



# 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 June 7, 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. 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 12:00 p.m. on Tuesday June 7, 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 May 17, 2022

### 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. Spotlight on the Schools: McCarthy Middle School
2. Spotlight on the Departments: Technology
3. Presentation: DMGroup - CPS Strategic Planning
4. Recognition of LGBTQ+ Pride Month – June 2022

5. School Committee Warrant Signing Schedule
6. FY2022 Recommended One-Time Purchases
7. FY2022 Recommended Budget Transfers
8. Approval of Field Trip Requests

**REPORTS**

1. Liaison Reports

**ACTION/NEW ITEMS**

1. Request for Reports & Updates

**PUBLIC COMMENTS:**

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

**ADJOURNMENT**

# CHELMSFORD PUBLIC SCHOOLS

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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: June 6, 2022

Re: Spotlight on the Schools: McCarthy Middle School

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Attached please find a PowerPoint presentation provided by McCarthy Principal Kurt McPhee in advance of the meeting presentation. I look forward to hearing the presentation and discussing the good work that is occurring at McCarthy Middle School with the members of the school committee.

# MCCARTHY SCHOOL COMMITTEE PRESENTATION

**June 7, 2022**

# RETURNING TO NORMALCY AND RECONNECTING STUDENTS AND STAFF

## Our overarching SEL Goal:

- **Reconnect students with their peers and McCarthy staff**
- **Rebuild and maintain meaningful relationships**
  - Student Council led initiatives
  - PBIS School-wide activities
  - Reintroduction of afterschool clubs
  - PTO sponsored afterschool and evening events
- **Reteach to students their role in the larger school community**
  - “Re-teach School”- How to be an in-person student again
  - Explicitly Teach McCarthy P.R.I.D.E Expectations
  - Second Step lessons taught consistently (every Monday morning, Co-Teaching model)
    - Focus on Self-Awareness, Self-Management, Social Awareness, Relationship Skills, & Responsible Decision Making

# DIVERSITY AND SCHOOL-WIDE INCLUSIVITY

## Our overarching DEI Goal:

- Explore and celebrate our diverse ethnicities
- Help to build cultural acknowledgements into routines
  - Acknowledging popular global holidays:
    - Diwali, Holi, Vaisakhi
  - Provide educational resources and class based activities
    - Black History Month
    - Pride Month
- Promote the necessary skills to function in an increasingly diverse society
  - Charitable student-driven events:
    - Food, clothing and monetary donations
  - Recognizing and supporting our LGBTQ student population
    - Stand-up McCarthy-GSA
    - Staff professional development-Gender Identity

# 2021-2022 EVENTS & ACTIVITIES

**Student-Staff Extreme Volleyball**

**Student Team Handball Tournament**

**Holiday Door Decorating Contest**

**Black History Month**

**Pride Month**

**Penny Wars**

**Cradles to Crayons**

**McCarthy Idol**-return of student talent showcase, including a McCarthy staff act!

**Student Assemblies-** Cheeseburgers, Chainsaws & Rock N Roll with Dr. “The Machine” Jesse Green (Perseverance, Resilience and working towards goals)

**Student Assemblies-** Hero Art with Rob Surette (Make a positive difference in the world)

**McCarthy Cup Student Floor Hockey Tournament**

**Track and Field Homeroom Challenge**

**Global Holiday Acknowledgements**

**Spirit Week Competition**

**Spirit Days**

**Project 300**







# School Committee

June 7, 2022

Technology Department  
Review

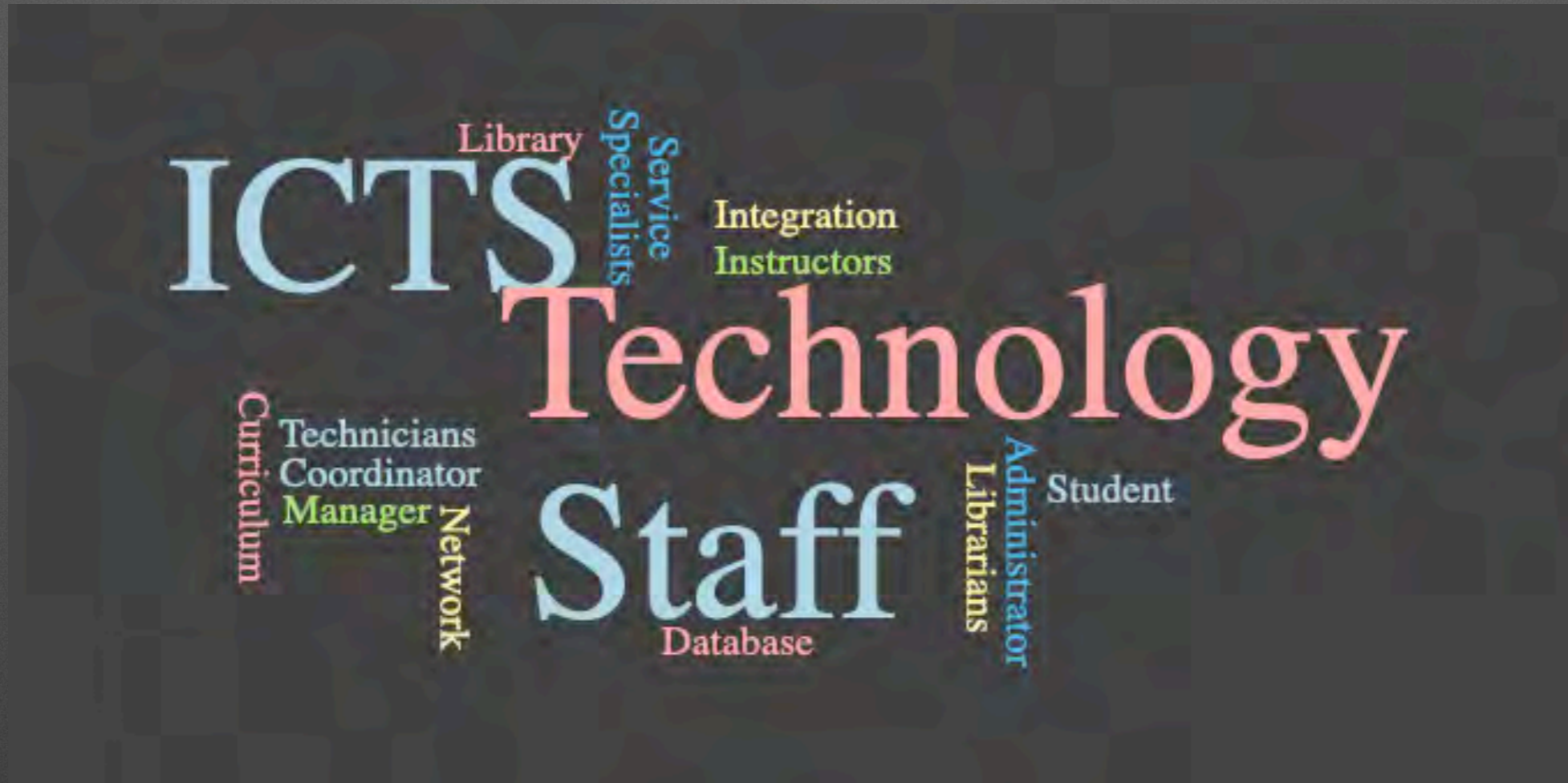


# Agenda

- Review of Technology 2021-2022 School Year
- Projects – Upcoming and Current
- Technology Integration/Technology Instruction/Business Classes
- Staffing - Repurposing Requests



# Review



The entire technology team worked hard all year to support the return to school full time. The group always prides themselves on the relentless pursuit of excellence in customer service. Thank you TEAM for all you do for our students and staff!



# Grant Awards

- ★ **PLTW:** \$19,000 for PD and program supplies
- ★ **Lockheed Martin:** \$15,000 for Computer Science
- ★ **DLCS:** \$17,000 Digital Literacy Computer Science, PD and curriculum revision
- ★ **Accelerating Mathematics:** \$80,000 for mathematics enhancement through i-Ready.
- ★ **Erate Category 1:** 40% of Internet/firewall services (approx. \$40,000)
- ★ **ECF Funding:** \$815,000 for student devices and wireless hotspots for Internet connectivity
- ★ **Cybersecurity:** Grant which provided PD for all staff and simulated phishing campaigns



# Project Updates

- ★ **Virtual Environment:** Update to existing environment including backup/DR
- ★ **Internet Bandwidth:** 15Gbps Diverse paths plus firewall/filter upgrade
- ★ **Chromebooks:** 2,000 new student devices coming this summer for 1:1 and elementary cart updates.
- ★ **Security Upgrades:** Elementary schools updated in final phase of security upgrade. CHS visitor management system.
- ★ **CHS Library:** New furniture and digital signage. Esports competition rooms coming this summer.



# Project Updates

- ★ **Classroom Tech:** Sound bars added to all cleartouch displays, and addition of larger monitors/docks for teacher chromebooks.
- ★ **PaperCut Upgrade:** All copiers and printers are now badge release
- ★ **School Clocks 1:** Wireless clock system added to all buildings.
- ★ **Email Archiver:** Migrated to cloud based archiving. Unlimited storage. Also included email security platform to reduce spam/phishing.



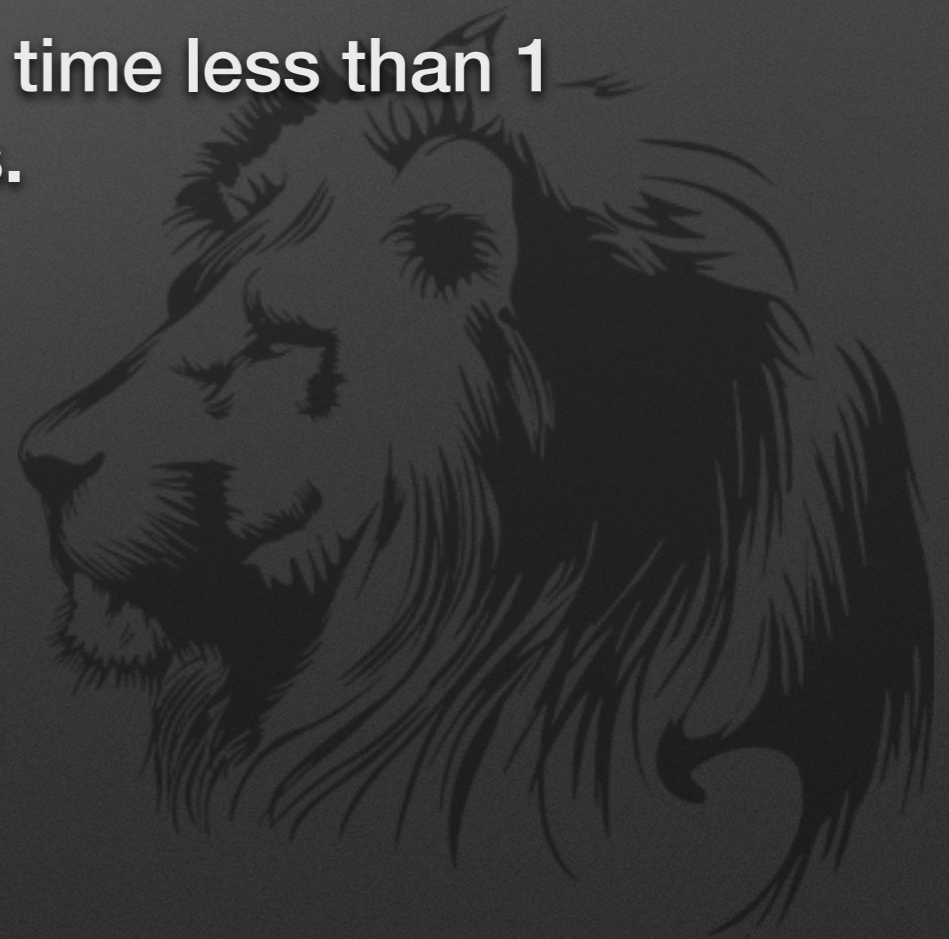
# Integration/PD/Tech/ Business Curriculum

- ★ **Abundance of PD:** Several PD opportunities on several software/hardware items. One to one and co-teaching opportunities.
- ★ **PLTW:** PLTW Teachers and TIS attended fall summit and spring PD at WPI.
- ★ **Business Dept. Courses:** 1st year of business innovations pathway completed with career counseling, speakers, and events.
- ★ **CHS:** Lions Locker school store moved upstairs, new business ethics course created, Spark Alpha entrepreneurship course and shark tank pitch.



# Fun Facts

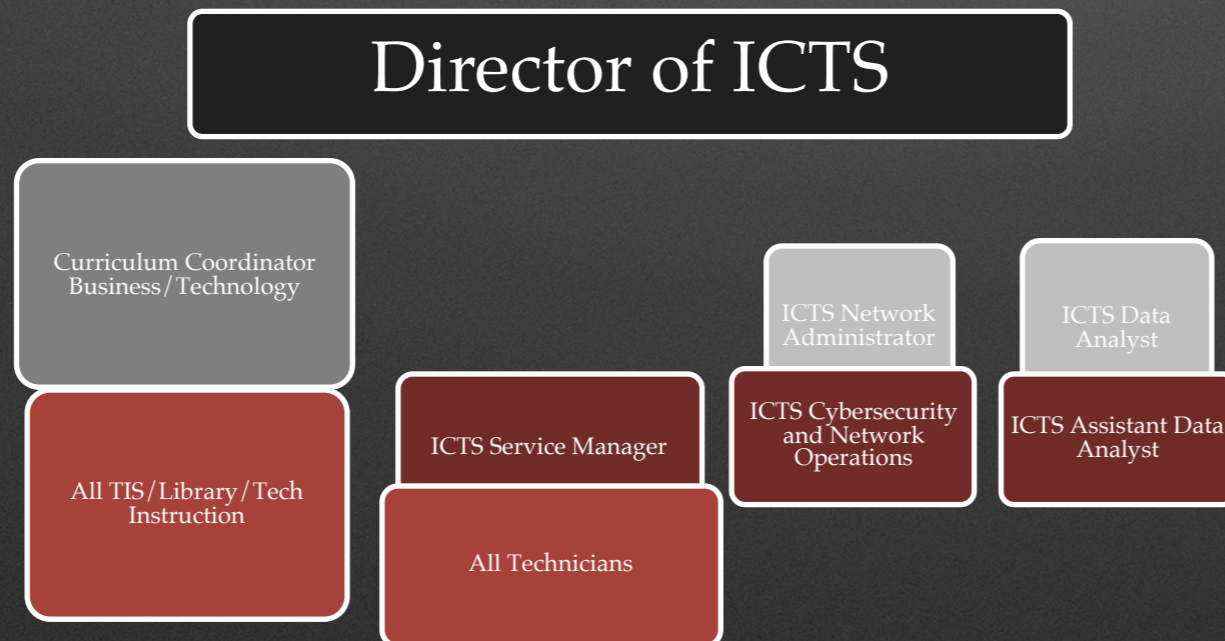
- New Google Docs Added: 582,259
- New Google Spreadsheets Added: 27,057
- New Google Forms Added: 5,539
- New Google Slides Presentations Added: 208,260
- New Google Drawings Added: 1,622
- Over 5,000 Google Classrooms created
- \* **9,215 tickets closed. Average response time less than 1 day, and average time to close 2.3 days.**





# Staff Repurposing Request

- ★ One retirement Student Database Manager
- ★ Request to Rename and change job description/responsibilities.
- ★ ICTS Data Analyst
- ★ Enhance salary slightly to be more in line with the same role in other districts





# School Committee

June 7, 2022

Technology Department  
Review



CHELMSFORD SCHOOL COMMITTEE

June 2022



## Overview/Agenda

The purpose of this report is to review and update the School Committee about the state of technology:

Review of Technology 2021-2022 School Year

Projects – Upcoming and Current

Technology Integration/Technology Instruction/Business Classes

Staffing - Repurposing Request

# Technology Update

## Review

A return to in person learning for the 2021-2022 school year was exactly what we all needed. This doesn't mean hybrid and remote learning were not valuable. On the contrary, those learning models actually paved the way for the great use of technology we see throughout our schools each day. Our staff have truly embraced all of the new technology in every classroom, and most have even broken away from some of the old methodologies in favor of streamlining their approach to delivering engaging, technology rich lessons. It has been wonderful to watch as the district has progressed over the past five years in a transition to a more online approach to technology use. Of course to get to this point it took a lot of hard work by staff to update their skills, and work with our Technology Integration Specialists and technicians to really utilize the wide array of hardware and software available. As always, I am very grateful to have such an amazing technology staff who relentlessly pursue excellence in providing customer service. The entire technology department is outstanding when it comes to meeting the needs of our end users. Thank you to each of you for the roles you played in making the return to school successful.

Here are some notable items which took place in the district this year:

**Grant Awards:** The district received several grant opportunities this year. We received multiple for our Project Lead The Way courses which totaled over \$19,000 thanks to Marilyn Sweeney's diligent work with the PLTW group. She also received a \$15,000 grant from Lockheed Martin for computer science, and over \$17,000 for Digital Literacy Computer Science (DLCS) Now. These funds did a combination of things including allowing for professional development for teachers, and buying hardware for the classes to work on. In addition to these grants we received \$815,000 via ECF Funding which allowed CPS to purchase 2,000 student chromebooks, and wireless hotspots for students to borrow if they have a need for Internet at home. We were also approved for Category 1 Erate funding which will provide a 40% reimbursement

for our Internet services for the upcoming school year which translates into roughly \$40,000 in funding. We applied for and were awarded \$80,000 through the Accelerating Mathematics grant opportunity. This went to pay for the mathematics portion of our i-Ready services. We also received a great cybersecurity grant which allowed us to offer training and simulated phishing email campaigns to the entire staff. Participation was very good across the district, and many staff members reached out to say how appreciative they were about what they were being taught. We also saw a major swing in users being able to identify scam emails and reporting them to us. Our users also ranked very highly compared with the other grant recipients in the state in catching phishing emails, and not clicking through them to bad sites. I hope we will be able to do this again in the future with the state as it was very productive.

**Professional Development:** The Technology Intergration Specialist group prepared training for over 20 different topics this year. They tied in all the new classroom technology and curriculum support applications, and showed staff ways to use all of these items together. As always, they did a fantastic job with this, and the development opportunities are always appreciated by staff. The group also ran a graduate level technology course for teachers (which has been very popular over the past several years), and they are in process of creating something entirely new for teachers this year.

**Yearly Testing:** We had a very successful administration of ACCESS testing and MCAS testing. The buildings did a great job preparing their sessions for testing, and the tech group worked diligently to support all of the testing dates around the district. Everything went very smoothly at all buildings. Thanks to everyone who contributed to the success of these yearly testing requirements.

## Project Updates

What would summer be without a good project or projects as is more often the case? The Chelmsford Public Schools have a number of technology items happening this summer. Between new devices for students on the way, an enhanced ISP bandwidth and firewall upgrade, a new virtual environment, and updates and service to the thousands of devices in the district to prepare them for school opening, the department will be very active throughout the summer months. Below are some of the highlights of items we'll be working on to make the end user experience the best it can possibly be in our buildings.

**ISP Bandwidth/Firewall Upgrade:** As we have all learned, there is no such thing as too much bandwidth. CPS will upgrade to a total of 15Gbps, over two diverse providers in order to minimize a total loss of connectivity. When this upgrade is in process we will also be updating our firewall to a unit capable of the throughput required to handle that type of bandwidth. In addition, we'll be updating our filtering system to a new device which also has the capacity to push enough traffic to keep us bottleneck free. This project is partially funded via the Erate program which entitles the district to a 40% discount on services.

**Virtual Environment:** The district is preparing to migrate off of our older platform to a new Dell solution. This three tier architecture will provide us with the updated equipment needed to run all of our servers, storage, and backups.

**Chromebooks:** Through a grant opportunity, CPS was able to receive funding to purchase 2,000 student devices. We received over \$800,000 as part of this grant to provide updated devices to students. Many of these will be used to complete the fourth year of our 1:1 initiative, and the remainder will go a long way toward updating elementary classroom chromebook carts. This will be a tremendous addition to the district, and we look forward to this upgrade for our students.

**Security Upgrades:** This summer we worked through the final phase of our security enhancement capital project. This was the third year of a phased upgrade, and all of our elementary schools were enhanced with cameras and more security swipe door access. Our high school had a new visitor vestibule installed, and we were also able to add a visitor management system to this area. This is a great tool which forces all visitors to scan their own ID, which is then checked against various law enforcement databases, and if nothing is flagged a badge is automatically printed for their visit. These enhancements over the past three years have been very valuable to our buildings, and we look forward to providing additional updates and enhancements as software and firmware versions are updated by the manufacturers.

**CHS Library Furniture:** This year we were fortunate to enhance the library with some beautiful new furniture. The space really looks like a college learning and gathering space now, with workspaces, group gathering areas, easy chairs, and charging ports built right into most of the furniture. This summer we will also enhance the circulation desk area, the alumni area, and bring in smaller bookshelves to ring the perimeter of the library and open up sight lines. In addition some of the open area rooms in the back of the library will be transitioned to our new Esports competition rooms. I urge you to come have a look this September to see all of the amazing enhancements to the library.

**Classroom Technology:** This summer we will add soundbars to each cleartouch panel. This will allow all classrooms to have enhanced sound for any presentations being done through the cleartouch displays. We'll also finish off updating teacher monitors and docks for chromebooks which have been very well received in the classrooms who chose to do this early ahead of the district wide migration this summer.

**PaperCut Upgrade:** The district installed a product called PaperCut when we installed new copiers two years ago. This allows staff to print to a virtual queue and use their badges to release jobs at any printer in the district. We completed an upgrade to the system and added every laser printer to the program, so now all printing is managed by the PaperCut system. This leads to far less waste of supplies for jobs that are printed but never picked up. This was especially helpful this year when office supplies were backordered, and paper and toner were very difficult to obtain.

**School Clocks:** The clock systems at all schools were updated last summer. The original systems had seen better days, and many clocks did not keep proper time. We now have a wireless clock system that ties into the PA system. Each night the clocks sync to Internet time and talk to each other to keep proper time throughout the buildings.

**Email Archiver:** This year we migrated to a cloud based email archive product. Our on premises archiver finally ran out of space, but the migration to the cloud based version gives us unlimited storage. Now we will not need to remove older archived email from the system and have the ability to keep it well beyond the 7 year retention law. In addition, the product comes with a mail protection system. This was configured to further cut down on spam/phish emails coming to our students and staff.

## Technology Integration/Professional Development/Technology and Business Curriculum Updates

### Highlights Business, Technology Classes From Dr. Marilyn Sweeney

#### Accomplishments TIS/PLTW/Business 2021-2022

##### TIS

##### Professional Development Topics Offered to Faculty and Staff

Published a weekly Tech Update newsletter to their building which contained invitations to professional development opportunities as well as quick tips and techniques.

Created videos for many of the quick tips and techniques.

Snow.live PD and rollout (appealed mostly to elementary)

IPEVO Document Camera PD and rollout to all CPS teachers

Combining IPEVO Camera use with Screencastify

Plex Media server PD

Google Translation Feature

Virtual Escape Rooms

Pear Deck

Organizing Your Google Drive



Supported MCAS through Technology training for Proctor and related Tech Support; Topics included teaching speech to text and text to speech; ELA and Math Tools;

Chromebook Accessibility

Printing out PDP reports in X2

Screencastify

BrainPop

Classkick

Using PearDeck with Google Slides

TIS Shared out seasonal resources and other resources by topic such as for Black History Month in response to DEI training.

Citation creation in Google Docs and Slides

Use of all Google Suite Tools as they were released e.g. creating checklists

Introduced Flippity.net as a resource for all teachers to create flashcards, crossword puzzles, matching, etc.

### **Other Tasks**

Supported Google Classroom use as we transitioned back to complete in-person instruction this year and changed from using Google Meet to using Google Classrooms for assignments, collection of work, and providing materials and instruction in this environment.

MCAS Supported proctors at all MCAS tests in Elementary, Middle, and High School for the duration of the tests

Marilyn and 4 TIS taught a Graduate Course "Engaged Learning in Blended Classrooms" both the Fall and Spring semester

Supported grading at all grade levels in September and throughout the year as new teachers joined Chelmsford Schools. Also, TIS supported grade posting by individual teachers at the end of each grading period.

Support iReady diagnostic testing and implementation

Supported the new STAMP testing for World Language through PD and technical support

ClearTouch training for CHIPS as they were new to that group this year

CHS TIS and Library supported NEASC committee data collection for year 1 of the CHS NEASC review.

Equatio for CHS

Supported CHS Student Council Leadership Conference

Supported CHS Mock Trial

Supported Speech and Debate Regional Tournament

CHSTv LionsLive announcements

### **Professional Development for TIS**

Snow.live

Document Cameras

Plex Server

TIS participated in the MassCue conference

PLTW teachers/TIS participated in the Fall Stem Summit and Spring PD day at Worcester Polytechnic Institute

4 TIS participated in Project Lead the Way Computer Apps PD - 4 days in the Summer

Project Lead the Way core training for Elementary School Technology Assistants on two levels: Launch Classroom Teacher and Launch Lead Teacher as appropriate for each individual involved.

Diversity, Equity, Inclusion (DEI) professional development PD offered by the district, building and followed up in the department meetings

### **Librarians, Middle and High School**

Throughout 2021-2022 weeded the non-fiction print collection, surveyed teachers for their curriculum topics, and purchased eBook replacements.

New furniture for the CHS Library

Digital Displays for the CHS Library

Supported Chromebook deployment, collection, and repair efforts as needed along with inventory tracking in Destiny.

Middle School librarians created lessons on graphic novels.

Middle School library classes learned about digital citizenship, online safety, and website evaluation.

CHS librarian offered Technology Troubleshooting and Repair class from which student HelpDesk interns were recruited to support technical needs at CHS.

### **Project Lead the Way and Other Student Support**

This is the first year of the IT Innovations Pathway for CHS with the first-year cohort in a combined Plus block to accommodate career counseling speakers and events. They are all taking the Robotics course as their first course in a 4-course path.

Support K-4 elementary labs with the second module (new) in each grade level:

- K - Spacial Sense and Coding
- 1 - Animal Adaptations
- 2- Materials Science: Properties of Matter
- 3 - Stability and Motion: Forces and Interactions
- 4: Input/Output: Human Brain

Provided new headphones to all elementary school Computer Literacy labs.

Grade 6 in McCarthy and Parker implemented a new course "Computer Apps" in which all Chelmsford grade 6 students participated.

We facilitated the annual CPS "Hour of Code" from Code.org by participating once again in this worldwide adventure to raise awareness of coding among all students.

Successfully began the transition to V5 equipment in the Grade 8 Automation and Robotics PLTW curriculum. We are 50% of the way there and right on schedule.

This is the first year of the IT Innovations Pathway for CHS with the first-year cohort in a combined Plus block to accommodate career counseling speakers and events. They are all taking the Robotics course as their first course in a 4-course path.

### **CHS Technology & Business Department**

This is the first year of the Business Innovations Pathways for CHS with the first-year cohort in a combined Plus block to accommodate career counseling speakers and events. They are all taking the Business Career Pathways course as their first course in a 4-course path.

Joined DESE's new Computer Science Leadership Network.

Worked with CSforMA to create opportunities for CPS technology teachers in new professional development for our K-12 computer science teachers. Courses and workshops such as Intro to CS; eTextiles; Computational Thinking and Problem Solving and CS Resources for K-5 are offered and Chelmsford has teachers taking part in all of the above-named workshops.

Worked on DLCS Now Grant opportunities which provided networking statewide with other districts offering computer science to exchange ideas, work with vendors, create initiatives, and access advocacy for computer science.

Moved CHS LionsLocker Store to both a new physical location upstairs opposite the 2 Business Department classrooms to facilitate ease of management and also located the LionsLocker Store online through a new student-managed portal.

Created a new Entrepreneurship course. Partnered with SparkAlpha to provide a module where students identified a problem; found a product solution; created a business plan and pitched the idea to a group of administrators including the Superintendent and representatives from Middlesex Community College.

Created a new Business Ethics course

## Grants

### Project Lead the Way

- \$9596 for **2021-2022** to support the continued implementation of Project Lead the Way in this transition year.
- \$10,000 McCarthy and Parker **2022-2023** to implement Grade 5 PLTW Computer Science

### Lockheed Martin Grant for Computer Science

- \$15,000 for programmable devices and other cs implementations

### DLCS Now (Digital Literacy and Computer Science) from DESE

- \$3600 **2021-2022**
- \$14,100 for **2022-2023** DLCS Grant from DESE for Computer Science Teachers PD and related equipment.

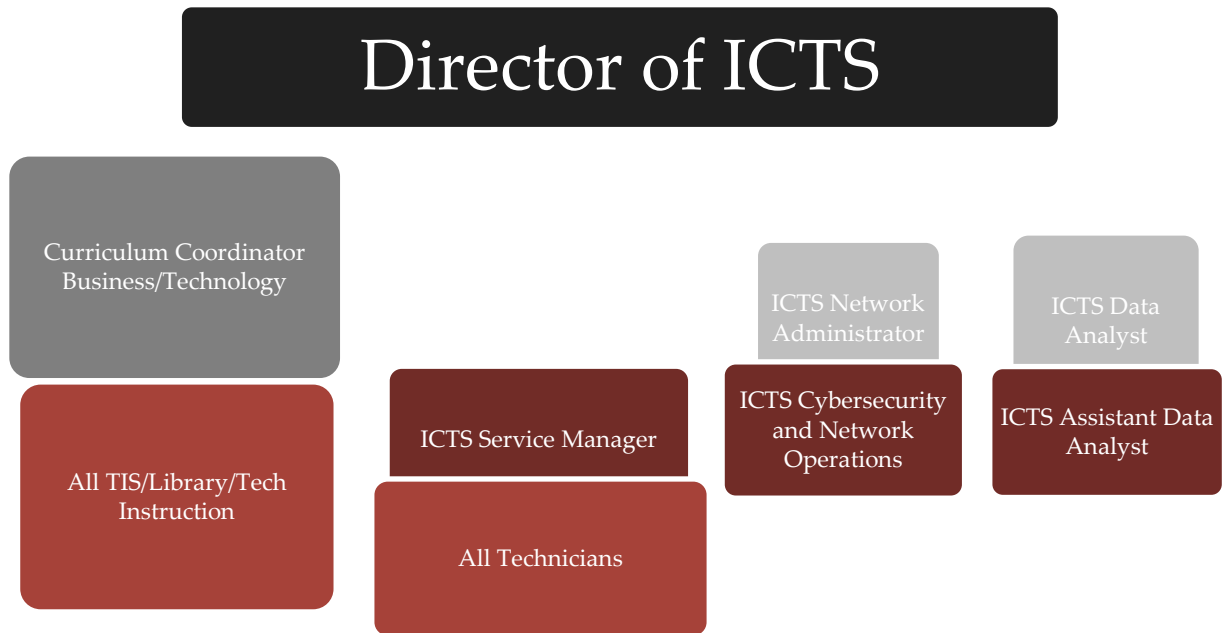
### Computer Science Honor Society Grant

- \$500

## Departmental Staffing Requests

Similar to last year I would like to request approval for a position update. Our current Student Database Administrator will be retiring at the end of June, and this is a very large hole to fill. Last year we created the ICTS Assistant Data Analyst role in preparation for the upcoming changes. This year I would like to revamp the job description, salary, and title of the upcoming vacancy. The new role will be called ICTS Data Analyst.

This will not be a new position simply a title change along with revamped qualifications and job responsibilities which will bring the role more into line with what the current responsibilities are. In addition, the salary will be adjusted slightly to become commensurate with what the same jobs are paying in other districts across the state. As you know student data positions are very hard to fill with experienced candidates, and harder still if our salary structure is not what the market is paying. The below graphic shows the change to the position title, and how the department will be organized.



# Chelmsford Public Schools

## Job Description

|  |                               |                    |                  |
|--|-------------------------------|--------------------|------------------|
| <b>Job Title:</b>  | ICTS Data Analyst             | <b>FTE:</b>        | 1.0              |
| <b>Location:</b>   | CENTRAL ADMINISTRATION OFFICE | <b>Reports to:</b> | Director of ICTS |
| <b>Qualifications:</b>   |                               |                    |                  |
| <ul style="list-style-type: none"><li>• Bachelor’s degree and three to five years hands-on experience with student/staff management systems and working with end users in a support and/or training environment.</li><li>• Effective written, oral, interpersonal, and presentational skills.</li><li>• Strong customer service orientation.</li><li>• Highly self motivated and directed.</li><li>• Ability to effectively prioritize and execute tasks in a high-pressure environment.</li><li>• Ability to provide leadership, training, and support to end users in the district and to the public.</li><li>• Ability to establish and maintain effective working relationships with staff and outside vendors.</li><li>• Ability to maintain confidentiality.</li><li>• Ability to attend to detail and follow tasks through to completion.</li><li>• Flexible and willing to learn new protocols and features on an ongoing basis.</li><li>• Experience with Follett Aspen/X2.</li><li>• Experience with MS Excel and manipulation of data for various types of imports and exports preferred.</li></ul>   |                               |                    |                  |
| <b>Responsibilities:</b>   |                               |                    |                  |
| <ul style="list-style-type: none"><li>• Manage SIS, acting as liaison between vendor and end users providing technical support for all aspects of the database.</li><li>• Serve as a main point of contact for obtaining information, resolving problems, and ensuring accurate management of student and staff data for the completion and submission of multiple mandated state and federal reports. (SIMS, EPIMS, SCS, SSCR, CRDC)</li><li>• Provide information to departments, such as Business and Personnel as needed for quarterly and/or annual report submissions. (Sitewide Rosters/Medicaid, EOE, EOY)</li><li>• Coordinate with district wide staff to ensure the integrity and accuracy of student and staff demographic data as well as enrollment, attendance, grades, schedules, and work assignments.</li><li>• Attend trainings, meetings with vendor and DESE on a continuing basis to stay current with state and federal reporting requirements ensuring accurate and compliant data submission.</li><li>• Assign and manage all staff, student and family user accounts and access privileges district wide for the database.</li></ul> |                               |                    |                  |

- Train and support district wide staff to ensure proper and efficient system usage and system changes.
- Work with vendors providing software services to import/export student records information for use in their software applications. (Naviance, Connect Ed, Destiny, Meal Magic, Clever etc.)
- Participate in district IT project committees as a technical resource on SIS issues, district-wide department meetings, workshops and/or seminars for the purpose of communicating system capabilities and/or accommodating district goals.
- Develop queries and reports for the purpose of providing specific student and staff data.
- Develops templates for purposes of tracking fields of data for various department needs.
- Provide a variety of user support materials. (User Guides, procedural updates, test data)
- Attend vendor Webex meetings and user group conferences that provide workshops on existing and upcoming modules and features.

**Terms of Employment/Work Year):**

This is a full-time, 12-month, salaried position.

Salary Range: \$ 86,000 - \$ 92,000 annually, commensurate with experience and qualifications. This is a non-affiliated, exempt position.

**Date:** 6/6/2022



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

Chelmsford Public Schools:  
School Committee Update

June 2022



**District Management Group** | Helping Schools and Students Thrive



# Today's Objectives

- 1 Share our strategic planning process
- 2 Review key components of the strategic plan
- 3 Update Chelmsford School Committee on work accomplished and next steps

# Agenda

## Strategic Planning Process

Chelmsford's Needs Assessment

Key Components of the Strategic Plan

# Chelmsford's new strategic plan will be an actionable document that will help inform decision-making across Chelmsford Public Schools.

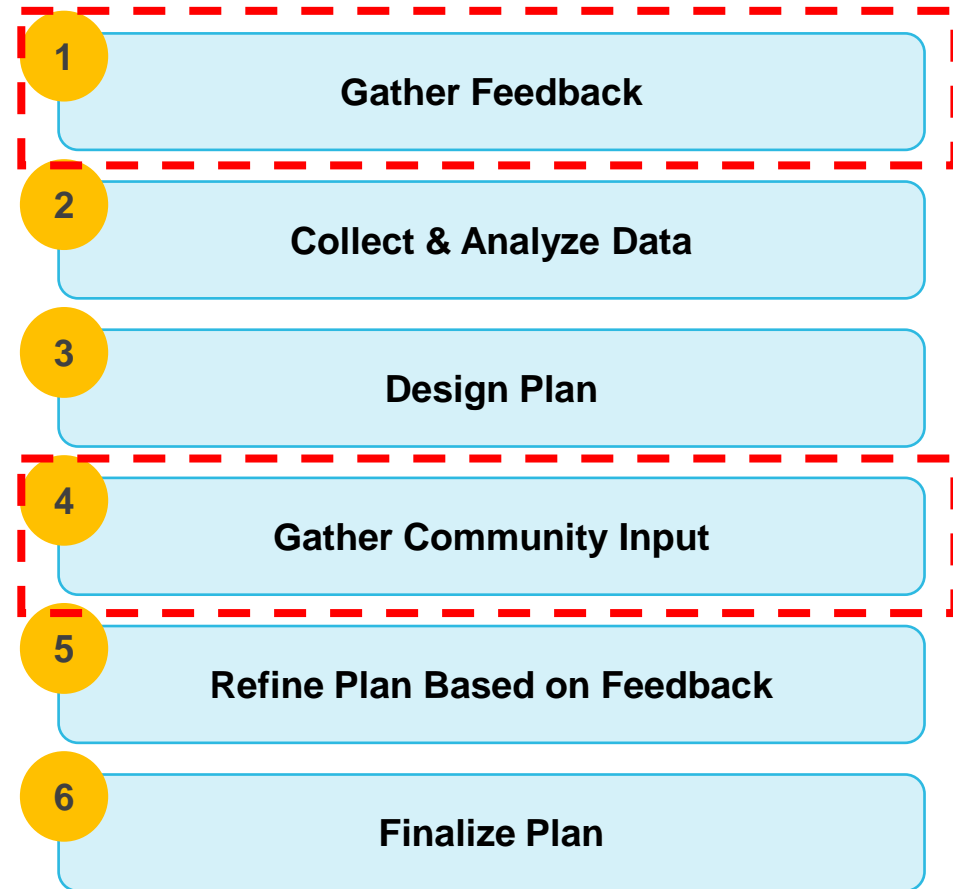
## Rationale for Our Strategic Plan



- The strategic plan will help us to **prioritize district actions** in order to achieve our goals over the next five years.
- The strategic plan will engage **key district stakeholders and broader community** to share input and suggestions
- **Key components** of strategic plan:
  - Mission and Vision
  - Theory of Action
  - Priorities
  - Measurable Goals

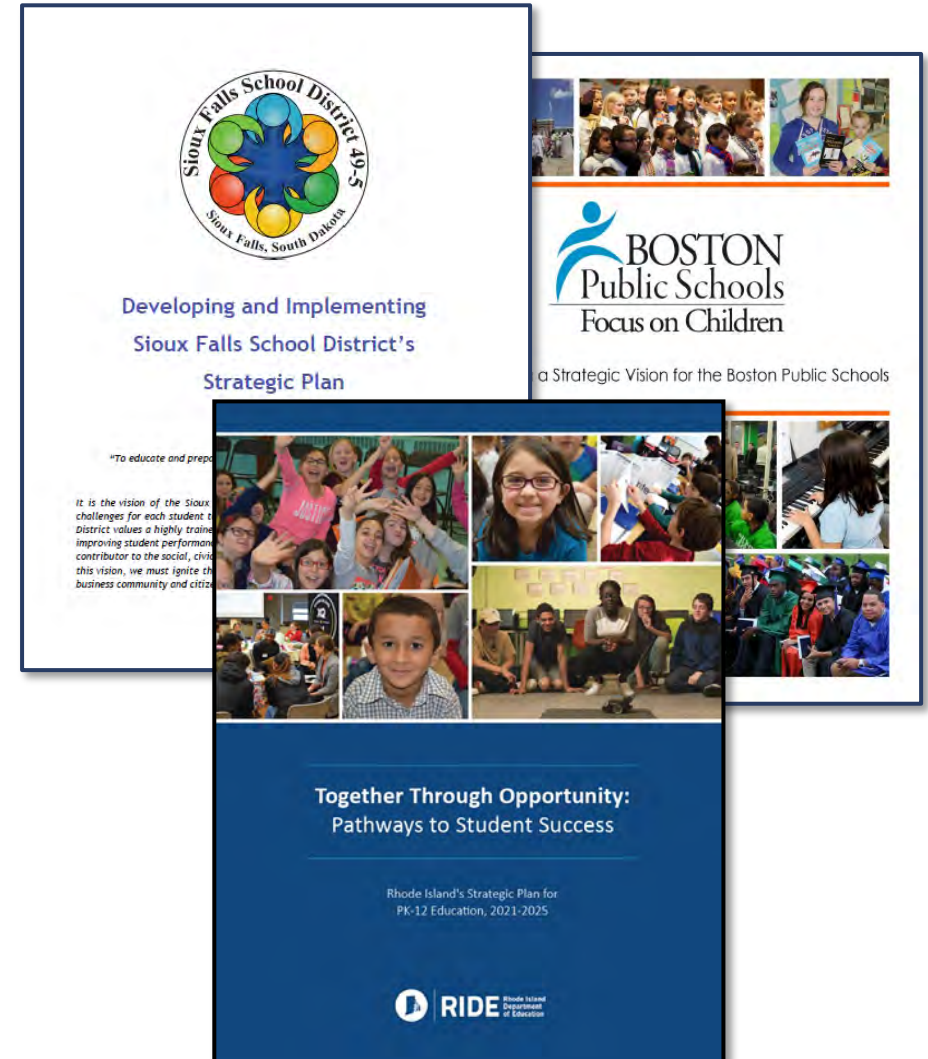
Community feedback will be incorporated throughout the strategic planning process to ensure the plan captures the perspectives of a variety of stakeholders.

## Strategic Planning Process



**Community Engagement #1**

**Community Engagement #2**

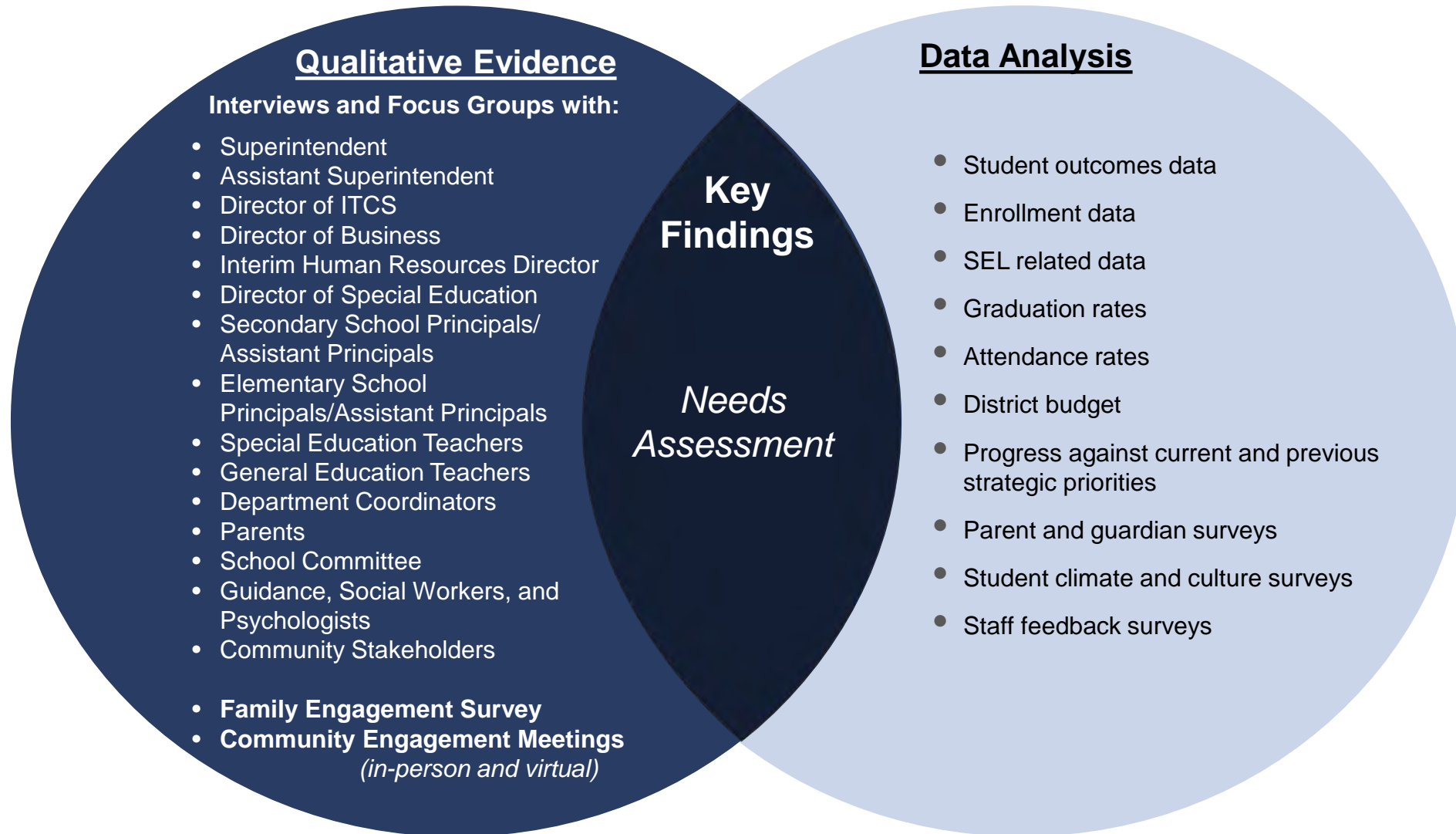


**A cross-functional group of leaders and stakeholders in the district were selected to guide the strategic planning work.**

**Strategic Planning Steering Committee Members**

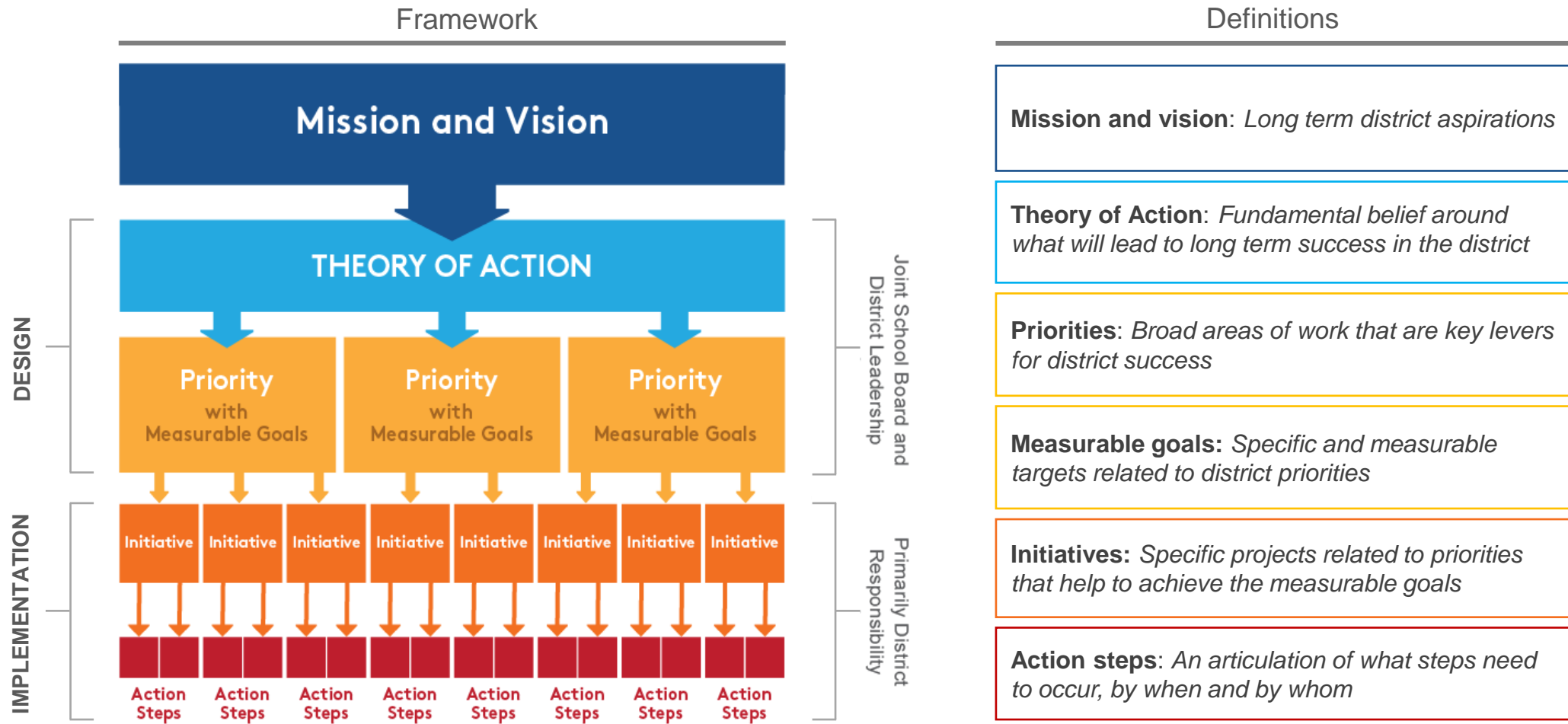
| Name                   | Role                                 |
|------------------------|--------------------------------------|
| Dr. Jay Lang           | Superintendent                       |
| Dr. Linda Hirsch       | Assistant Superintendent             |
| Bill Silver            | Director of Technology               |
| Amy Reese              | Director of Student Support Services |
| Joanna Johnson-Collins | Director of Business and Finance     |
| Candace Hall           | Interim Director of Personnel        |
| Dr. Jeff Parks         | Parker Middle School Principal       |
| Jason Fredette         | Byam Elementary School Principal     |
| Steve Murray           | Chelmsford High School Principal     |
| Jeffrey Doherty        | School Committee Member              |
| Maria Santos           | School Committee Member              |

# DMGroup provided support in developing a deep understanding of the current state of Chelmsford Public Schools by building a Needs Assessment.



# DMGroup's Strategic Planning Framework helped guide the development of a strategic plan that will support the daily work in Chelmsford Public Schools.

## DMGroup Strategic Planning Framework



Source: DMGroup

# Agenda

Strategic Planning Process

**Chelmsford's Needs Assessment**

Key Components of the Strategic Plan



# The five focus areas of the Needs Assessment provided insight into the areas of strength and improvement for Chelmsford Public Schools.

01

## ACADEMIC ACHIEVEMENT

Overall academic achievement is **strong compared to the state** across all subgroups. There is desire to continuously improve **special education and middle school achievement**, based on a larger achievement gap between special education students and general education students in Chelmsford when compared to the state, and the varied middle school performance across schools.

02

## SOCIAL-EMOTIONAL SUPPORTS

Students feel a **sense of belonging in school**, feel respected by peers and staff, and benefit from the numerous SEL investments made over the past several years. Mental health professional's still report spending too much time on **reactive supports instead of proactive supports**.

03

## HUMAN CAPITAL

Families and students identify **staff as the top strength of the district**. Multiple stakeholder groups expressed a desire for **increased diversity** and school staff expressed wanting additional ongoing support **to implement all curricular resources with fidelity to meet students' needs**.

04

## OPERATIONS AND FACILITIES

Chelmsford has managed its budget well and taken good care of aging facilities. Staff, families, and students identified **facilities and other operational challenges (e.g., master school schedules)** as the greatest area of improvement in the district and a potential root cause challenge within many other focus areas.

05

## FAMILY AND COMMUNITY ENGAGEMENT

Chelmsford's communication with families was **highly rated** in a DMGroup survey, with families reporting **overall satisfaction** with updates from both the district and individual schools. **Teacher communications** were especially impactful at the school level among those who received it **consistently**.



# Academic Achievement Findings

Overall academic achievement is **strong compared to the state** across all subgroups. There is desire to continuously improve **special education and middle school achievement**, based on a larger achievement gap between special education students and general education students in Chelmsford when compared to the state, and the varied middle school performance across schools.

## 1. OVERALL DISTRICT VS. STATE ACHIEVEMENT

Student standardized testing scores exceeds Massachusetts average scores

## 2. SPECIAL EDUCATION

Students with IEPs academically underperform their general education peers at a level higher than the state

## 3. MIDDLE SCHOOL

There are discrepancies in performance between the middle schools

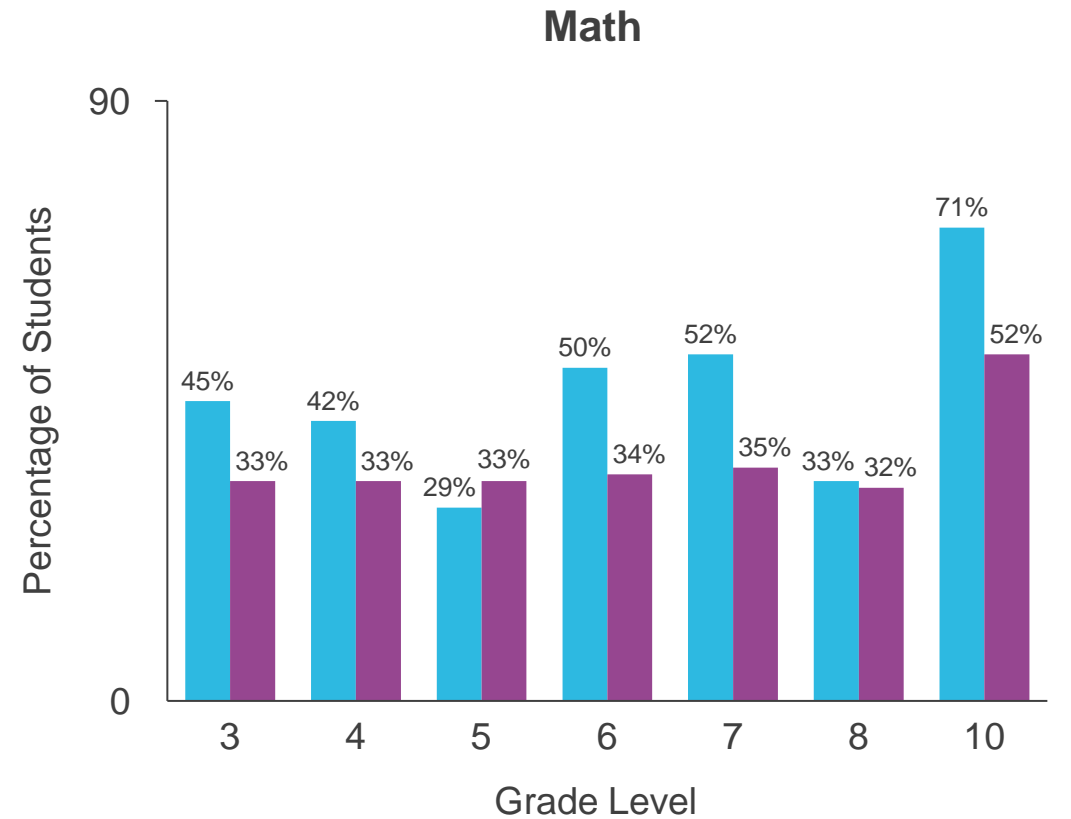
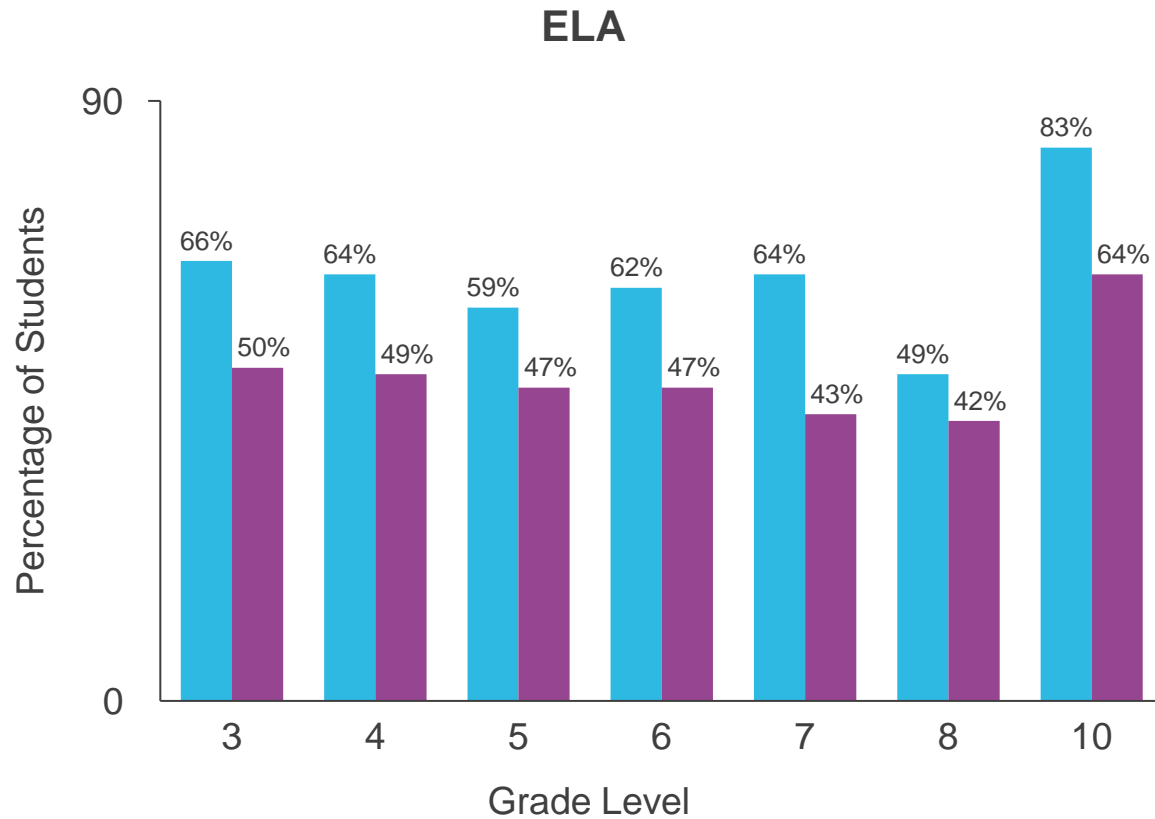
## 4. ACADEMIC RIGOR

Parents would like to see consistent offerings for high-achieving students

# Overall, students consistently perform at a higher level than the Massachusetts student population on MCAS assessments, most recently on the 2021 MCAS assessment.

Percentage of Students Scoring 'Meets Expectations' or Higher  
Students in Grades 3-8 and 10<sup>th</sup> – Spring 2021 MCAS ELA and Math

OVERALL ACHIEVEMENT  
Chelmsford  
Massachusetts



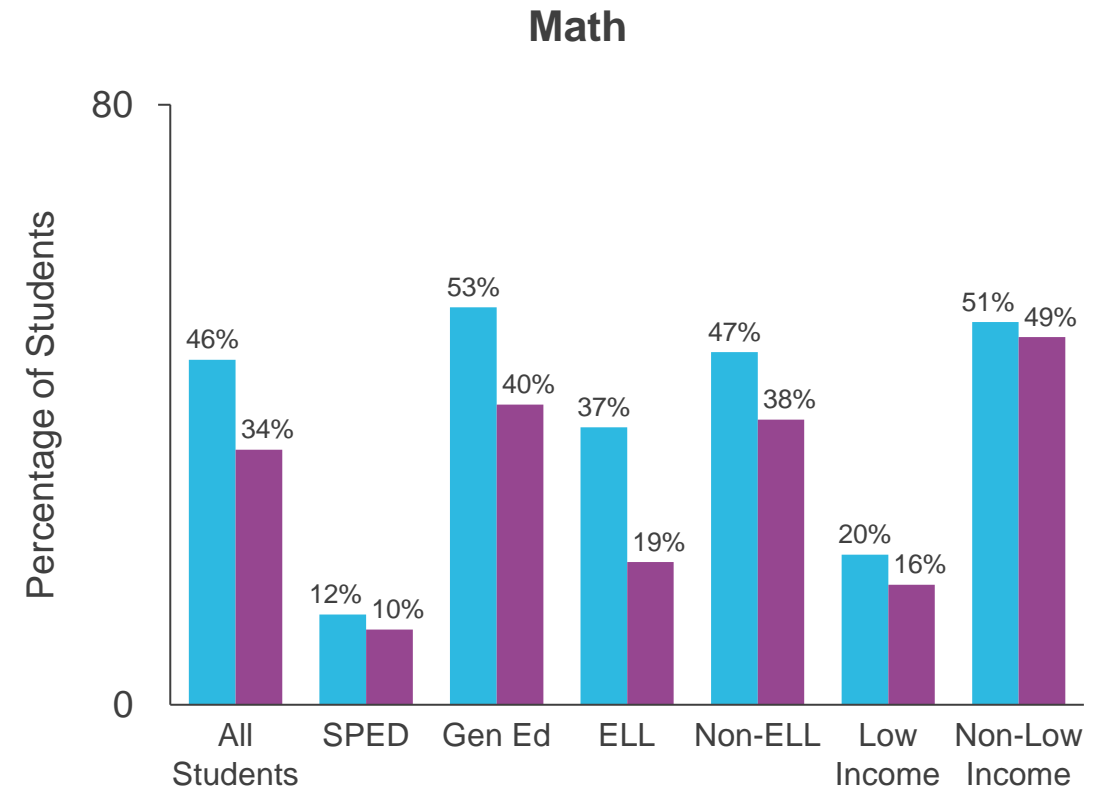
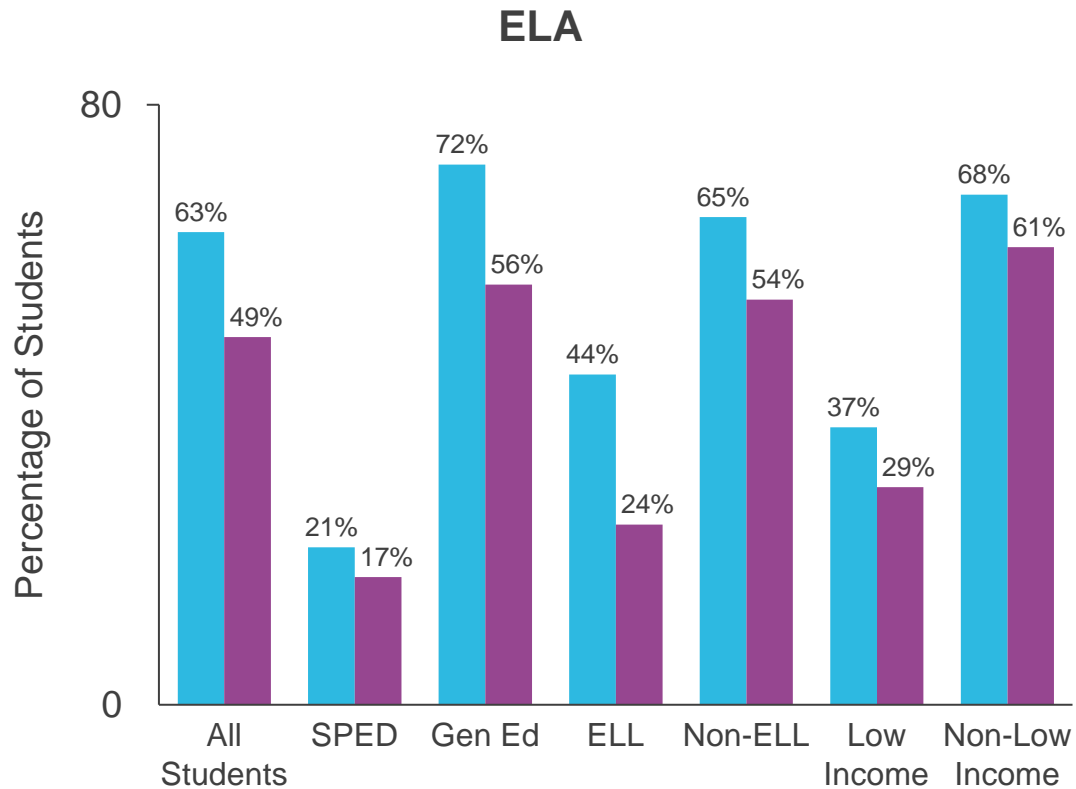
Source: Massachusetts Department of Elementary and Secondary Education – Spring 2021 MCAS Achievement Levels

# Chelmsford outperforms Massachusetts in MCAS proficiency across all student subgroups.

Percentage of Students Scoring 'Meets Expectations' or Higher  
 Students in Grades 3-8 and 10<sup>th</sup> – Spring 2021 MCAS ELA and Math

OVERALL ACHIEVEMENT

Chelmsford  
 Massachusetts

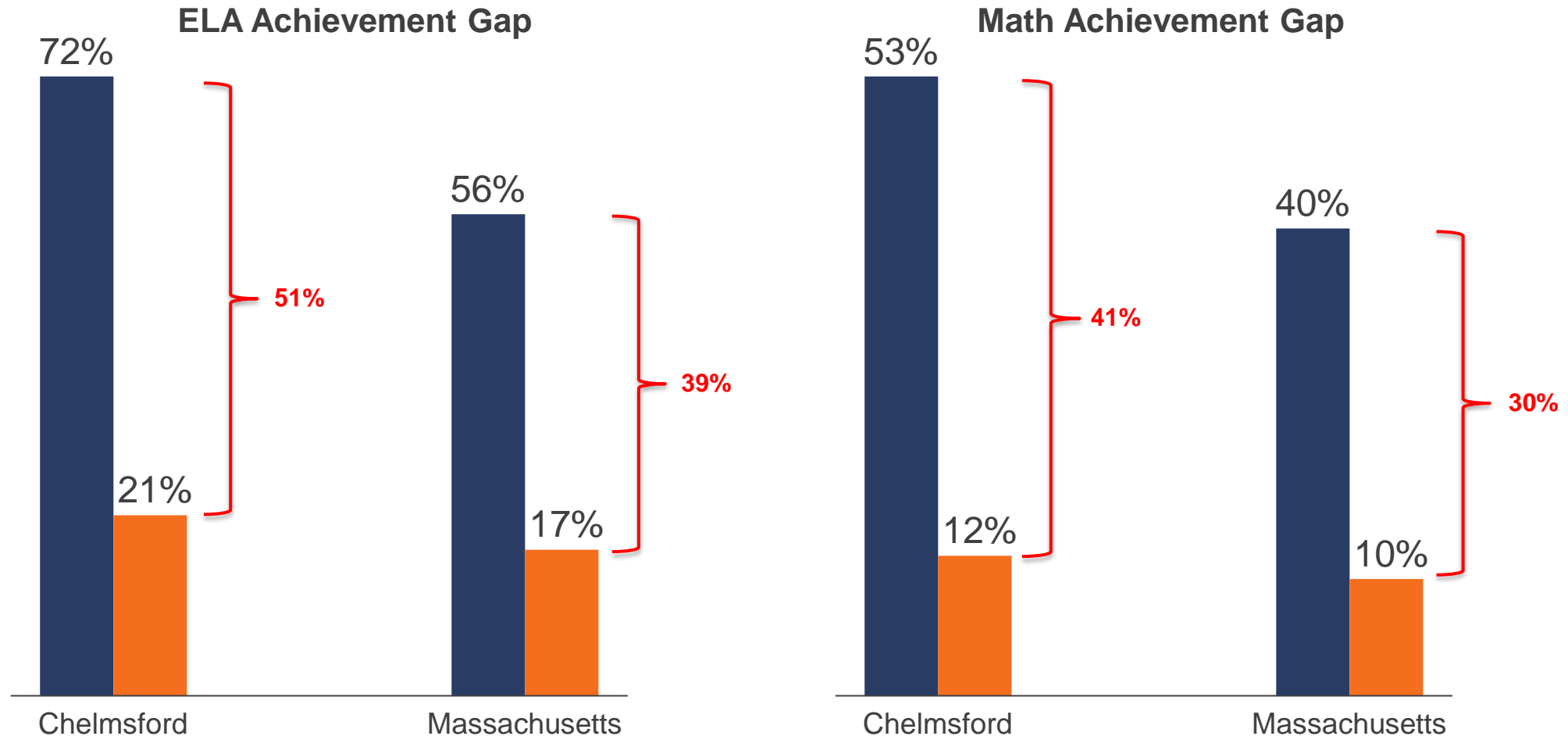


Source: Massachusetts Department of Elementary and Secondary Education – Spring 2021 MCAS Achievement Levels

# There are wider achievement gaps between Chelmsford students' proficiency in general education vs. special education than Massachusetts's students' achievement gap.

Percentage of Student Mastery – General Education vs Students with Disabilities  
Students in Grades 3-8 and 10<sup>th</sup> – Spring 2021 MCAS ELA and Math

■ General Education  
■ Special Education



Source: Massachusetts Department of Elementary and Secondary Education – Spring 2021 MCAS Achievement Levels

# Social-emotional Supports

Students feel a **sense of belonging in school**, feel respected by peers and staff, and benefit from the numerous SEL investments made over the past several years. Mental health professional's still report spending too much time on **reactive supports instead of proactive supports**.

1.

## STUDENT BELONGING

Students feel their teachers care about their well-being and they feel supported by staff and other students

2.

## SEL INITIATIVES

Numerous SEL initiatives have been well-received in many areas of the district

3.

## REACTIVE SUPPORTS

Mental Health Professionals focus their time on reactive vs. proactive social-emotional supports

# Chelmsford has made significant investments in SEL programming and added mental health professionals to support the growing needs of students.

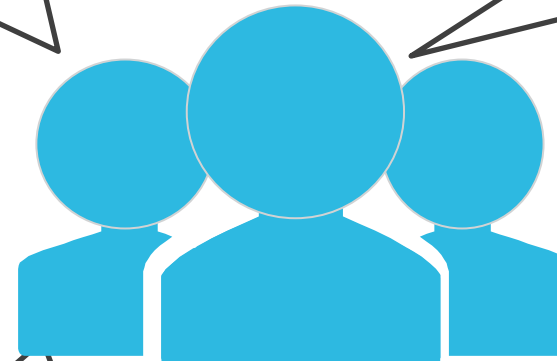
## Focus Group Quotes

### Key Takeaways:

- Investments in **personnel** and **programming** have received significant praise
- Staff additions have had the biggest impact by **reducing caseloads** and providing **targeted supports**
- Programming is most appreciated when it's accompanied by **supporting infrastructure**

“Second step has been extremely beneficial for the elementary school level.”  
– *General Education Teacher*

“Several schools have received additional support staff to curb workloads.”  
– *Guidance Counselor*



“The addition of an SEL coordinator has been an asset for SEL support staff.”  
– *Social Worker*

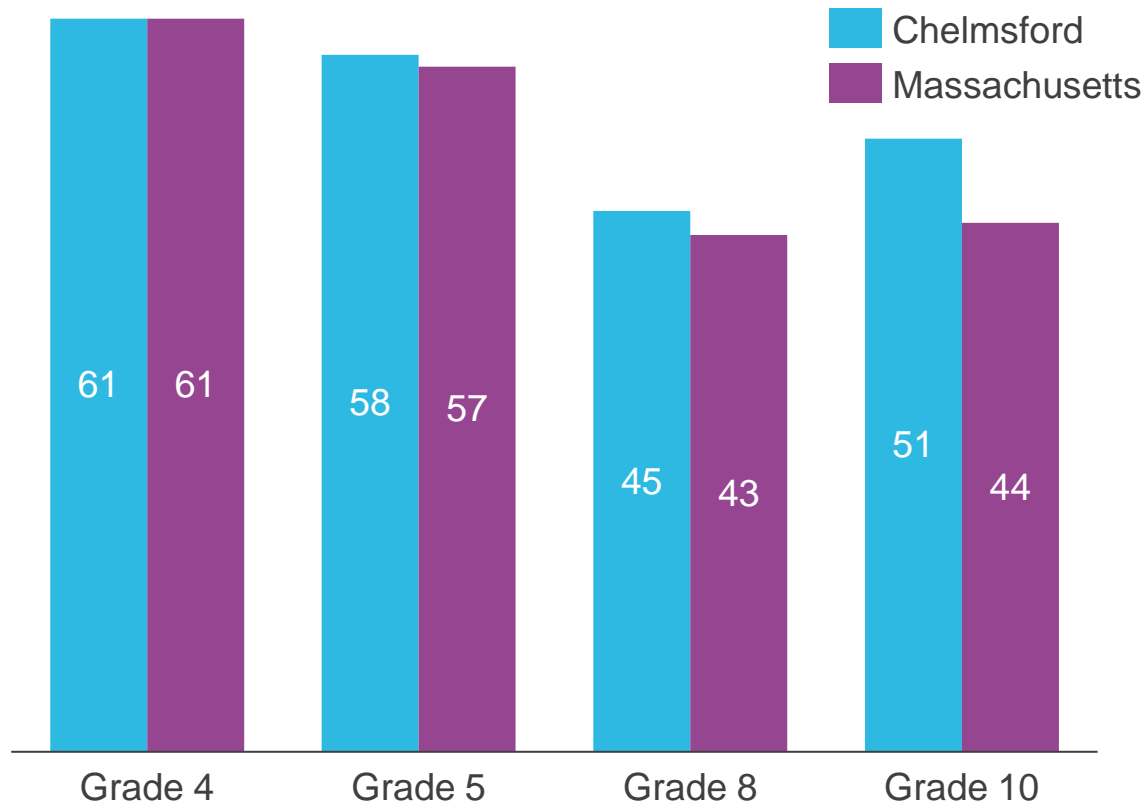
“The universal health screener at the middle school level has helped support staff immensely.”  
– *Psychologist*

Source: Chelmsford Focus Groups (2022)

# Chelmsford's school climate is rated at or above Massachusetts's average, driven by strong peer relationships and teacher supports.

## 2019 School Climate Survey

**Average School Climate Index**  
*Chelmsford vs. State Average*



### Greatest Strengths

*Largest margins over state average in a category  
(percent points above stage average)*

- Grade 4
  - Students respect one another. (7%)
  - Students at my school get along well with each other. (7%)
- Grade 5
  - My classmates behave the way my teachers want them to. (10%)
  - Students at my school get along well with each other. (8%)
- Grade 8
  - Students respect one another. (8%)
  - If I need help with my emotions, effective help is available at my school. (10%)
- Grade 10
  - Students at school try to work out their problems with other students in a respectful way. (19%)
  - Students respect each other. (16%)

Source: 2019 Views of Climate and Learning (VOCAL) Survey – Massachusetts Department of Elementary and Secondary Education (DESE)



# Human Capital

Families and students identify **staff as the top strength of the district**. Multiple stakeholder groups expressed a desire **for increased diversity** and school staff expressed wanting additional ongoing support **to implement all curricular resources with fidelity to meet students' needs**.

1.

### STAFF RELATIONSHIPS

Families strongly believe teachers and staff are qualified and compassionate

2.

### STAFF DIVERSITY

Chelmsford's staff is not as diverse as the student population

3.

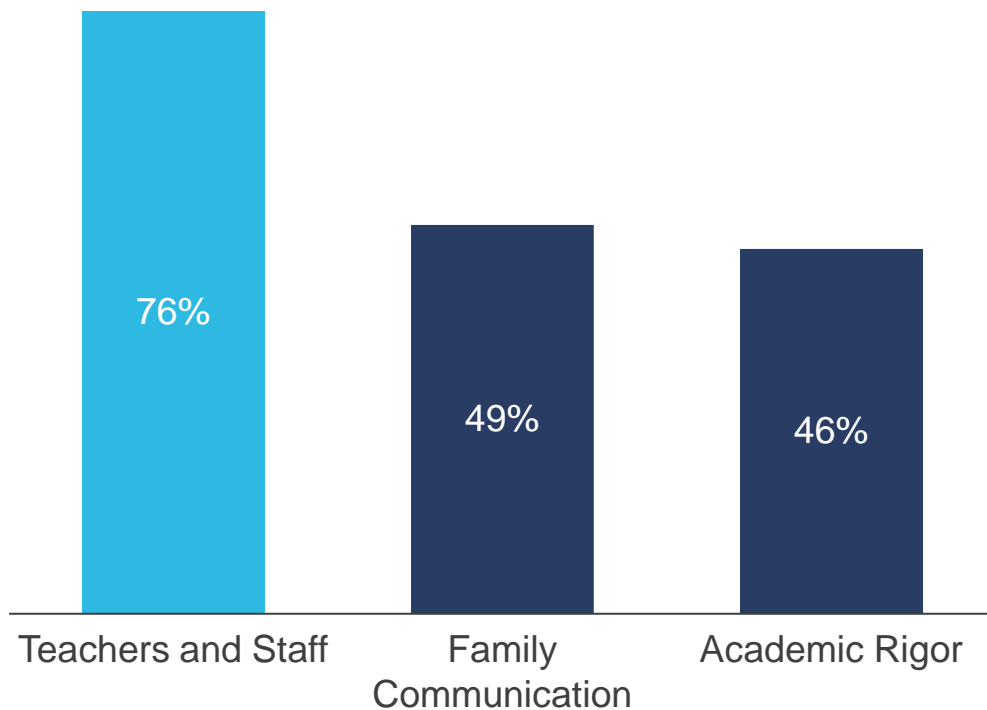
### RESPONSIVE PROFESSIONAL DEVELOPMENT

Chelmsford staff reported that there often isn't enough ongoing support at the building level in the implementation of new initiatives and curriculum

# Parents viewed teachers and staff as a strength in the district which was exemplified when surveyed.

## Focus Group Takeaways

Percent of Parents Reporting Areas of Strength  
2022 Family Engagement Survey



“Chelmsford teachers and staff, in addition to being very caring and dedicated educators, bring a lot of strengths and experience to their jobs.”  
- Parent

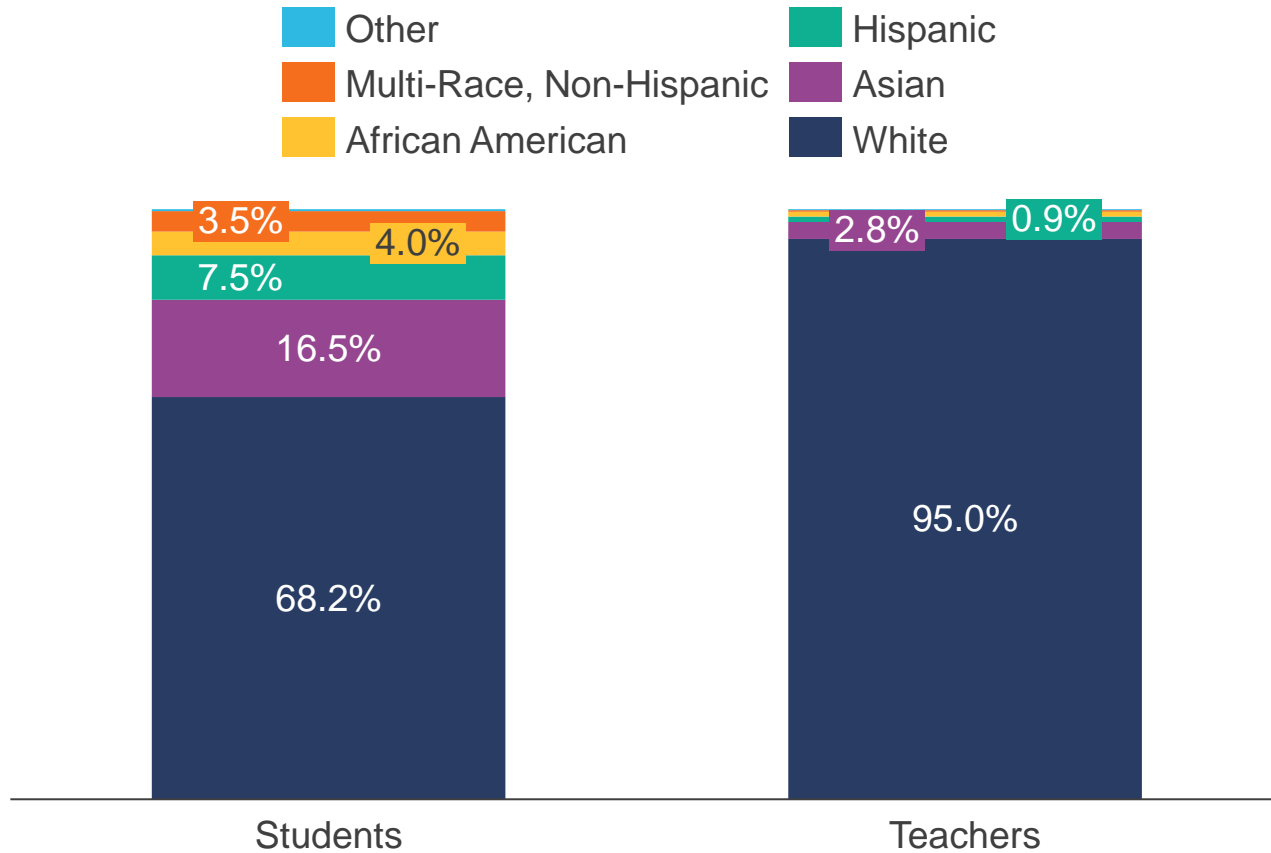
“The teachers and administrators have done a wonderful job the past two very difficult years.”  
- Parent



Source: DMGroup Community Engagement Survey March 2022

# Chelmsford Public School's teaching force is not as diverse as the growing diversity of the student population.

## Student and Teacher Diversity\* SY2020-21



“I would like to see more representation of students of color, in the simple things like ‘coloring pages’, handouts, room posters/art, and workbook activities.”  
- Parent

“Strengthening the diversity, support and inclusion for ALL of our students should be a priority for the district.”  
- Parent



Source: Massachusetts Department of Elementary and Secondary Education – 2021 Demographic Data

# Operations and Facilities

Chelmsford has managed its budget well and taken good care of aging facilities. Staff, families, and students identified **facilities and other operational challenges (e.g., master school schedules)** as the greatest area of improvement in the district and a potential root cause challenge within many other focus areas.

1.

### FINANCES

The well managed district budget allows the district with options to fund new initiatives based on staff and student needs

2.

### FACILITIES

School facilities, especially at the middle school level, create undesirable learning environments for staff and students

3.

### MASTER SCHOOL SCHEDULING

The master school schedules create a barrier to instructional priorities and collaboration time for staff

# Chelmsford's financial stability was mentioned by many in the district as a strength.

## Focus Group Quotes

### Key Takeaways:

- A well managed budget allows for **greater flexibility** in allocating resources
- More funds for **maintenance and infrastructure** have been instrumental in Chelmsford
- A solvent budget allowed Chelmsford to **manage unexpected expenditures** during the pandemic

“The fact that we don’t have to worry about the budget has been such a strength over the past decade.”  
– *School Committee Member*

“Whenever I ask for money for a resource, it always seems to be there.”  
– *General Education Teacher*



“The technology expenditures in particular have made a huge impact throughout our school, especially in virtual learning.”  
– *Principal*

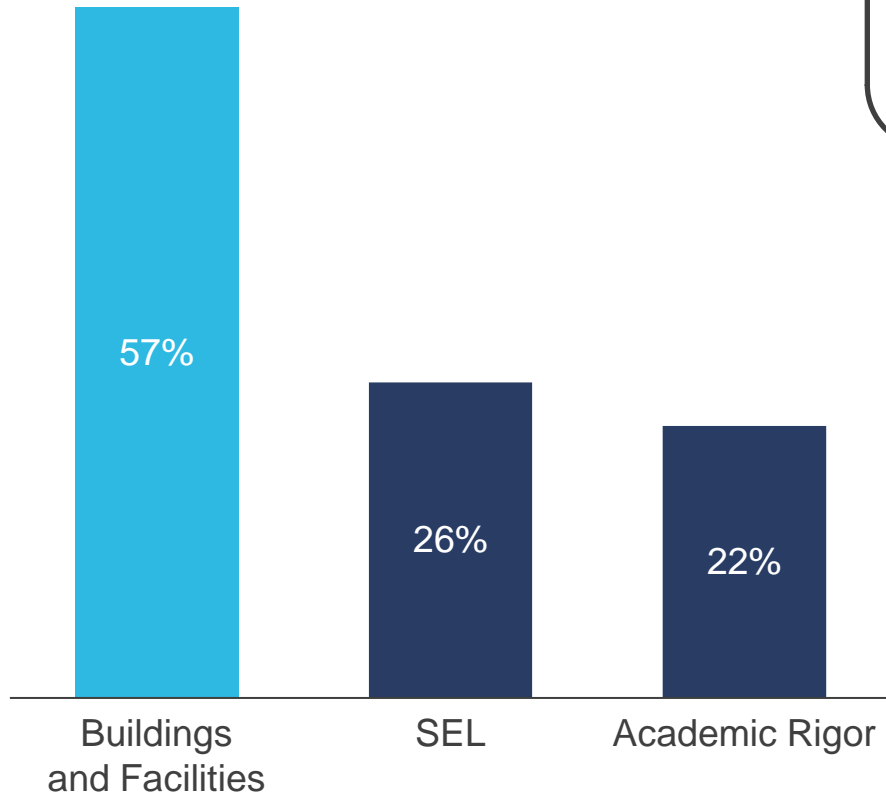
“We’re given a lot of resources to spend for professional development.”  
– *Principal*

Source: Chelmsford Focus Groups (2022)

# Parents shared concern about facilities, overwhelmingly identifying it as the greatest area of improvement for the district.

## Focus Group Takeaways

Percent of Parents Reporting Areas of Improvement  
2022 Family Engagement Survey



Source: Chelmsford Focus Groups (2022)

“The staff are great at all of my children’s schools, but the buildings are a mess and not reflective of the great learning inside.”  
– Parent

“Chelmsford facilities are way behind where they need to be for preparing student for the future. With our size and town income, we should have newer and technologically advanced high school and middle schools.”  
– Parent



“Some buildings are so out of date that if your child ends up there, it can feel like they went to a different district.”  
– Parent

“I’m happy with so many things in this district, but I simply don’t understand why our buildings are so bad.”  
– Parent

# Faculty and students reported that their facilities don't best support their learning environment.

## Focus Group Feedback

### Key Takeaways:

- Restricted space results in **less effective implementation** of some programs
- Busy and loud school environments can make it **difficult to learn**
- Reduced space restricts opportunities for staff to **meet and collaborate**

“Classroom storage is a big issue for teachers especially at the Elementary and Middle school levels.”  
- *District Leaders*

“Many rooms in the middle school don’t have control over the heat or air conditioning.”  
- *Middle School Teacher*



“My school building does not make it an exciting place to go everyday.”  
- *High School Student*

“It seems like every other school around us has a new building but us.”  
- *High School Student*

Source: Chelmsford Focus Groups (2022)



# Family and Community Engagement

Chelmsford's communication with families was **highly rated** in a DMGroup survey, with families reporting **overall satisfaction** with updates from both the district and individual schools. **Teacher communications** were especially impactful at the school level among those who received it **consistently**.

1.

## DISTRICT COMMUNICATION

Parents are satisfied with how they receive district updates and highly rate several sources of communication, especially communication received through the pandemic.

2.

## SCHOOL COMMUNICATION

School communication is also well received, with principals being the most common channel for updates.

3.

## CONSISTENCY

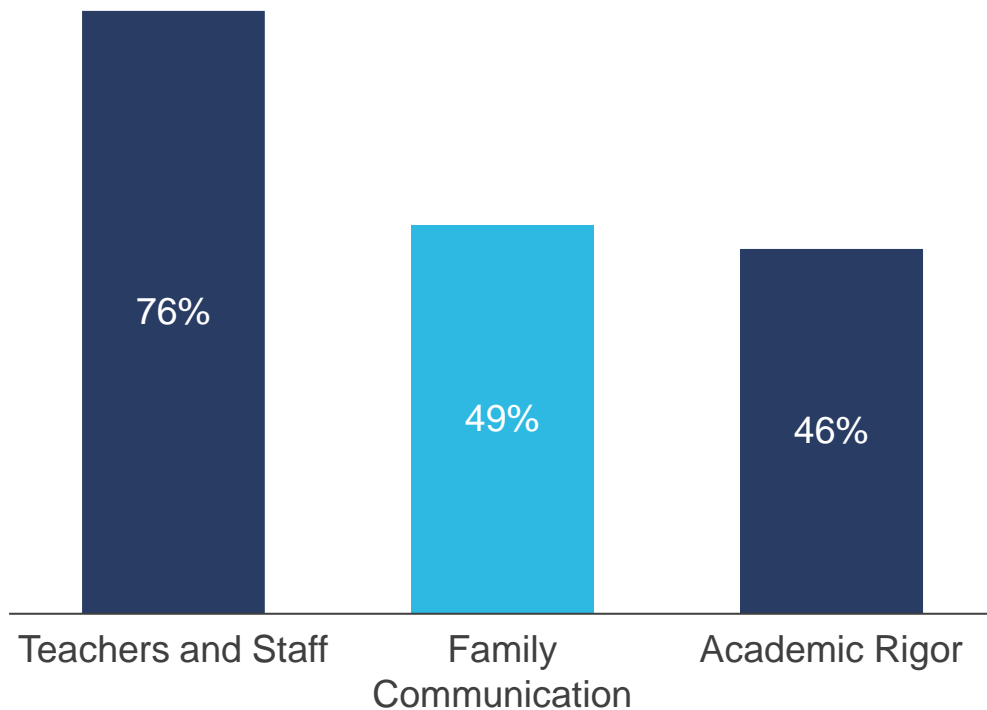
Teacher communication has the strongest impact on school communication when it occurs and is the least consistently received.



# Family communication was rated as the second strongest area in Chelmsford Public Schools, and families praised strong pandemic communication.

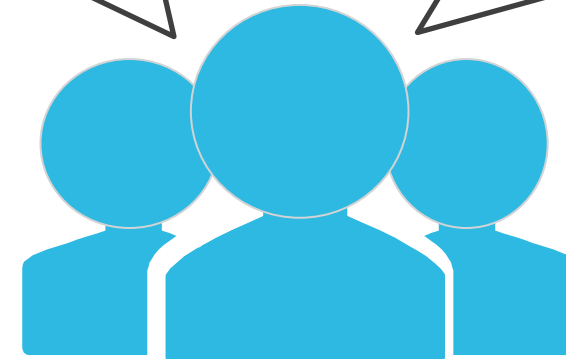
## Areas of Strength in Chelmsford Public Schools

Percent of Parents Reporting Areas of Strength  
2022 Family Engagement Survey



“The communication has always felt on-time, honest and heartfelt... we have felt lucky to have been in such a great school system.”  
– Parent

“The district and school keep as informed as necessary and appropriate, which we appreciate.”  
– Parent



Source: DMGroup Community Engagement Survey March 2022

# Parents displayed inconsistent satisfaction with the frequency of teacher communication, as well as a desire for more consistent family onboarding processes.

## Focus Group Feedback

### Key Takeaways:

- Satisfaction with teacher communication can **vary significantly** teacher to teacher and school to school
- New parents would like a **clearer onboarding process**

“If the rest of the schools in the district are run as well as my child’s school, I will happily watch my children grow and learn in the Chelmsford school district.”

- Parent

“There is no communication to parents from teachers on any kind of monthly basis to simply share the topics/projects that were worked on or will be worked on.”

- Parent



“As a new family to the district it’s challenging finding what is available in a timely manner.”

- Parent

“Weekly class updates from teachers are appreciated.”

- Parent

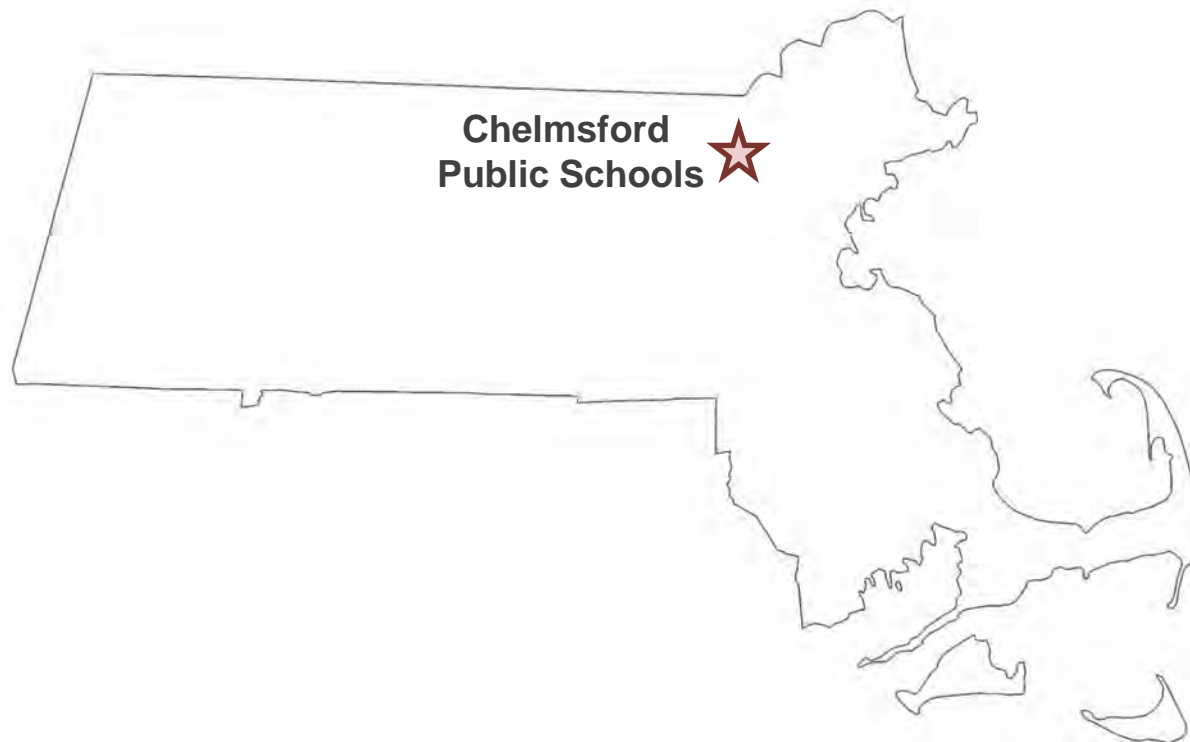
# Agenda

Strategic Planning Process

Chelmsford's Needs Assessment

**Key Components of the Strategic Plan**

# Chelmsford Public Schools Overview



## Chelmsford Public Schools *At-A-Glance*

- **Students:** Almost 5,000 (PreK – 12)
- **Schools:** 8
- **Subgroups:**
  - 4% of students are **ELL**
  - 17% of students have **disabilities**
  - 20% of students are **economically disadvantaged**
- **Graduation Rate:** 99% of students graduate within 5 years

Source: Massachusetts Department of Elementary and Secondary Education. All terms are as presented in DESE's database for SY21-22.

# Chelmsford's mission and vision provided clarity around the district's long-term aspirations.

## Mission

The mission of the Chelmsford Public Schools is to educate, engage, prepare, and empower well-rounded and knowledgeable learners who PERSEVERE through challenges, demonstrate RESPECT and INTEGRITY in their words and actions, are DEDICATED to their community, and display EMPATHY as global citizens while discovering and pursuing their full potential.

## Vision

The vision of the Chelmsford Public Schools is to provide all students with multiple pathways to optimize their own potential for academic excellence, leadership, and social and emotional wellness. We work from a rigorous curriculum that is aligned with state standards using multiple forms of data to inform innovative approaches to teaching. Our students' success is anchored in the high expectations of teachers who are part of a professional, collaborative culture that demands a continuous focus on instructional improvement. It is our responsibility that every student feels safe, cared for, appropriately challenged, and supported in our schools. Our students' successes are celebrated within and across schools as well as throughout the broader community. Parents and the Chelmsford community are connected to the daily life of our schools through consistent, multidirectional and multi-modal communication, which builds external support for and pride in the district, schools, teachers, and students. As a result of high quality teaching, meaningful partnerships, and well-resourced schools, our students contribute to the Chelmsford community as self-directed, creative, and well-rounded learners who are ready to become the innovative leaders of tomorrow.

# The mission and vision helped guide efforts to draft a theory of action that reflected the Steering Committee's core beliefs about Chelmsford Public Schools.

## Draft Theory of Action

**If:**

- **District leaders** provide direction, rigorous curriculum, appropriate resources, and ongoing development and
- **Principals** create the conditions, the culture and build buy-in to ensure initiatives are implemented faithfully in a welcoming environment, and
- **Teachers** foster an inclusive learning environment, ensure curriculum is accessible to each and every student, and build strong relationships with students and families

District leaders are responsible for resource allocation and setting instructional direction.

Principals are responsible for ensuring implementation of district initiatives and creating a safe environment.

Teachers are responsible for ensuring instruction is tailored to each and every student (including students who struggle).

Strong relationships ensure a focus on social-emotional wellbeing.

**Then** we will realize our vision that every student will reach their full academic potential, feel confident in themselves and their abilities, and grow into strong community members and citizens.

Ultimately, this connects back to Chelmsford's vision that students will be both **academically successful** in addition to having the life skills they need as **full citizens**.

**This theory of action, combined with DMGroup's Needs Assessment, helped the Steering Committee identify five priority areas for Chelmsford's strategic plan.**

- 1 Academic Achievement**
- 2 Social Emotional Learning**
- 3 Staff and Human Capital**
- 4 Operations and Facilities**
- 5 Equity**

## Priority 1: Academic Achievement

**Academic Achievement** - The district will focus on mathematical achievement, particularly in elementary and middle grades (K-8), to build a strong foundation for academic success in high school and beyond.

### How we will measure progress:

1. Percent of students making adequate annual growth (student growth percentiles based on common District and state assessments).
2. Percent of 3rd-graders meeting standard in reading.
3. Percent of 3rd-graders meeting standard in math.



## Priority 2: Social Emotional Learning

**Social Emotional Learning** - The district will focus on ensuring students have strong relationships with staff and their peers so students feel welcomed, included, and safe in school.

### How we will measure progress:

1. Percent of students that felt the school prepared them for further education, employment and personal life after high school
2. Student Engagement Index on VOCALS
3. YRBS

## Priority 3: Staff and Human Capital

**Staff and Human Capital** - The district will focus on attracting and retaining a high-quality teaching staff equipped to meet the diverse needs of our student population.

### How we will measure progress:

1. Percent of staff who complete cultural competency professional development.
2. Develop multiple pathways, pipelines and process that encourage to hiring diverse staff

## Priority 4: Operations and Facilities

**Operations and Facilities** - The district will enhance educational facilities to provide students with safe and modern facilities that support innovative student learning.

### How we will measure progress:

1. Annual review of long-range facilities plan (to determine what priority areas have been completed), and if the district was early/late/on-time and over/under budget
2. Innovative spaces for more types of learning (can also include tech augmentation to classrooms)

## Priority 5: Equity

**Equity** - The district will focus on providing equitable opportunities for each and every student to close achievement gaps between marginalized student populations and their peers.

### How we will measure progress:

1. Amount of core instruction across students of similar grade levels
2. Achievement gap between general education and students with IEPs.

# Q & A



# 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: June 6, 2022  
Re: Recognition of LGBTQ+ Pride Month – June 2022

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Attached please find the documentation I provided to the school committee last June in recognition of LGBTQ+ month. It is important for the CPS administration and school committee to continue to recognize and promote the importance of equality, freedom of choice, fostering acceptance of all its citizens, and preventing discrimination and bullying based on sexual orientation and gender identify.

**I recommend the school committee vote at their regular meeting of June 7, 2022 to proclaim and recognize June 2022 as Lesbian, Gay, Bisexual, Transgender, and Queer + (LGBTQ+) Pride Month in the Chelmsford Public Schools.**



**Chelmsford Public Schools**

**PROCLAMATION**

**Lesbian, Gay, Bisexual, Transgender, Queer + (LGBTQ+)**

**Pride Month June 2022**

**WHEREAS**, the Chelmsford Public Schools is a welcoming learning community; and

**WHEREAS**, the Chelmsford Public Schools recognizes the importance of equality and freedom; and

**WHEREAS**, the nation was founded upon and is guided by a set of principles that includes that every person has been created equal, that each has rights to their life, liberty and pursuit of happiness and that each shall be accorded the full recognition and protection of law; and

**WHEREAS**, the Chelmsford Public Schools’ Lesbian, Gay, Bisexual, Transgender, Queer + (LGBTQ+) community are a vital part of all fields and professions and contribute to a stronger community; and

**WHEREAS**, The Chelmsford Public Schools is dedicated to fostering acceptance of all its members and preventing discrimination and bullying based on sexual orientation and gender identity; and

**WHEREAS**, the Chelmsford Public Schools is strengthened by and thrives upon the rich diversity of ethnic, cultural, racial, gender and sexual identities of its residents; all of which contribute to the vibrant character of our system; and

**WHEREAS**, the Centers for Disease Control (CDC) recognizes that LGBTQ + teens are at higher risk to be the victims of violence and have increased suicide rates; and

**WHEREAS**, it is imperative that young people in the district, regardless of sexual orientation or gender identity, feel valued, safe, empowered, and supported by their peers, educators, and school leaders.

**NOW, THEREFORE**, we the Chelmsford School Committee and on behalf of the Chelmsford Public Schools, hereby proclaim and recognize June 2022 as **Lesbian, Gay, Bisexual, Transgender, Queer + (LGBTQ +) Pride Month** in the Chelmsford Public Schools and urge all members to recognize the contributions made by members of the LGBTQ + community and to actively promote the principles of equality and liberty.

Signed this 7<sup>th</sup> day of June, 2022

\_\_\_\_\_  
Dr. Jay Lang, Superintendent

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Chelmsford School Committee



# CHELMSFORD PUBLIC SCHOOLS

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## **Memorandum**

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

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

Date: June 3, 2022

Re: FY2023 School Committee Warrant Signing Schedule

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The FY2023 accounts payable warrant signing schedule is attached for your review. I would like to thank the committee members for reviewing the accounts payable warrant on a bi-weekly basis throughout the year.

**CHELMSFORD PUBLIC SCHOOLS  
SCHOOL COMMITTEE SCHEDULE  
FY23 ACCOUNTS PAYABLE WARRANT SIGNING DATES**

AVAILABLE HOURS 8:00 AM TO 4:00 PM

|  |   |  |  |
|--|---|--|--|
| <p style="text-align: center;">Friday<br/>July 01, 2022<br/>July 15, 2022<br/>July 29, 2022</p> <p style="text-align: center;">Jeffrey Doherty<br/>Dennis King<br/>Donna Newcomb</p> <p style="text-align: center;">Alt: John Moses<br/>Maria Santos</p> | <p style="text-align: center;">Friday<br/>August 12, 2022<br/>August 26, 2022</p> <p style="text-align: center;">Jeffrey Doherty<br/>John Moses<br/>Maria Santos</p> <p style="text-align: center;">Alt: Dennis King<br/>Donna Newcomb</p>  | <p style="text-align: center;">Friday<br/>September 09, 2022<br/>September 23, 2022</p> <p style="text-align: center;">Dennis King<br/>Donna Newcomb<br/>Maria Santos</p> <p style="text-align: center;">Alt: Jeffrey Doherty<br/>John Moses</p> | <p style="text-align: center;">Friday<br/>October 07, 2022<br/>October 21, 2022</p> <p style="text-align: center;">Jeffrey Doherty<br/>John Moses<br/>Donna Newcomb</p> <p style="text-align: center;">Alt: Dennis King<br/>Maria Santos</p>             |
| <p style="text-align: center;">Friday<br/>November 04, 2022<br/>November 18, 2022</p> <p style="text-align: center;">Dennis King<br/>John Moses<br/>Maria Santos</p> <p style="text-align: center;">Alt: Jeffrey Doherty<br/>Donna Newcomb</p>           | <p style="text-align: center;">Friday<br/>December 02, 2022<br/>December 16, 2022<br/>Thursday<br/>December 29, 2022</p> <p style="text-align: center;">Jeffrey Doherty<br/>Dennis King<br/>Donna Newcomb</p> <p style="text-align: center;">Alt: John Moses<br/>Maria Santos</p> | <p style="text-align: center;">Friday<br/>January 13, 2023<br/>January 27, 2023</p> <p style="text-align: center;">Jeffrey Doherty<br/>John Moses<br/>Maria Santos</p> <p style="text-align: center;">Alt: Dennis King<br/>Donna Newcomb</p>     | <p style="text-align: center;">Friday<br/>February 10, 2023<br/>February 24, 2023</p> <p style="text-align: center;">Dennis King<br/>John Moses<br/>Donna Newcomb</p> <p style="text-align: center;">Alt: Jeffrey Doherty<br/>Maria Santos</p>           |
| <p style="text-align: center;">Friday<br/>March 10, 2023<br/>March 24, 2023</p> <p style="text-align: center;">Jeffrey Doherty<br/>Donna Newcomb<br/>Maria Santos</p> <p style="text-align: center;">Alt: Dennis King<br/>John Moses</p>                 | <p style="text-align: center;">Friday<br/>April 07, 2023<br/>April 21, 2023</p> <p style="text-align: center;">Jeffrey Doherty<br/>Dennis King<br/>John Moses</p> <p style="text-align: center;">Alt: Maria Santos<br/>Donna Newcomb</p>  | <p style="text-align: center;">Friday<br/>May 05, 2023<br/>May 19, 2023</p> <p style="text-align: center;">Dennis King<br/>Donna Newcomb<br/>Maria Santos</p> <p style="text-align: center;">Alt: Jeffrey Doherty<br/>John Moses</p>             | <p style="text-align: center;">Friday<br/>June 02, 2023<br/>June 16, 2023<br/>June 30, 2023</p> <p style="text-align: center;">Jeffrey Doherty<br/>John Moses<br/>Maria Santos</p> <p style="text-align: center;">Alt: Dennis King<br/>Donna Newcomb</p> |

# CHELMSFORD PUBLIC SCHOOLS

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## Memorandum

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

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

Date: June 6, 2022

Re: FY2022 Recommended One-Time Expenditures & Budget Transfers

---

Attached please find a summary of one-time purchase recommendations and the associated DESE function code category for each item. FY2022 local budget transfers would be required for most of the items listed. Some of the items listed would not require a budget transfer since the category has funds available.

*I recommend the school committee vote at the regular school committee meeting on June 7, 2022 to approve these FY2022 local operating budget transfers totaling \$ 265,435 for the Chelmsford Public Schools as presented. This budget transfer is shifting from one DESE category that is favorable to four DESE categories where the items should be purchased.*

A few other FY2022 budget transfers are required, unrelated to the one-time purchase list presented. Throughout the fiscal year I have summarized a few of the larger budget variances. After applying these favorable balances to the one-time purchases, there are still some favorable balances (e.g. day to day substitutes, tutoring, various labor accounts), and the intent is to utilize these favorable balances to build additional allowable reserve in a few of the revolving funds (e.g. transportation, athletics, turf fields, and school choice) for future use. As a reminder, the figures in the reports also reflect the special education circuit breaker offset entry of \$ 2,330,272 (crediting special education OOD tuitions in the local operating budget and debiting the circuit breaker revolving fund), maintaining the maximum reserve amount of \$ 2,525,420 in the circuit breaker revolving fund (one year of circuit breaker revenue). Below is a summary of the six budget transfers necessary. Once approved, I will take steps to credit the revolving funds and debit the local operating budget. The item related to Employee Separation Costs below (181,460) is not a revolving fund entry. These funds were budgeted in the FY2023 operating budget, due to the payment to the retiree being planned for July, 2022. This budget transfer would allow for these payments to be made in June, 2022 instead and the FY2023 operating budget would be favorable in this category.

| From DESE Code     |  | To DESE Code |                                   | Amount  |
|--------------------|--|--------------|-----------------------------------|---------|
| 16 Favorable Areas | 1:1 initiative leases                                | 2450         | Instructional Technology          | 136,621 |
|                    | Transportation                                       | 3330         | Transportation                    | 240,030 |
|                    | Coaching Stipends                                    | 3510         | Athletics                         | 262,446 |
|                    | Club Advisor Stipends                                | 3520         | Other Student Activities          | 35,643  |
|                    | Retirement Incentives (pay in June rather than July) | 5150         | Employee Separation Costs         | 181,460 |
|                    | Turf field bond payment & interest payment           | 6200         | Civic Activities & Community Svcs | 86,094  |
|                    | Total  |              |                                   | 942,294 |

*Suggested Motion:*

*I recommend the school committee vote at the regular school committee meeting on June 7, 2022 to approve these FY2022 local operating budget transfers totaling \$ 942,294 from sixteen favorable DESE Categories to the six DESE Categories noted above for the Chelmsford Public Schools.*

Thank you for your consideration in approving these budget transfers.

## FY2022 One-Time Purchase Recommendations

| Amount     | Description  | School                 | Contact      | FY22 Budget Transfer From DESE Category |      | To DESE Category       |      |
|------------|--|------------------------|--------------|---|------|------------------------|------|
| \$ 9,910   | Purchase and install new front entrance doors at Byam Elementary School                      | Byam Elementary School | Brian Curley | Paraprofessionals                       | 2330 | Maint of Bldgs/Grounds | 4210 |
| \$ 7,600   | Purchase and install new furnishings at Central Office in the Personnel Office               | Central Administration | Brian Curley | Human Resoures                          | 1420 | Human Resources        | 1420 |
| \$ 9,600   | Purchase and install new flooring at Central Office in the hallways                          | Central Administration | Brian Curley | Paraprofessionals                       | 2330 | Maint of Bldgs/Grounds | 4210 |
| \$ 135,380 | Installation of new stadium lighting system at CHS football field                            | Chelmsford High School | Brian Curley | Paraprofessionals                       | 2330 | Capital Land & Bldgs   | 7200 |
| \$ 9,022   | Purchase and installation of new window frame and windows at CHS in the Art wing             | Chelmsford High School | Brian Curley | Paraprofessionals                       | 2330 | Maint of Bldgs/Grounds | 4210 |
| \$ 23,718  | Purchase and installation of new furniture at CHS in the Career and College Readiness Center | Chelmsford High School | Jon Morris   | Paraprofessionals                       | 2330 | Maint of Bldgs/Grounds | 4210 |
| \$ 3,821   | Purchase and install new science stools at CHS in the Physics Classroom                      | Chelmsford High School | Jon Morris   | Paraprofessionals                       | 2330 | General Supplies       | 2430 |
| \$ 17,541  | Purchase and install new rear entrance doors at CHS at the gymnasium entrance                | Chelmsford High School | Brian Curley | Paraprofessionals                       | 2330 | Maint of Bldgs/Grounds | 4210 |
| \$ 15,830  | Purchase and install new furnishings at CHS in the Staff Room                                | Chelmsford High School | Brian Curley | Paraprofessionals                       | 2330 | Maint of Bldgs/Grounds | 4210 |
| \$ 8,145   | Purchase and install new science tables and stools at McCarthy - 7th Grade Classroom         | McCarthy Middle School | Jon Morris   | Paraprofessionals                       | 2330 | General Supplies       | 2430 |
| \$ 12,505  | Purchase and install new front entrance doors at Westlands School                            | Westlands School       | Brian Curley | Paraprofessionals                       | 2330 | Maint of Bldgs/Grounds | 4210 |
| \$ 6,540   | Purchase and install new loading/receiving dock entrance doors at Westlands School           | Westlands School       | Brian Curley | Paraprofessionals                       | 2330 | Maint of Bldgs/Grounds | 4210 |
| \$ 5,823   | Purchase and install new side entrance doors (CHIPs Entrance) at Westlands School            | Westlands School       | Brian Curley | Paraprofessionals                       | 2330 | Maint of Bldgs/Grounds | 4210 |

|                   |  |
|-------------------|--|
| <b>\$ 265,435</b> | <b>TOTAL Recommended One-Time Purchases 6.7.2022</b> |
|-------------------|--|

## **Field Trip Requests**

1.) McCarthy Middle School

8<sup>th</sup> Grade Students

June 15, 2022

Canobie Lake Park

Salem, New Hampshire

FIELD TRIP FORM APPLICATION – McCarthy Middle School  
250 North Road  
Chelmsford, MA. 01824

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

School Requesting Permission McCarthy Middle School

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

Trip Date: 6/15/22 If Overnight Trip, Return Date: \_\_\_/\_\_\_/\_\_\_

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

Faculty Trip Sponsor: Shelley Bethel → Tracey Germain Cell Phone: 603-620-0436

Grade, Group, Class(es) or Course(es): 8<sup>th</sup> grade

Total Number of Students: 20

Number of Students Assigned Per Chaperone: 10

Total Number of Chaperones: 20 Number of Male \_\_\_ Number of Female \_\_\_

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

Faculty/Chaperones (Names): 8<sup>th</sup> grade staff Cell Phone #: \_\_\_\_\_

Faculty/Chaperone with Epi-Pen Designation (Name): Shelley Bethel  
If applicable Tracey Germain

Is a Nurse Needed? Yes \_\_\_ No

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

Reviewed by: [Signature] 5/19/22  
Signature of School Nurse Date

Event/Purpose of the Trip: 8<sup>th</sup> grade field trip

Curriculum Standard Addressed by Trip (Reason for the Trip)

Destination: Carobie Lake Park (\_\_\_\_) \_\_\_\_\_  
Name of Facility Facility Telephone  
85 North Pelway Street Salem MA  
Facility Street Address City State

Estimated Leave Time: 8:30 a.m. / p.m. Estimated Return Time: 2:15 a.m. / p.m.

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

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

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

Bus Pick-Up Location (be specific) McCarthy

Equipment Space Needed (such as music instruments): Yes \_\_\_\_\_ NO X

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

Meal Plans: Kids provide own lunches

**TRIP COST/FUNDING**

Price per Bus: \$ 616.25 Total Cost of Bus Transportation \$ 3081.25

Total Price of event \$ 6206.00

Additional Costs None \$ \_\_\_\_\_

Total Cost of Trip \$ 9287.25

School/Org. to pay for: \_\_\_\_\_ PTO \$ 4200

Student paying \$ 25 per person for: 5,310 \$ 5310

Please list any other circumstances that may affect the trip:

Submitted by: Sherry Bethel Date: 5/18/22  
Signature of Trip Sponsor \_\_\_\_\_ Date \_\_\_\_\_

Approved by: WA \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of Dept. Head/Coordinator \_\_\_\_\_ Date \_\_\_\_\_  
WJ \_\_\_\_\_ Date: 5/19/22  
Signature of Building Principal \_\_\_\_\_ Date \_\_\_\_\_

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