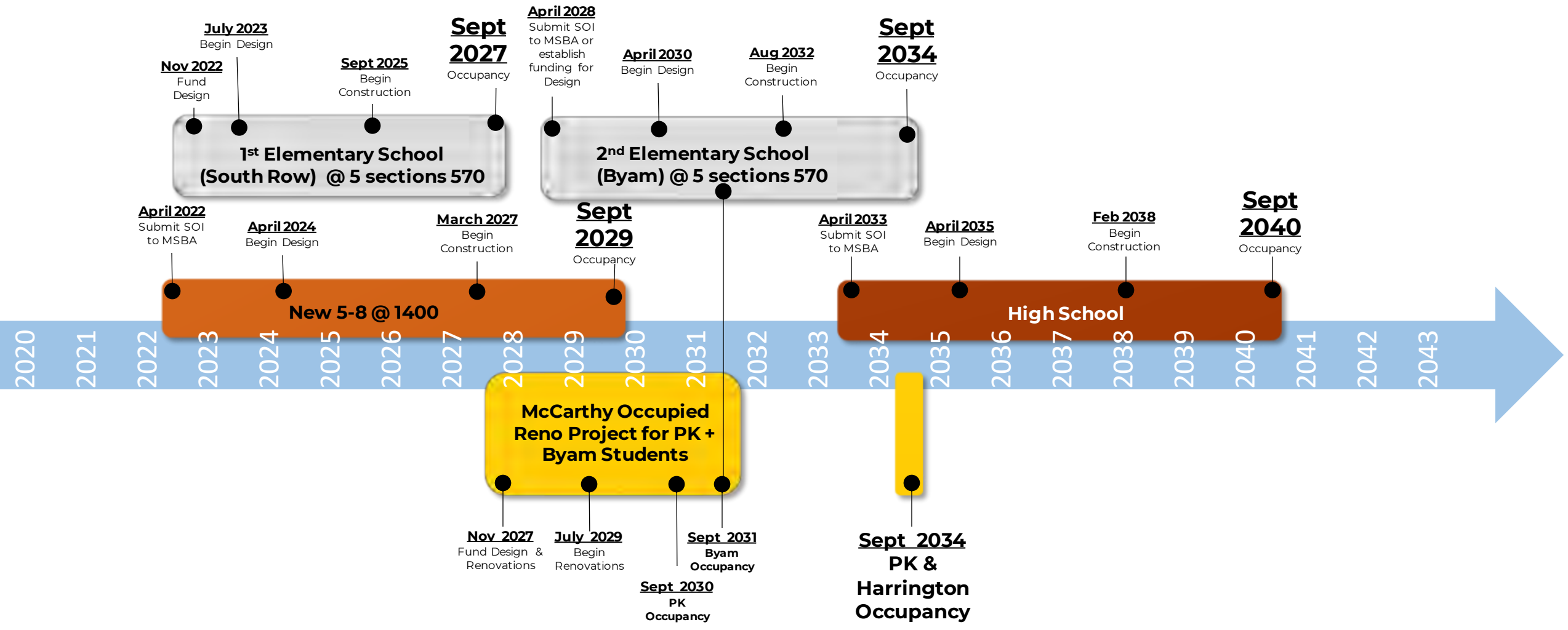
# P3.2a: Parker as 5-8 Grades (Harrington at McCarthy)



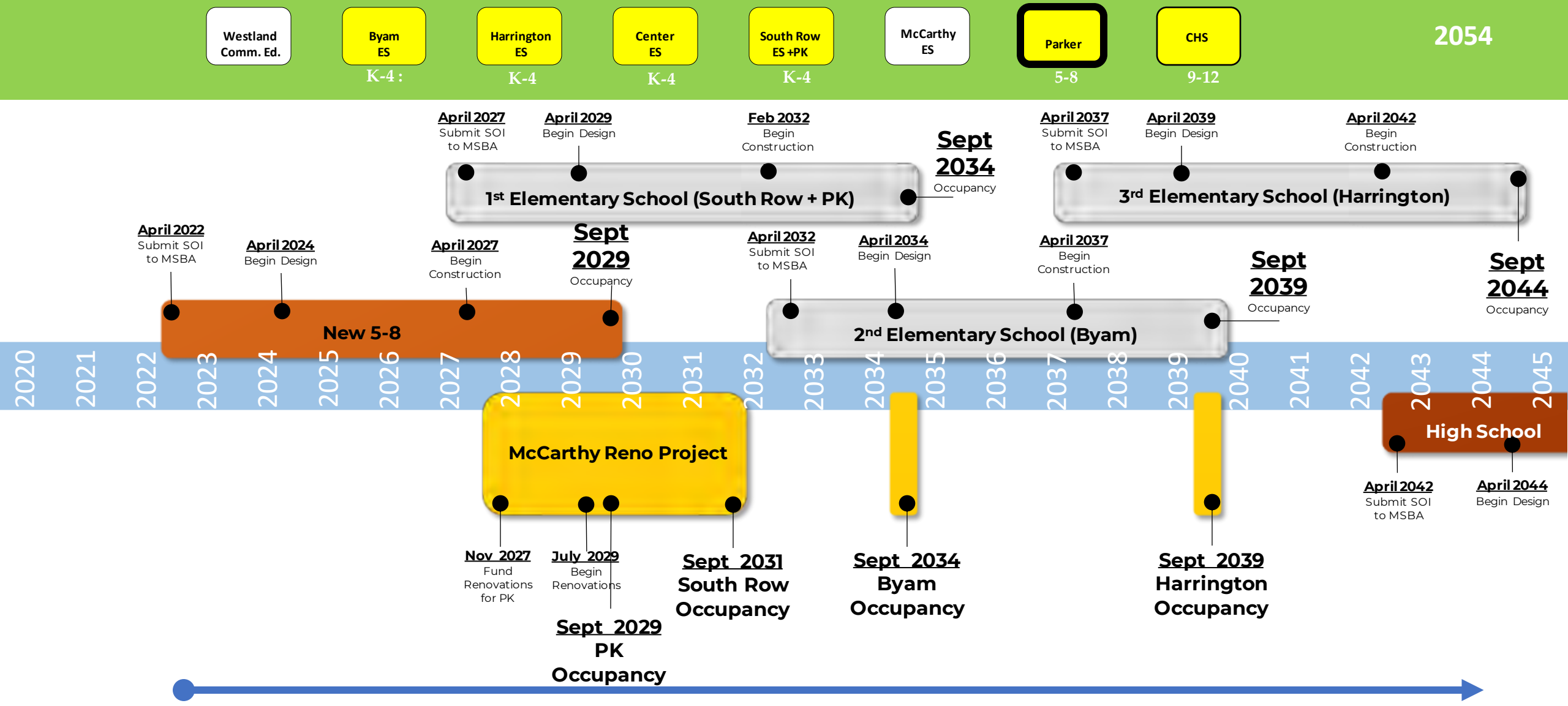
# P3.2b: Parker as 5-8 Grades - Accelerated Path



2040

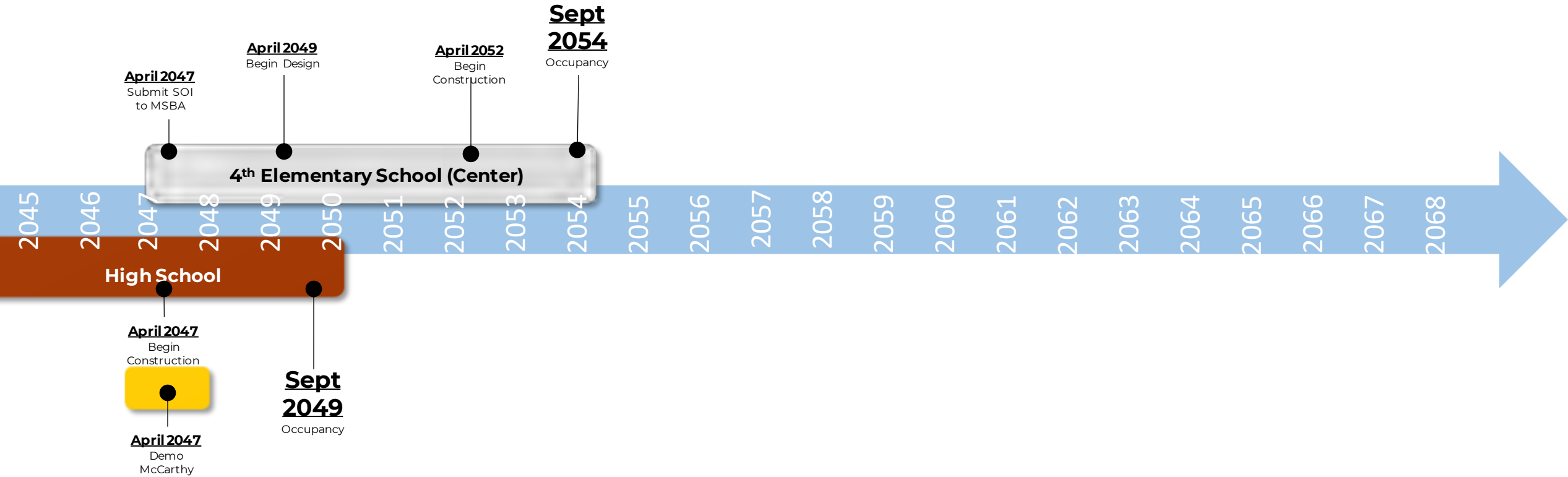


# P3.1: Parker as 5-8 Grades

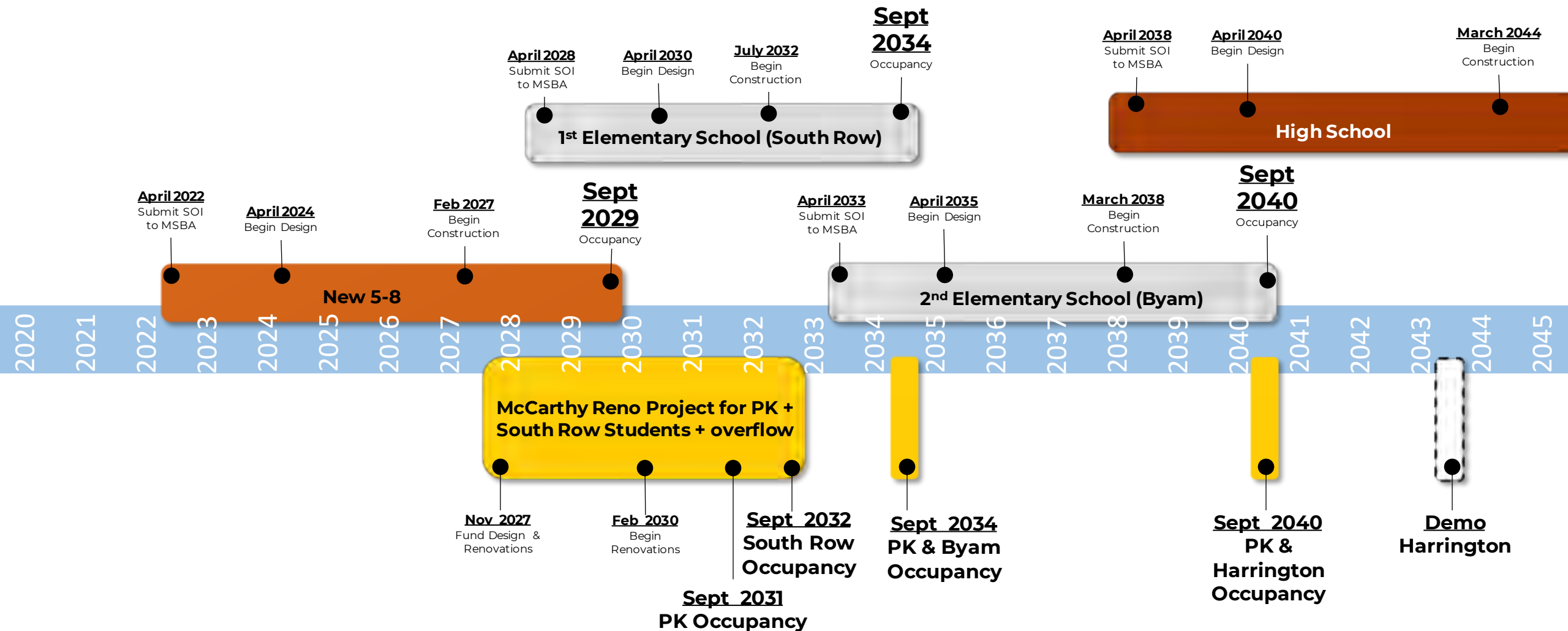


Capital Improvements to Keep McCarthy School Operational until 2044

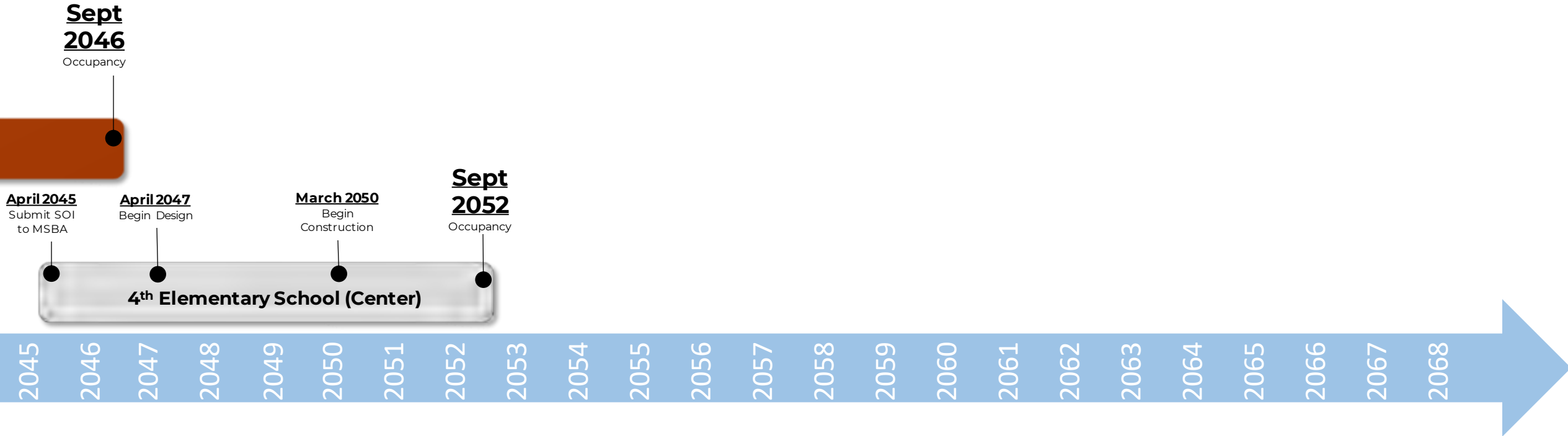
# P3.1: Parker as 5-8 Grades



# P3.2a: Parker as 5-8 Grades (Harrington at McCarthy)



# P3.2a: Parker as 5-8 Grades (Harrington at McCarthy)



# P3.2b: Parker as 5-8 Grades - Accelerated Path

Westland  
Comm. Ed.

Byam  
ES

K-4 : 570

Harrington  
ES

Center  
ES

K-4: 372

South Row  
ES

K-4 :570

McCarthy /  
Harrington

PK:100 + K-4 :500

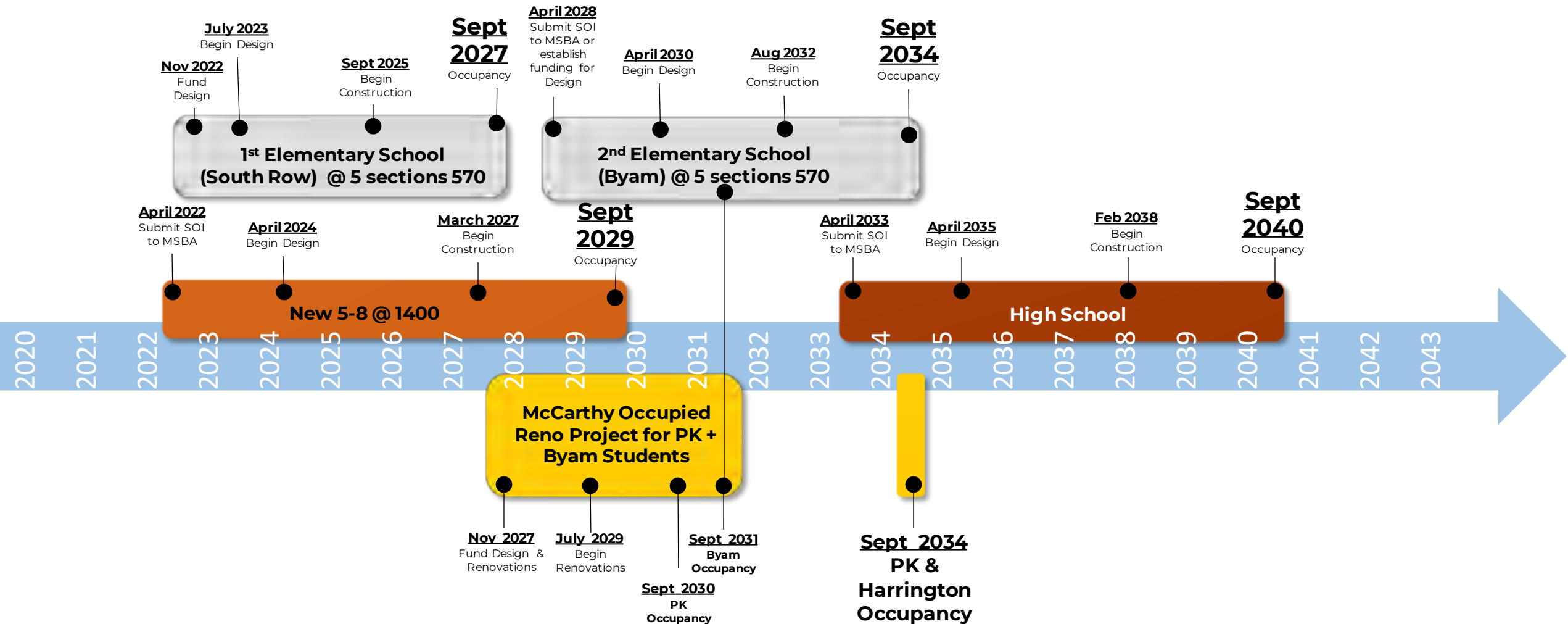
**Parker**

5-8 :1400

CHS

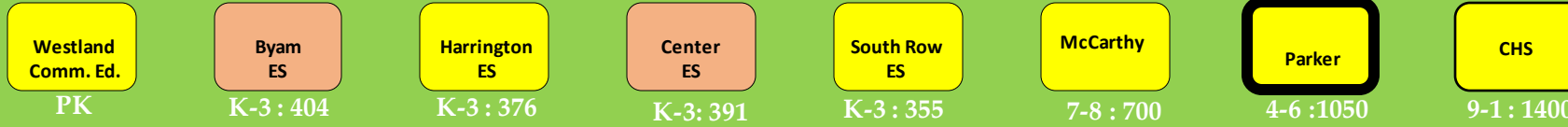
9-1 : 1400

2040

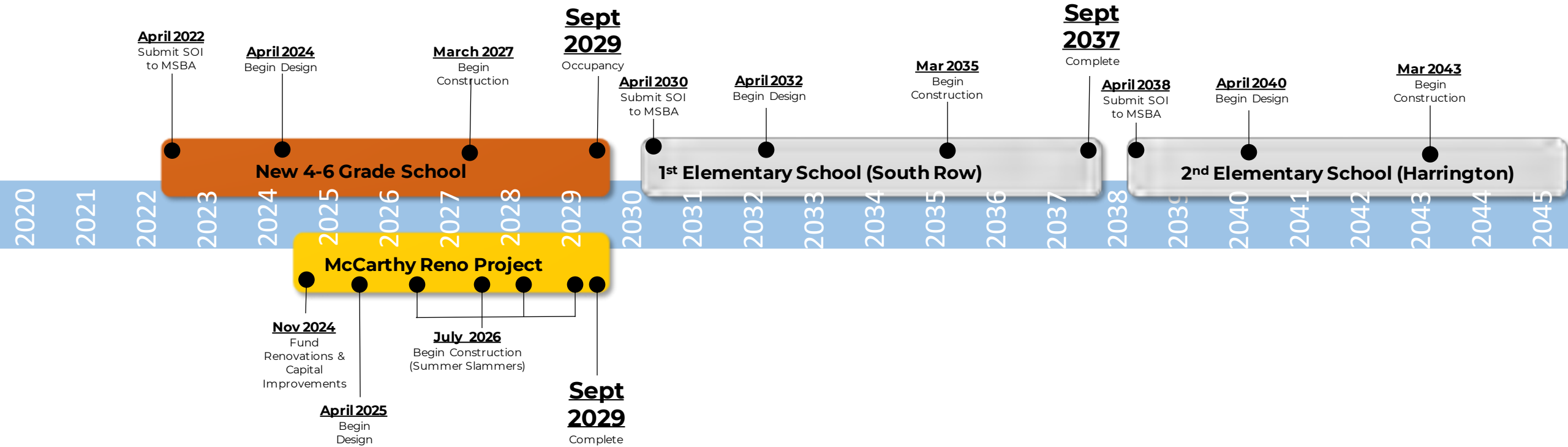




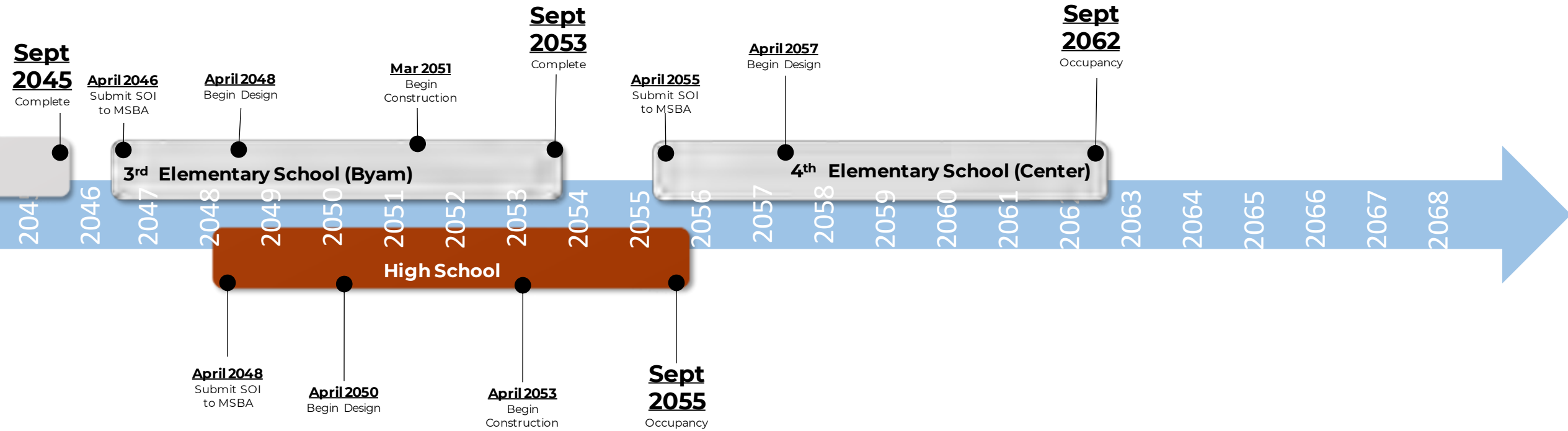
# P4: Parker as 4-6 Grades



2062



# P4: Parker as 4-6 Grades



# P5: Parker as 6-8 Grades

Westland  
Comm. Ed.

Byam  
ES  
K-5 : 453

Harrington  
ES  
K-5 : 453

Center  
ES  
K-5 : 453

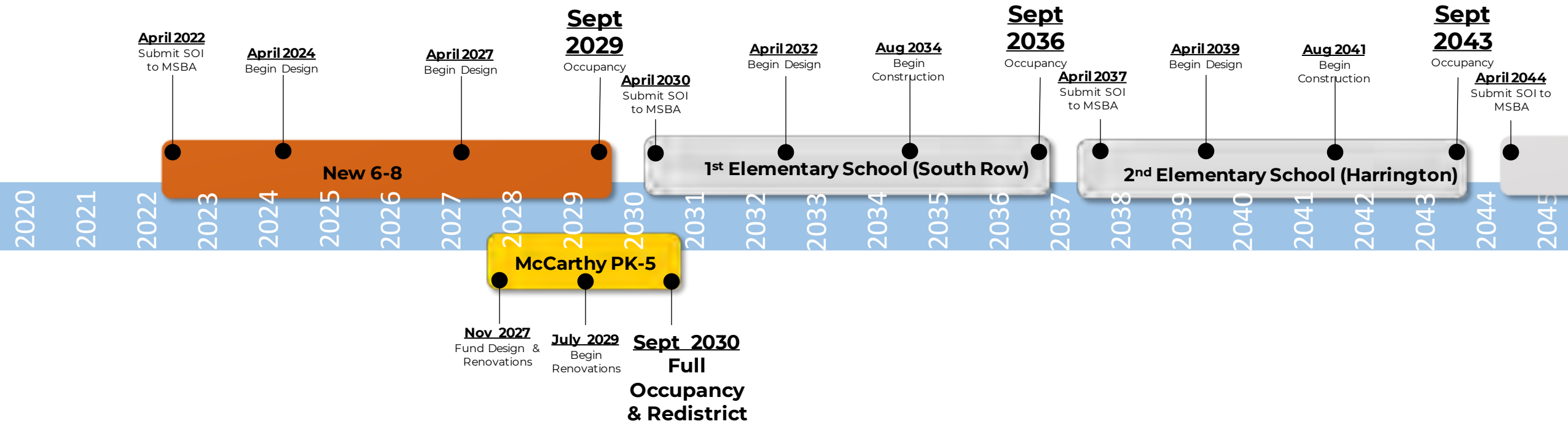
South Row  
ES  
K-5 : 453

McCarthy  
PK-5: 520

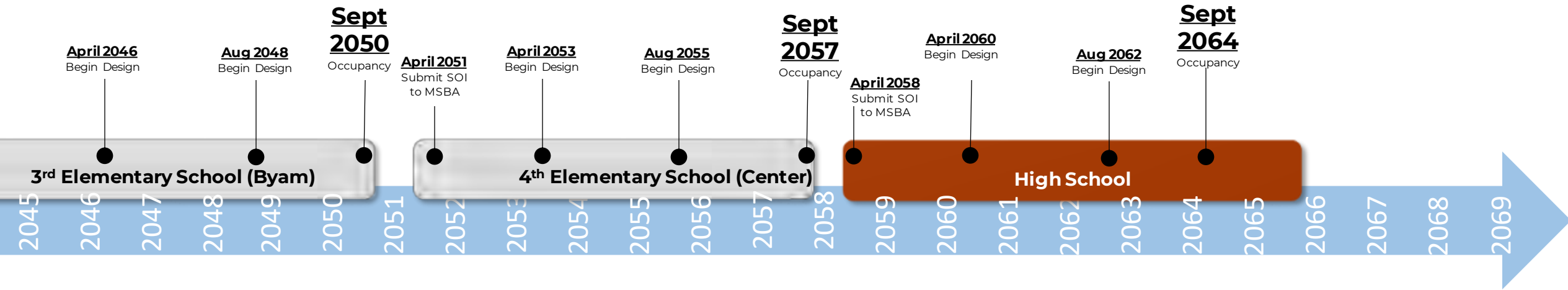
**Parker**  
6-8 : 1050

CHS  
9-1 : 1400

2069



# P5: Parker as 6-8 Grades





# CHELMSFORD PUBLIC SCHOOLS

Dr. Linda Hirsch, Assistant Superintendent

## MEMORANDUM

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

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

Date: January 4, 2022

RE: Diversity, Equity, and Inclusion Professional Development Update

The Chelmsford Public Schools has been committed to providing professional development for our school community in Diversity, Equity, and Inclusion (DEI) for the 2021-2022 school year. We have been working with Initiatives for Developing Equity and Achievement (IDEAS) through the Massachusetts Association of School Superintendents (MASS) to provide professional learning opportunities that support equity and success for all. A small sub-committee was created this past summer of 2021, made up of administration and union leadership, to meet with the director of IDEAS and establish dates for the school committee, administration, and staff to receive professional development on DEI in our district. Below is an update on the current and future professional development for DEI in our district.

### Current School Year DEI Professional Development

#### CPS DEI Professional Development Dates

- **School Committee:** October 26th, November 23rd, and December 14th
- **District Leadership Team:** August 17th and 18th (and all PD Days)
- Graduate Level Course IDEAS 1 – Anti-Racist School Practices to Support the Success of All Students Monthly 3-hour sessions October 2021 – May 2022

*This course is designed to introduce educators to the complex issues raised by race and racism and their impact on student engagement and achievement. This course will provide educators with an understanding of racial identity and the importance of building authentic student teacher relationships. This course will also help educators increase their skills of cultural proficiency.*

#### All Staff:

- **Elementary and Middle Schools:** September 22nd, November 2nd, and February 9th
- **High School:** October 19th, November 2nd, and March 3rd

#### Next Steps

- Identify groups for DEI PD training for 2022 - 2023 with IDEAS (i.e. custodians, administrative assistants, etc.)
- Administration to take [IDEAS Course for School Administrators: Supporting Culturally Proficient Classrooms/ Schools](#)
- Identify sub-group of administrators to take [IDEAS 2: Enaction Systemic Change in Educational Institutions](#)
- Create a sustainable model for work to continue at the school level
  - Identify school-based teacher groups to take IDEAS 1 Course
  - Create school-based DEI committees to continue professional development for buildings
- Consult with IDEAS trainers for next steps in the spring

Additionally, we have identified and contracted with Dr. Adolph Brown as our opening day and full-PD day keynote speaker for next school year. Dr. Adolph Brown is the Founder, President, and CEO of The Leadership & Learning Institute. As a former public school educator and credentialed administrator, full tenured university professor, university dean and businessman, Dr. Brown has studied and worked alongside highly successful leaders and educators in diversity, equity, and inclusion. Please visit [Dr. Brown's website](#) for more information.



# CHELMSFORD PUBLIC SCHOOLS

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Jay Lang, Ed.D., Superintendent

## **Memorandum**

To: Members of the School Committee

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

Date: December 29, 2021

Re: INTERFACE Referral Service Report: June 2021 – November 2021

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Attached please find a report provided by Ms. Sue Rosa, Manager of Healthcare Services, with the Town of Chelmsford Board of Health, related to usage of the INTERFACE services contracted between the Town of Chelmsford, Board of Health and Chelmsford School Department.

The INTERFACE service contract has been provided by the Town for the past ten (10) years and is split funded between the three entities. The data suggests the primary usage continues to be for individuals dealing with anxiety and depression, which we are very aware that services are in high demand in this area. Further, suicidal ideation remains a real concern. The Board of Health is working with the schools and other community partners to bring education and programs into the schools as well as the community to raise awareness of this problem and to help with prevention strategies.



## Chelmsford William James INTERFACE Activity Report June 1, 2021-November 30, 2021

### Number of Cases

Total Since Service Began on 7/1/11: 1,070

Reporting Period	Total	Children (0-17)	Adults (18+)
July 2011-Dec. 2011	23	15	8
Jan. 2012 – June 2012	35	31	4
July 2012-January 2013	39	34	5
February 2013-June 2013	56	48	8
July 1 <sup>st</sup> - 2013- December 31 <sup>st</sup> , 2013	29	24	5
Jan. 1 <sup>st</sup> -2014- June 30, 2014	65	55	10
July 1, 2014- December 31, 2014	48	37	11
Jan. 1 <sup>st</sup> , 2015- June 30 <sup>th</sup> , 2015	67	59	8
July 1, 2015-December 31, 2015	39	35	4
January 1, 2016- July 1, 2016	42	35	7
July 1, 2016-December 31, 2016	35	28	7
January 1, 2017- June 30, 2017	37*	32	5
July 1, 2017-December 31, 2017	37*	26	11
January 1, 2018-June 30, 2018	60*	50	10
July 1, 2018-November 30, 2018 (Please note this reporting period is one month shorter than typical due to adjusting reporting timeframes)	46*	31	15
December 1, 2018-May 31, 2019	57*	50	7
June 1, 2019-November 30, 2019	79	53	26
December 1, 2019-May 31, 2020	61	47	14
June 1, 2020-November 30, 2020	45	31	14
December 1, 2020-May 31, 2021	81	50	31
June 1, 2021-November 30, 2021	89	56	33

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

### Data Trends

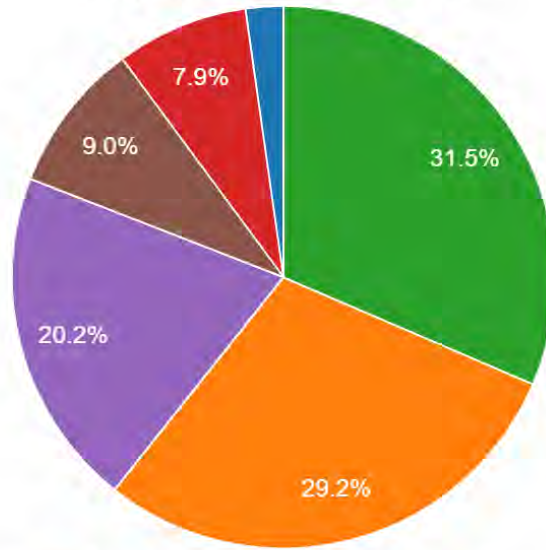
You will notice that the number of referrals received for this reporting period is the highest it has ever been in your community. The average cost per referral is approximately \$250, which means that your community (with 89 referrals this reporting period) received a value of \$22,250 of INTERFACE services.

In terms of trends in your community, the service continues to be utilized more for youth (56) than adults (33). Most callers continued to hear about the service through the schools, followed by mental health professionals, though many other sources were noted in smaller numbers. There continued to be a significant number of repeat callers (13) perhaps indicating they found the service helpful in the past and utilized it again for a new service or for a dependent. A continued trend this reporting period was that most referrals noted their race as Caucasian, followed by other races and ethnicities in smaller numbers. Most callers identified their gender as female again this reporting period.

Again, this reporting period most callers requested referrals for Individual Therapy followed by Medication Evaluation/Prescribing. As in most communities, the majority of callers from your community were seeking help for Anxiety (43) and/or Depression (30). There were 16 callers seeking a referral for Family Related Issues this period. This period 6 callers reported COVID-19 as a presenting concern, indicating this as the primary reason for their call or reporting that it exacerbated other existing mental health concerns. Of note, there was an increase in callers reporting Suicidal Ideation (7) currently or in the recent past. Also, there were 3 callers reporting current or recent engagement in Self-Injurious Behaviors.

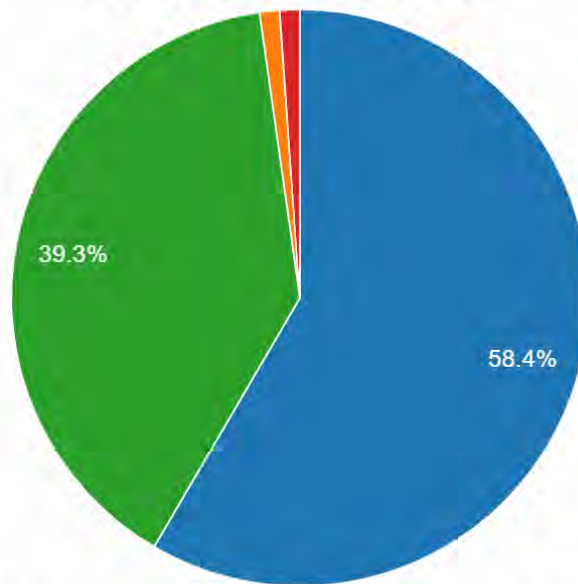


### Age of Person Served

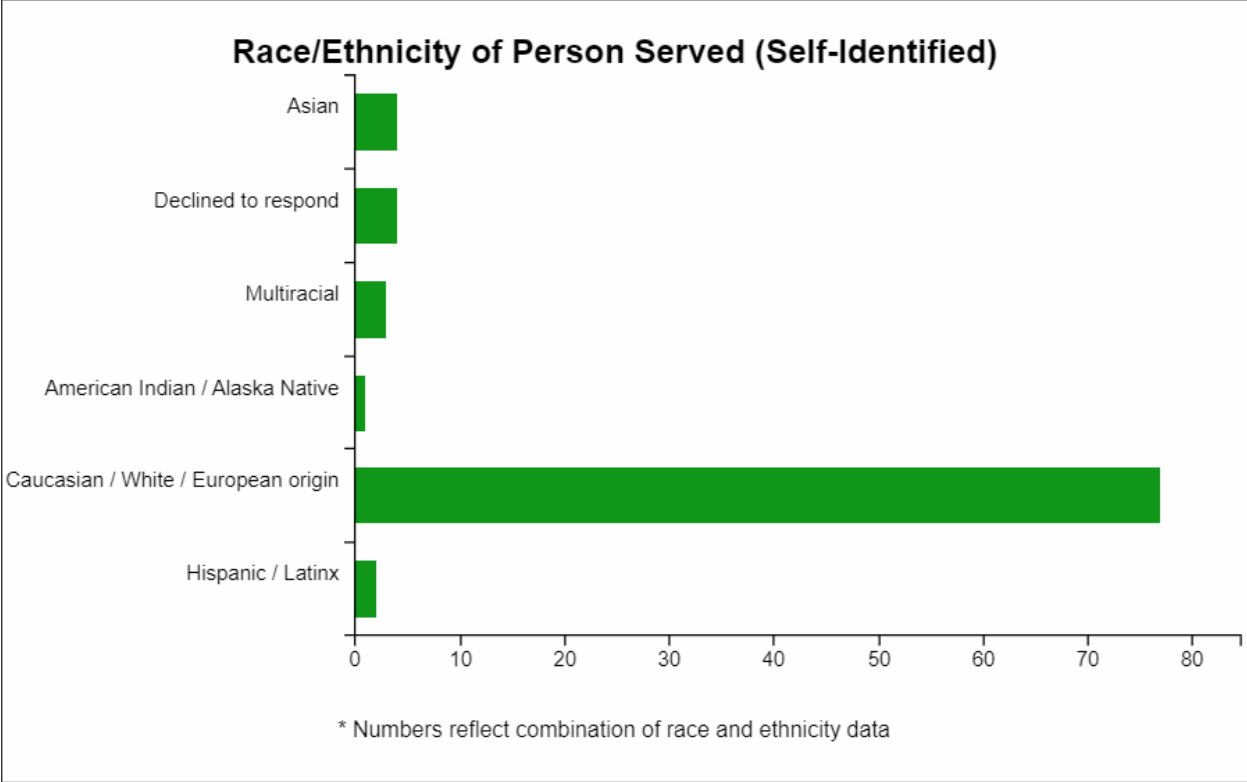


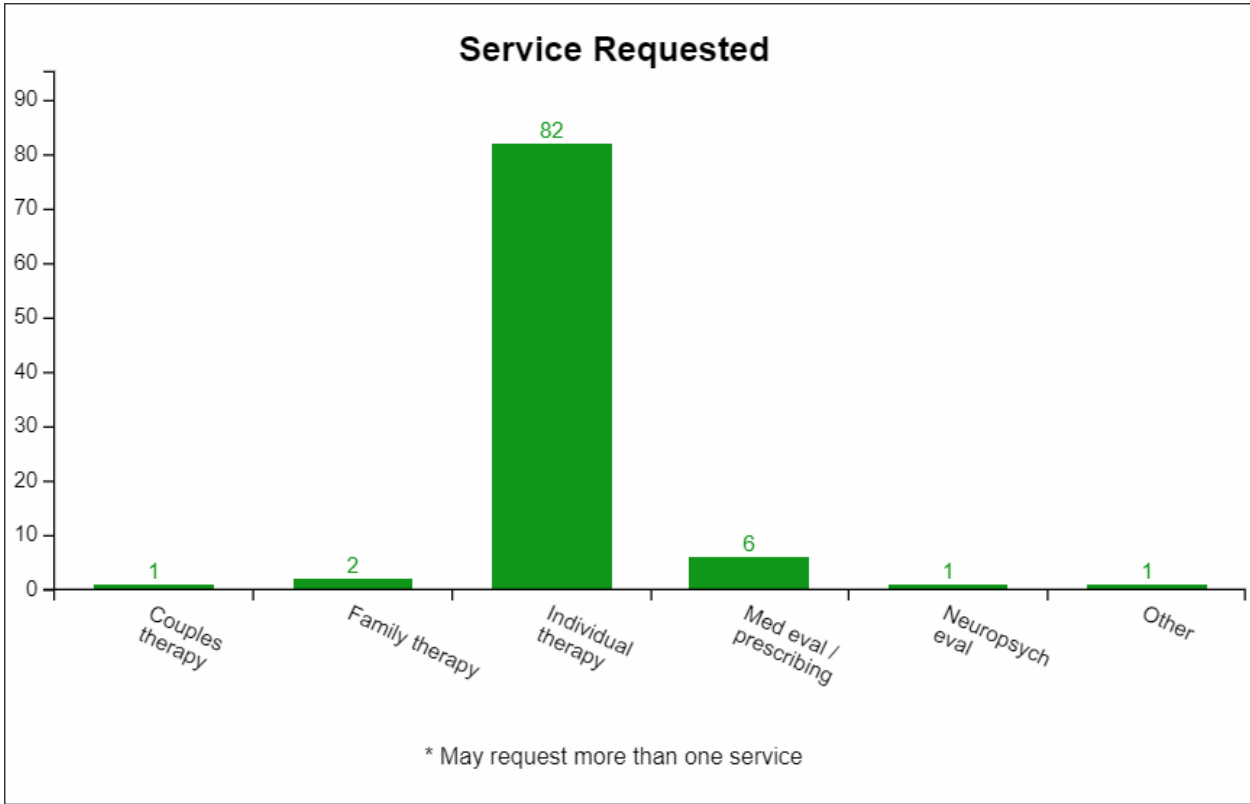
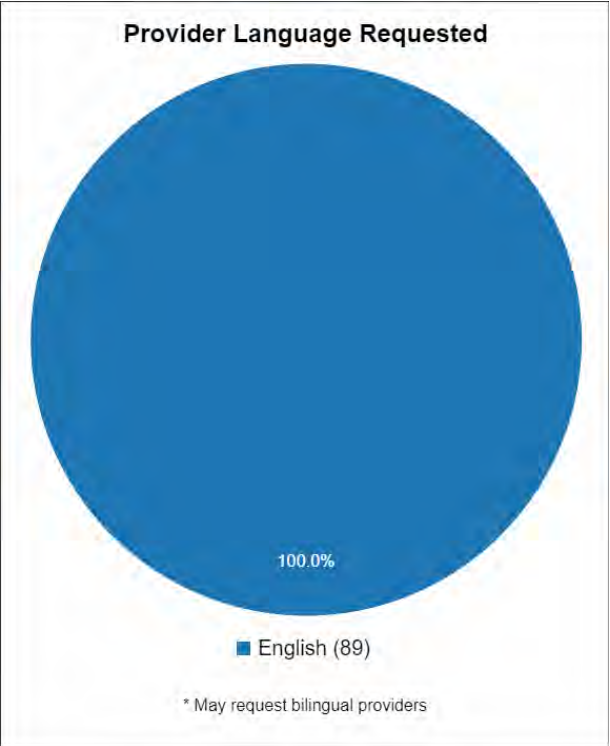
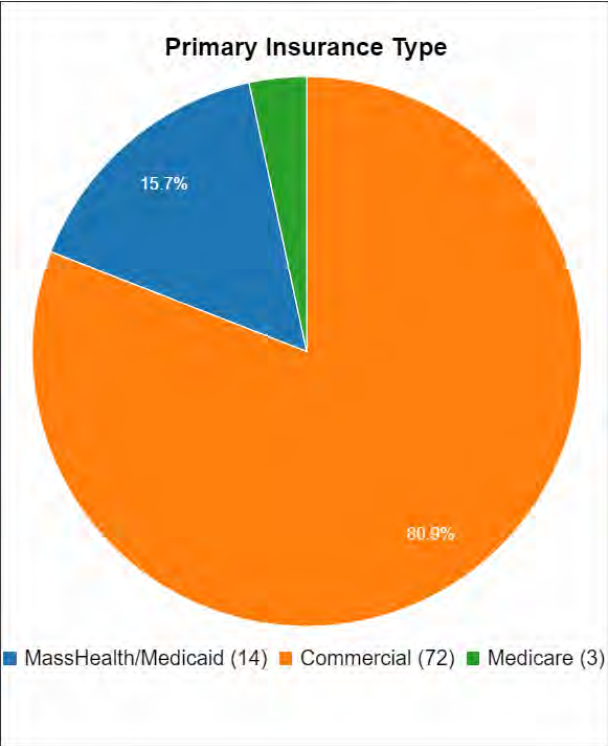
■ Preschool (0-5 years) (2) ■ Children (6-12 years) (26) ■ Teenagers (13-17 years) (28)  
■ Young Adult (18-24 years) (7) ■ Adult (25-59) (18) ■ Older Adult (60+) (8)

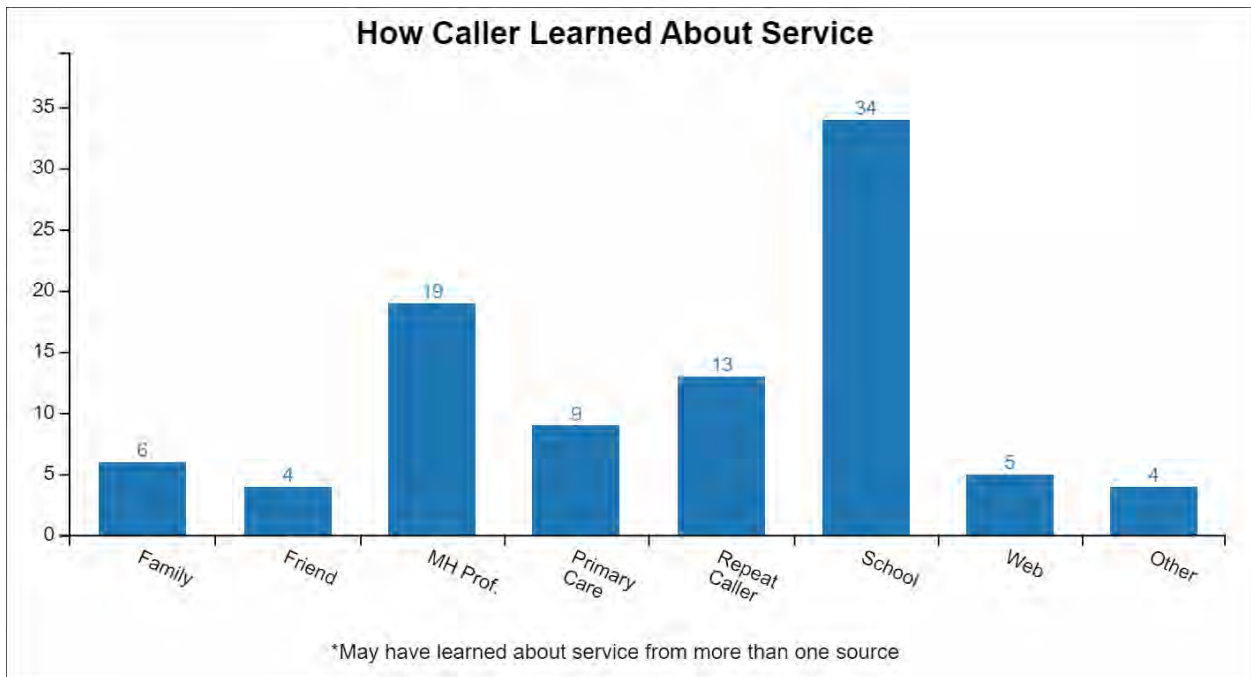
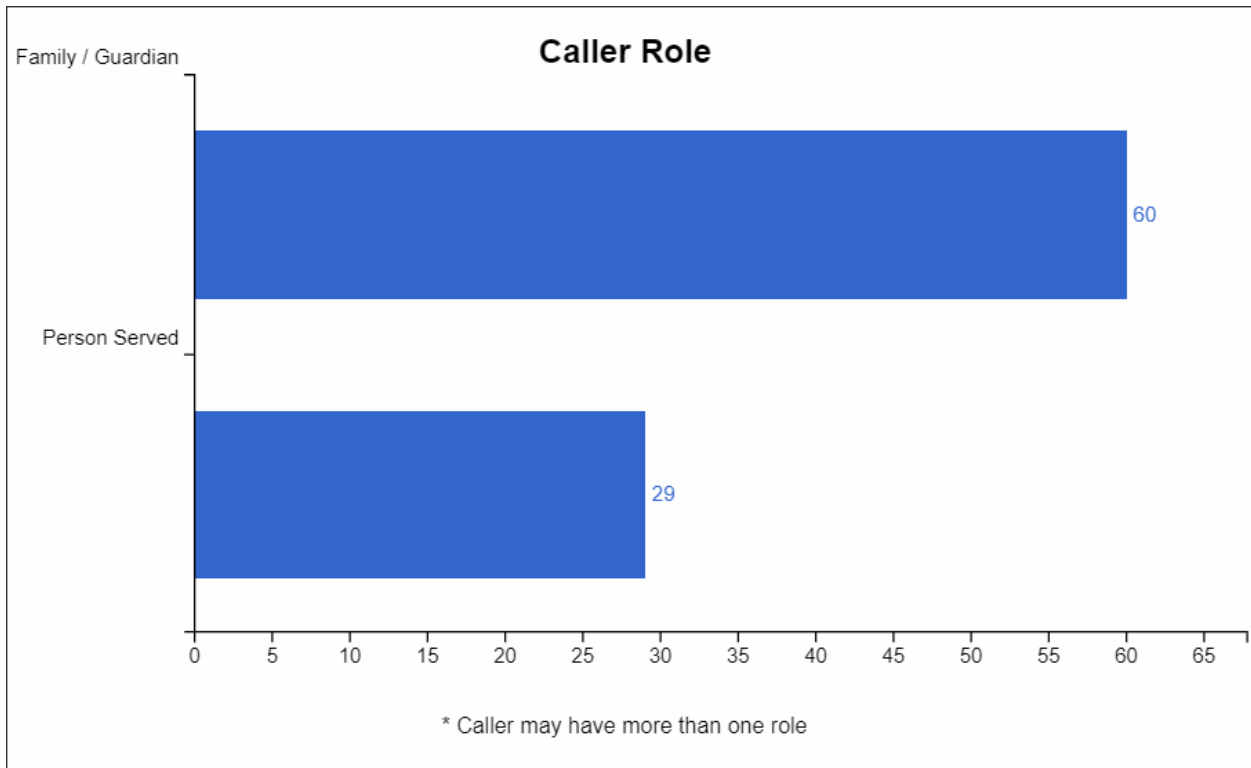
### Gender of Person Served



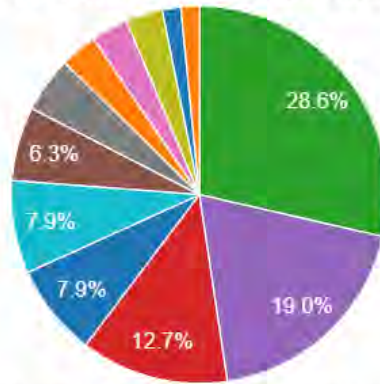
■ Female ■ Gender Fluid ■ Male ■ Non-binary







**School Attended by Children Served**



- Chelmsford: Center Elementary School (5) ■ Chelmsford: Charles D Harrington (2)
- Chelmsford: Chelmsford High (18) ■ Chelmsford: Col Moses Parker School (8)
- Chelmsford: McCarthy Middle School (12) ■ Chelmsford: South Row (4)
- Innovation Academy Charter School (2) ■ Nashoba Valley Regional Vocational Technical (3)
- Private (2) ■ Higher Education (5) ■ Home School (1) ■ Other (1)

School	Children Served
Chelmsford: Center Elementary School	5
Chelmsford: Charles D Harrington	2
Chelmsford: Chelmsford High	18
Chelmsford: Col Moses Parker School	8
Chelmsford: McCarthy Middle School	12
Chelmsford: South Row	4
Innovation Academy Charter (District): Innovation Academy Charter School	2
Nashoba Valley Regional Vocational Technical	3
Private	2
Higher Education	5
Home School	1
Other	1

<b>Presenting Issue</b>	<b>Number Reporting</b>
Abuse and Neglect	3
ADD/ADHD	8
Anger Management	2
Anxiety	43
Autism Spectrum Disorders	6
Behavioral Issues	8
Bipolar Disorder	1
Bullying	1
Chronic & Disabling Conditions	5
COVID 19	6
Depression	30
Divorce	4
Eating Disorders	2
Elimination Disorders: Encopresis/Enuresis	1
Family-Related Issues	16
Grief & Loss	5
Learning Issues	2
Obsessive Compulsive Disorder	2
Parent Coaching	4
Rape/Sexual Assault	1
Self Injury	3
Social Issues	3
Stress	9
Substance Use Disorder and Addiction	2
Suicidal Ideation	7
Trauma	11

# CHELMSFORD PUBLIC SCHOOLS

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Jay Lang, Ed.D., Superintendent

## **Memorandum**

To: Members of the School Committee  
From: Jay Lang, Ed.D., Superintendent of Schools  
Date: January 4, 2022  
Re: COVID-19 Protocols

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Attached please find a few PowerPoint slides that highlight changes to responding to COVID-19 scenarios in schools based upon recent updates to CDC, MA DPH, and MA DESE guidelines. I have also attached a copy of the CPS COVID-19 Health and Safety protocols updated as of January 2, 2022 based upon this latest guidance.

# Update to Protocols for Responding to COVID-19 Scenarios

December 30, 2021



## For individuals who test positive for COVID-19:

### Duration:

- ▶ Self-isolation for a minimum of 5 days after symptom onset, or after a positive antigen or PCR test, if asymptomatic. **This was previously 10 days, now it is 5 days.**

### Return to School:

- ▶ After a ***minimum*** of 5 days and once individuals have:
  - ▶ Been without fever for 24 hours (without taking fever-reducing medications); and
  - ▶ Experienced improvement of other symptoms; and
  - ▶ Must mask for 5 additional days around others.
  - ▶ Repeat testing prior to return is not recommended/required.

# For asymptomatic individuals identified as close contacts: Test and Stay Program MA DESE Sponsored Program

## Approved Use:

- ▶ Asymptomatic close contacts from in school exposure, **not out of school exposure**, to a confirmed COVID-19 positive individual.
- ▶ Allows individuals identified as a close contact to a confirmed COVID-19 positive individual to remain in school, if they receive a negative daily rapid antigen test (BinaxNOW), administered by school personnel/contractor.
- ▶ **Previously 7 days of testing, now it is 5 days of testing.**
- ▶ Consent to participate in Test and Stay must be provided in advance.
- ▶ Vaccinated individuals are **not eligible** to participate in the Test and Stay Program (MA DESE identifies vaccinated individuals as those who have received two doses of Pfizer or Moderna, or 1 dose of Johnson & Johnson, and are 14 days past last vaccine administration).
  - ▶ Test and Stay is a MA DESE sponsored program. CPS applied for and was granted approval to participate in the Test and Stay Program in accordance with DESE regulations. CPS may not amend DESE regulations for Test and Stay and permit vaccinated individuals (using DESEs definition of a vaccinated individual) to participate.

For asymptomatic individuals identified as close contacts:

Traditional protocol

Individuals choosing not to participate in Test and Stay OR outside of school exposures

Duration:

- ▶ Quarantine for a minimum of 5 days from the date of school exposure. This was previously 8 - 10 days, now it is 5 days.

Return to School:

- ▶ After 5 days, returning on day 6, provided individuals:
  - ▶ Remain asymptomatic; and
  - ▶ Conduct active monitoring for symptoms through day 10, self-isolate if symptoms develop, and adhere to strict mask use for an additional 5 days.
  - ▶ For individuals exposed, it is strongly recommended to test at day 5 after the exposure with a PCR or antigen test (a home test will be accepted, however is not the preferred method).

## Chelmsford Public Schools COVID-19 Health and Safety Protocols

*Updated 1/2/22*

An essential part of the planning process for a safe return to school was considering how to respond to a suspected or confirmed case of COVID-19 in our school community. In concert with Massachusetts Department of Elementary and Secondary Education (DESE) “[Protocols for responding to COVID-19 scenarios](#),”([click here for translations](#)) we have planned how we will respond to situations specific to COVID-19. All medical decisions will be made in conjunction with the Town of Chelmsford Board of Health (BOH), our School Physician, and the CPS Coordinator of Nursing Services. Decisions will be based on the status of the COVID-19 pandemic locally and any updated DESE guidance or statewide protocol change. Please note the following guidelines for current best practices are subject to change as additional information pertaining to COVID-19 becomes available.

Coronaviruses are respiratory viruses and are generally spread through respiratory secretions (droplets from coughs and sneezes) of an infected person to another person. Given the nature of the pandemic, we know it is impossible to completely eradicate the risks associated with COVID-19. In Massachusetts, however, we have seen evidence that risk can be mitigated by receiving the vaccination for COVID 19 (by those individuals who are eligible), and engaging in good respiratory hygiene, proper handwashing, wearing a covering on the face to stop the spread of germs, avoiding touching our eyes, nose, mouth or face, and, most importantly, by staying home when we are sick. We expect that all students and staff will incorporate these healthy practices, making them a part of their daily routine when we begin the 2021-2022 school year. DESE, DPH and Chelmsford Public Schools continue to strongly recommend that all staff and eligible students receive the COVID-19 vaccine and, if eligible, the booster. **For a list of available Vaccines sites please click on this link:**  
<https://www.mass.gov/info-details/covid-19-vaccination-locations>

On July 30, 2021, the Department of Elementary and Secondary Education (DESE), and the Department of Public Health (DPH) released a joint memo on COVID-19 Guidance for Districts and schools- Fall 2021. As outlined in the memo, all schools are required to be in-person, full-time, five days a week for the 2021-22 school year, and all previously released DESE health and safety requirements are lifted. In addition to outlining recommendations for school and district policies on masking, the memo also previewed new COVID-19 testing and quarantine response protocols for schools. **The Protocols for Responding to COVID-19 Scenarios-SY 2021-22 from DESE and the MA DPH were updated on December 30, 2021.**

A safe return for all students and staff will not be determined by a single strategy, but a combination of actions to reduce the risk of transmission. Therefore:

- **Staff must monitor themselves for symptoms daily and students, with the assistance of families, must also be monitored daily for symptoms. Staff and students must stay home if they are not feeling well.** Everyone must do their part to protect others and not come to school if they are exhibiting any COVID-19 symptoms or are feeling sick.

- **Masks are among the most important single measures to contain the spread of COVID-19.** All Kindergarten through Grade 12 students and staff are required to wear masks that ***adequately cover both their nose and mouth.*** [Gaiters or masks that have exhalation valves are not allowed.](#) Exceptions will be made for students with medical, behavioral, or other challenges who are unable to wear masks/face coverings in accordance with the Chelmsford School Committee [Policy](#). Learn more: [Face Masks](#)

*\* Masking is a critical measure to contain the spread of COVID-19. We require all students and all staff to wear **masks indoors and on school buses** unless students receive a medical exemption. Masks must completely cover the nose and mouth and fit snugly against the sides of the face without gaps. When outdoors, students and staff are not required to wear masks, or when staff is working alone or in a segregated space.*

- **Hand hygiene is critical.** Students and staff are required to exercise hand hygiene (hand washing or sanitizing) upon arrival to school, before eating, before putting on and taking off masks, and before dismissal. Handwashing with soap and water for at least 20 seconds is the best practice. However, hand sanitizer can be substituted when handwashing is not available. The safe application of hand sanitizer will be supported during the school day. Learn more: [Hand Washing](#)

- **Practice good sneeze/cough hygiene.** Learn more: [Respiratory Guidelines](#)

- **Pooled Testing.** Routine pooled testing was implemented during the 2020-2021 school year as a mitigation strategy which involves combining several individuals' test samples together into one “pool” and then testing the pooled samples for COVID-19. Up to ten (10) samples may be tested together, using only the resources for a single test. If every sample in the group is negative, the lab gives a single negative result. If one individual in a pool is positive, the pool will receive a positive result, and each participant will subsequently take an individual follow-up test. This approach increases the number of individuals that can be tested at one time and allows for regular testing in the school community. The full pooled testing guidance can be found at [Coronavirus/COVID-19: COVID-19 Testing Program](#) This voluntary, free-weekly COVID-19 testing program will help keep our students, staff and community safe and will help to prevent the spread

of the virus. Regular COVID-19 testing of students and staff will help lower the risk of the disease in our schools by finding and isolating individuals who would not otherwise know they were positive. The COVID-19 test is a nasal test that is self-administered by gently swabbing the lower inner nostril; it is quick, easy and painless. Students in grades K-12 can easily self administer the nasal swab. Trained staff may assist younger students as needed. ***Please consider joining our pooled testing initiative!!***

Pooled testing is ***recommended for unvaccinated students and staff***. Pooled testing is ***not recommended*** for students and staff who are vaccinated, although they may participate if desired. If an individual has been identified as a close contact to a positive case, they may participate in Pooled testing ***after*** they have monitored for symptoms for 10 days. ***Students or staff who have tested positive for COVID-19 in the past ninety (90) days, should not participate in pooled testing.*** Pooled testing is intended for individuals who are asymptomatic..meaning ***WITHOUT*** symptoms. If you are not feeling well, please check in with the school nurse. We continue to advise those who are not feeling well to please stay at home!!

#### ● **Test and Stay**

Additionally, DESE has released a new “Test and Stay” protocol for districts in the statewide testing program ( please click on the link provided below)

<https://www.doe.mass.edu/covid19/testing/2021-0811covid19-testing-pogram.pdf>

The test and stay program is a testing initiative intended for asymptomatic close contacts due to a school exposure of individuals with confirmed COVID-19. This testing program will allow for asymptomatic close contacts exposed in school, to remain in school, if they receive an individual rapid antigen test (e.g. BinaxNOW) each school day and test negative, as well as follow other guidelines as noted later in this document. If an individual is a close contact to a positive case in the community setting (e.g not an in-school exposure), they are not eligible to complete the Test and Stay protocol and must follow the traditional protocol as outlined in this document (Protocol B-2). Consent for Test and Stay must be received by the school a minimum of three days prior to an exposure in order to be eligible for participation in the Test and Stay program. Vaccinated individuals (those who have received 2 doses of Moderna/Pfizer or 1 dose of Johnson & Johnson and are 14 days past the vaccine dose are considered fully vaccintated) are not eligible to participate in Test and Stay. The link for the Test and Stay is:

<https://www.cic-health.com/consent/ma?district=null>

In addition to recommending COVID-19 vaccination, it continues to be essential that as many students and staff as possible receive flu vaccines this fall. This will reduce the number of students and staff who need to stay home due to illness.

- [Additional Health Information](#)

### **Testing, tracing, and isolation**

It is important to note that testing, combined with contact tracing and isolation, will help control the spread of COVID-19 in Chelmsford. All test results, both positive and negative, are reported to the Massachusetts Department of Public Health (DPH). When an individual has a positive COVID-19 test, the Chelmsford Board of Health will reach out to provide support so affected individuals may remain safely in medical isolation. They will also identify close contacts if feasible.. Contact tracers will reach out to the individual's close contacts to provide important information that is aimed to stop the spread of the virus, including how to safely isolate/quarantine. While the BOH will provide support, to further assist with contact tracing, the student/family and staff are asked to reach out to their personal contacts and notify the school when an individual has a positive COVID-19 test. The BOH will provide follow up with each confirmed COVID-19 case as feasible.

### **Notification of COVID-19 Positive Cases**

Students and staff will be notified in the event an individual in their classroom tests positive for COVID-19. The notification will specify if the student or staff member is identified as a close contact and will also include the options the identified close contact is recommended to follow given their vaccination status. The district will publish a weekly COVID-19 Dashboard listing the number of confirmed COVID-19 positive student and staff cases at each school building. The district will also publish a weekly Dashboard listing the results of Pooled testing.

## **Section 1: Key definitions**

This section outlines the list of COVID-19 symptoms, provides the definition of a close contact, and outlines situations where close contacts are exempt from COVID-19 testing and quarantine response protocols including isolation, quarantine, and Test and Stay.

### **COVID-19 symptoms**

Below is the full list of symptoms for which caregivers should monitor their children, and staff should monitor themselves.

Unvaccinated individuals and any close contacts presenting these symptoms should follow testing and quarantine response protocols as outlined in Section 2 of this document.

Vaccinated individuals who are not close contacts should follow the testing and quarantine response protocols if they are experiencing symptoms in bold. These individuals may also seek clinical guidance to assess the need for PCR testing if they have other symptoms on this list.

### **COVID-19 symptoms list:**

- **Fever (100.0° Fahrenheit or higher), chills, or shaking chills**
- **Difficulty breathing or shortness of breath**
- **New loss of taste or smell**
- **Muscle aches or body aches**
- Cough (not due to other known cause, such as chronic cough)
- Sore throat, *when in combination with other symptoms*
- Nausea, vomiting, or diarrhea *when in combination with other symptoms*
- Headache *when in combination with other symptoms*
- Fatigue, *when in combination with other symptoms*
- Nasal congestion or runny nose (not due to other known causes, such as allergies) *when in combination with other symptoms*

The single most important thing to do if any of the symptoms or a combination of symptoms are present is to **STAY HOME**. Our collective health relies, in part, on individual attention and responsibility. Note that some symptoms of COVID-19 are the same as the flu or a bad cold; please do not assume it is another condition. **When in doubt, please stay home!** Families will be asked to complete a wellness check on their child each morning prior to coming to school. Staff members will also be asked to assess for wellness prior to coming into school.

**If students or staff have any of these symptoms or a combination of symptoms, they will be dismissed from school and they must seek medical attention. If a student has been diagnosed with a bacterial infection such as strep throat or an ear infection, they may return to school if medical documentation is provided prior to return. If they elect not to seek medical attention or be tested for COVID-19, a 5-day self-quarantine will be required. Students or staff must stay home when a COVID-19 test result is pending.**

### **Definition of a close contact**

Close contacts are defined as individuals who have been within 6 feet of a COVID-19 positive individual while indoors, for at least 15 minutes during a 24-hour period. Please note that the



at-risk exposure time begins 48 hours prior to symptom onset (or time of positive test if asymptomatic) and continues until the time the COVID-19 positive individual is isolated.

Close contacts should follow the testing and quarantine response protocols in Section 2 of this document. However, certain close contacts are exempted from testing and quarantine response protocols as noted below. **Due to the contagious nature of this virus, it is recommended that close contacts (whether vaccinated or unvaccinated), who experience any symptoms, should test immediately.**

### **Close contacts who are exempt from testing and quarantine response protocols**

#### **The following close contacts are exempt from testing and quarantine response protocols:**

- **Asymptomatic, fully vaccinated close contacts: Individuals who are asymptomatic and fully vaccinated are exempt from testing and quarantine response protocols.**

**\*Once individuals have been fully vaccinated (2-weeks following their second vaccine dose of Moderna or Pfizer and 2-weeks following the single dose of the Johnson & Johnson vaccine), if they are subsequently identified as a close contact and are asymptomatic, they will be exempt from testing and quarantine protocols (including Test and Stay). Vaccinated children who are not close contacts also have a modified list of symptoms to be monitored for, and should follow testing and quarantine response protocols if they are experiencing any of the following: fever (100.0° Fahrenheit or higher), chills, or shaking chills; difficulty breathing or shortness of breath; new loss of taste or smell; or muscle aches or body aches. These individuals may also seek clinical guidance to assess the need for PCR testing if they have other possible symptoms of COVID-19.**

- **Classroom close contacts: An individual who is exposed to a COVID-19 positive individual in the classroom while spaced at least 6 feet apart, is exempt from testing and quarantine response protocols.**
- **Bus close contacts: Individuals on buses must be masked according to federal requirements. As such, individuals who are masked on buses when windows are open are exempt from testing and quarantine response protocols.**

- **Close contacts who have had COVID-19 within the past 90 days: An individual who has been previously diagnosed with COVID-19 and then becomes a close contact of someone with COVID-19 is exempt from testing and quarantine response protocols if:**
  - **The exposure occurred within 90 days of the onset of their own illness**
  - AND**
  - **The exposed individual is recovered and remains without COVID-19 symptoms.**

## **Section 2: Recommended testing and quarantine response protocols**

This section outlines testing and quarantine response protocols for individuals – students and staff – who test positive for COVID-19, close contacts who are not exempt from testing and quarantine response protocols, and symptomatic individuals. Each scenario outlines the duration of any recommended quarantine or isolation, the conditions to be met in order for the individual to return to school, and any additional considerations.

### **Overview of Protocol Categories:**

- Protocol A: For individuals who test positive for COVID-19
- Protocol B: Protocol for asymptomatic close contacts
- Protocol C: Protocol for symptomatic individuals

### **Protocol A: For individuals who test positive for COVID-19**

#### **Protocol A: For individuals who test positive**

- **Duration:** Self-isolation for COVID-19 positive cases is a minimum of 5 days after symptom onset or after positive PCR or antigen test, if asymptomatic.
- **Return to school:** After 5 days and once they have:
  - Been without fever for 24 hours (and without taking fever-reducing medications); and
  - Experienced improvement in other symptoms; and
  - Following the 5-day isolation period, individuals must mask for 5 additional days when around others.
- **Note:** Return to school should be based on time and symptom resolution. Repeat testing prior to return is not recommended.
- **A student who has tested positive for COVID-19 as of 8/1/21, must provide documentation from a healthcare provider that they are cleared to participate in physical activity, including recess, physical education, and sports.**
- **If an individual tests positive as part of a grouped pooled test or Test and Stay, the 5-day period will begin on the date of the initial positive test.**

### Protocol B: Protocol for asymptomatic close contacts

Close contacts who are not exempt from testing and quarantine response protocols and are asymptomatic follow the guidelines in Protocol B below. Please recall that all asymptomatic, fully vaccinated individuals are exempt from close contact testing and quarantine response protocols and therefore do not need to follow Protocol B. However, fully vaccinated individuals are expected to monitor for symptoms and stay home and get tested if they experience symptoms, in alignment with statewide guidance and Protocol C. **Due to the contagious nature of this virus, it is recommended that close contacts (whether vaccinated or unvaccinated), test immediately. Close contacts who experience any symptoms, should test immediately.**

Note: In some cases, individuals may be asked to follow specific testing and quarantine response protocols (including durations for quarantine/isolation) provided by contact tracers or local health officials which may differ from the recommended protocols below.

**Protocol B: For asymptomatic close contacts who are not exempt from testing and quarantine**

The Test and Stay (B-1) protocol option minimizes the amount of time individuals are out of school. This testing and quarantine response protocol has been shown to be generally equivalent to quarantine for school-based contacts, and a safe alternative to at-home isolation.

Individuals who are part of the Test and Stay protocols may be eligible to participate in school sports and extracurricular activities, provided that they are in compliance with the applicable protocol. For events and sports that take place on non-school days, testing will still be required on those days to participate.

As part of Test and Stay, quarantine is still strongly recommended for individuals outside of school settings.

### **Protocol B-1 (Recommended): Test and Stay**

- **Duration of Test and Stay:** 5 days from the date of school exposure
- **Return to School:** Close contacts can remain in school and do not have to quarantine, as long as they:
  - Are asymptomatic
  - Wear masks in school at all times, other than when eating or drinking. When these individuals cannot be masked (i.e., when eating or drinking) they should maintain 3 feet of distance from other individuals to the extent feasible.
  - Take a rapid antigen test (e.g., BinaxNOW) on each school day and receive a negative result. When the 5 days from date of exposure includes weekends or holidays, individuals should quarantine on weekends, and if they remain asymptomatic, upon return to school be tested immediately. If the individual remains negative, they can stay in school.
  - Conduct active monitoring for symptoms through day 10, and self-isolate at home if symptoms develop.
- **Note:** If an individual has symptoms at the time they are designated as a close contact or develops symptoms during the Test and Stay period or the 10 days following initial exposure, they should follow the protocol for symptomatic individuals (Protocol C). If an individual tests positive at any time, they should follow the protocol for individuals who test positive for COVID-19 (Protocol A).

**Protocol B-2: Traditional protocol (if the individual chooses not to participate in Test and Stay or *has an exposure outside of school to a positive case*)**

- **Duration:** Quarantine is at least 5 days from the date of school exposure
- **Return to School:** After 5 days, returning on day 6, provided that they:
  - Remain asymptomatic
  - Conduct active monitoring for symptoms through day 10, self-isolate if symptoms develop, and adhere to strict mask use for an additional 5 days
  
  - For those exposed, it is strongly recommended to test at day 5 after the exposure with a PCR or antigen test; a home test will be accepted but is not the preferred method.
  
- **Note:** If an individual has symptoms at the time they are designated as a close contact or within the 5 days following initial exposure, they follow the protocol for symptomatic individuals (Protocol C). If an individual tests positive at any time, they follow the protocol for individuals who test positive for COVID-19 (Protocol A).

**Protocol B-3** is deleted as of 12/30/2021

**[Protocol C: Protocol for symptomatic individuals](#)**

Protocol C applies to **vaccinated and non-vaccinated individuals** who experience the COVID- 19 symptoms listed in Section 1 applicable to their status and who have not tested positive for COVID-19.

**Protocol C for *symptomatic* individuals:**

- **Duration:** Dependent on symptom resolution
- **Return to School:** Individuals may return to school after they:
  - Have received a negative PCR or antigen test result for COVID-19. An antigen test may be self-administered and does not need to be proctored or performed by a healthcare professional. Note: So long as the individual is not a close contact, if a medical professional makes an alternative diagnosis for the COVID-19-like symptoms, the individual may use this recommendation (e.g., for influenza or strep pharyngitis) in lieu of a PCR test or antigen test.
  - Have improvement in symptoms
  - Have been without fever for at least 24 hours without the use of fever-reducing medications.
- **Note: If the symptomatic individual was a close contact who is not exempt from testing and quarantine response protocols, after symptoms resolve and they receive a negative PCR test, they should follow Protocol B-1 for Test and Stay.**
  - If family or individual chooses not to participate in Test and Stay, they follow Protocol B-2.

**Protocol C-2: Alternative protocol for symptomatic individuals who are not close contacts and choose not to receive a COVID test to return to school**

- **Duration:** Isolation is at least 5 days from symptom onset
- **Return to School:** After 5 days, returning on day 6, assuming they:
  - Have improvement in symptoms
  - Have been without fever for at least 24 hours without the use of fever-reducing medication.

### Section 3: Routine COVID pooled testing protocols

Routine COVID pooled testing involves combining several test samples together and then testing the group sample with a PCR test for detection of COVID-19. Testing for all consenting students and staff members will typically take place once per week.

Unvaccinated district and school staff and students who submit consent forms are strongly encouraged to participate in voluntary routine COVID pooled testing. This includes contracted staff such as bus drivers. Vaccinated staff and students may also participate in pooled testing if they submit consent forms; however, this is not recommended. Also, it is not recommended that

any individual who has tested positive for COVID-19 in the past 90 days participate in pooled testing.

<b>Protocol for routine COVID pooled testing</b>
<b>If the routine <u>group pooled testing</u> result is negative, then:</b>
<ul style="list-style-type: none"><li>• All individuals within that group are presumed negative and can remain in school.</li></ul>
<b>If the routine <u>group pooled testing</u> result is positive, then:</b>
<ul style="list-style-type: none"><li>• All individuals within that group should be retested individually by rapid antigen (e.g. BinaxNOW) or PCR test.</li><li>• If asymptomatic, members of the group should return to school until and unless an individual is identified as positive. Individuals in the group should wear masks until the positive individual is identified.</li><li>• Symptomatic members of the group should stay home and follow Protocol C.</li></ul>

#### Notify Health Officials and Close Contacts

- In accordance with state and local laws and regulations, school nurses/administrators should notify the Chelmsford Board of Health, staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the [Americans with Disabilities Act \(ADA\)](#).
- CPS Nursing Staff will work collaboratively with the Chelmsford Board of Health to identify individuals who test positive and/or who had [close contact](#) with a person diagnosed with COVID-19. Individuals and families will be instructed to follow isolation and quarantine protocols, and [self-monitor for symptoms](#), following [CDC guidance](#) if symptoms develop.
- The CPS Coordinator of Nursing Services will work closely with CPS administrators to identify any COVID-19 cases and coordinate necessary actions.

#### Additional requirements:

- Families need to provide the school nurse with at least four (4) emergency contacts, indicating individuals who will be able to come to the school and pick up their child if they become ill during the school day. Dismissing sick children (and staff) in a timely fashion (within 30 minutes) is imperative for the safety of all.

- Families are asked to follow the Massachusetts travel guidelines which can be found at <https://www.mass.gov/info-details/covid-19-travel-order#international-travel->
- Students who are not wearing a mask (due to special circumstances such as medical condition or disability) and are showing signs of illness, will be asked to wear a mask to reduce the spread of the illness until they leave the school premises.
- As recommended by the Centers for Disease Control (CDC), the Department of Elementary and Secondary Education (DESE), the Department of Public Health (DPH), the Chelmsford Board of Health (BOH), our protocols were created to ensure the safest return to school possible. Learn more about illness care for a student or staff member during the school day: [Illness Management](#)

**COVID-19 Test sites in the area:**

AFC Urgent Care	44 Drumhill Road	Chelmsford	978-528-3033
Harvard Vanguard	228 Billerica Road	Chelmsford	617-629-6000
Lowell Community Health Center	161 Jackson Street	Lowell	978-937-9700
Circle Health	198 Littleton Road	Westford	978-323-0302
Circle Health	1574 Main Street	Tewksbury	978-323-5950

Additional testing sites in MA: <https://www.mass.gov/covid-19-testing>

The city of Lowell has partnered with the Ma DPH and CIC Health to offer free asymptomatic testing to all Massachusetts residents over the age of 2 years. Click here <https://www.lowellma.gov/1513/COVID-19-Testing-in-Lowell>

**Lawrence General Hospital offers asymptomatic testing for ALL Massachusetts residents at no cost. [Click here Lawrence COVID-19 Community Testing Center](#)**

**A [list of test sites is available here](#), and Massachusetts also has an [interactive testing map](#). Staff and students who have symptoms should also contact their primary care provider for further instructions.**

**For a list of available Vaccines Sites please click on the links below:**

[COVID-19 vaccination locations](#)

[COVID-19 Vaccine](#)



**While specific protocols vary, there are common elements for each possible COVID-19 scenario:**

- ✓ Evaluate symptoms
- ✓ Separate from others
- ✓ Clean and disinfect spaces visited by the individual
- ✓ Test for COVID-19 and stay at home while awaiting results
- ✓ If test is positive:
  - Remain at home at least 5 days **AND** until at least 24 hours have passed since last fever, without the use of fever reducing medications, and improvement in other symptoms
  - Monitor symptoms
  - Notify the school and close personal contacts
  - Answer the call from Chelmsford BOH to help identify close contacts to help prevent transmission
  - Secure release from isolation or quarantine from the Chelmsford BOH for return to school

**Flowsheet for Symptomatic Individuals (unvaccinated)**

Event	Location of Event	Testing Result	Quarantine
<b>Individual symptomatic</b>	If an individual is symptomatic <u>at home</u> , they should stay home and get tested.	Individual tests <b>negative with a PCR/antigen test and there has been no known exposure to a positive case</b> or alternative diagnosis is made	Return to school once 24 hours fever free without use of fever reducing medication and with improvement of symptoms. Alternative diagnosis will require written documentation from MD.
	If an individual student is symptomatic in school, they will be sent to the nurse and if indicated, parent/guardian will be called to dismiss the student. They should not be sent home on the bus. If an individual staff member is symptomatic at school, they should request coverage for their duties and then go home and get tested.	Individual tests <b>positive</b>	Remain home (except to get medical care), monitor symptoms, notify the school and close personal contacts, assist the school in contact tracing efforts, and answer the call from the local BOH. Most people who have a relatively mild illness will need to stay in self-isolation for 5 days <b>AND</b> until at least 24 hours have passed since the last fever, without the use of fever reducing medications, and improvement in other symptoms.

		Individual <b><u>is not tested</u></b> <b><u>or not seen by an MD</u></b>	Remain home in self-isolation for 5 days from symptom onset, <b><u>AND</u></b> until at least 24 hours have passed since the last fever, without the use of fever reducing medications, and improvement in other symptoms. Return to school on day 6.

<p><b>Individual is exposed to COVID-19 positive individual</b></p>	<p>If an individual is <u>a</u> close contact (outside of school) with an individual who tested positive for COVID-19, they should stay at home and be tested immediately and 5 days after their last exposure, if no symptoms.</p> <p>If an individual is <u>at school</u> when they learn they were in close contact with an individual who tested positive for COVID-19, the parent/guardian will be contacted to dismiss the student from school. They should stay at home and be tested 5 days after their last exposure, if no symptoms.</p> <p>If an individual is identified as a close contact to a school exposure, parent/guardian can choose the Test and Stay Option as outlined in the protocol.</p>	<p>Individual quarantines at home (for an outside of school exposure) or participates in Test and Stay (for an in-school exposure)</p>	<p>Remain home in self-quarantine for 5 days from exposure, release on day 6, provided that all of the following are satisfied:</p> <ul style="list-style-type: none"> <li>● They have not have, and do not have any symptoms;</li> <li>● Strongly recommended to test immediately and on day 5 with a PCR (polymerase chain reaction) test (PCR preferred) or a Rapid Antigen test; and</li> <li>● They actively monitor for symptoms for the full 10 days. If they develop symptoms they should contact their health care provider and be re-tested</li> <li>● School exposure to a positive case in the classroom may choose the Test and Stay Option-must test each day at school with a Rapid Antigen test for 5 Days, remain asymptomatic and actively monitor for symptoms for 10 days. If they develop symptoms they should contact their health care provider and be re-tested. If the test is negative, follow the protocol for Test and Stay.</li> </ul>
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		Individual tests <b>positive</b>	Remain home (except to get medical care), monitor symptoms, notify the school and close personal contacts, assist the school in contact tracing efforts, and answer the call from the local board of health. Most people who have a relatively mild illness will need to stay in self-isolation for 5 days, release on day 6 <b>AND</b> until at least 24 hours have passed since the last fever, without the use of fever reducing medications, and improvement in other symptoms.
		Individual <b>is not tested</b>	Remain home in self-quarantine for 5 days from exposure, if no symptoms, release on day 6. Must actively monitor for symptoms for 10 days.

**Protocol: Presence of significant number of new cases in a municipality**

1. In the case of a significant outbreak specific to Chelmsford, as determined by the local Board of Health or DPH, the superintendent and school leaders will consult with the Chelmsford BOH to determine whether it is appropriate to close a specific school, schools, or the entire district.
2. Districts and schools can contact the DESE Rapid Response Help Center at 781-338-3500 for guidance if they are experiencing a high volume of cases. Notification should also be provided to local boards of health and district leadership.