



Chelmsford School Department School Committee

Notice of Public Meeting

Email Posting to townclerk@townofchelmsford.us Thank you.

Filed with Town Clerk:

As required by G.L. c. 30 A, §18-25

DATE: Tuesday May 2, 2023 **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 prior to 12:00 p.m. on Tuesday May 2, 2023 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 April 25, 2023

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. Speakers are asked to limit comments to 3 - 5 minutes to allow others an opportunity to speak. The School Committee will not respond directly to public comments, however will try to address comments when the item is reached on the agenda.

NEW BUSINESS

1. Spotlight on the Schools: Harrington Elementary School
2. Presentation: DMGroup – Special Education Opportunities Review Final Report
3. 2023/24 School Committee Liaison Assignments

4. FY2023 Recommended One-Time Budget Expenditures
5. FY2023 Recommended Budget Transfers
6. CPS Use of Facilities Fee Schedule Updates

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. Speakers are asked to limit comments to 3 - 5 minutes to allow others an opportunity to speak. The School Committee will not respond directly to public comments, however will try to address comments at future meetings.

ADJOURNMENT

**CHELMSFORD SCHOOL COMMITTEE
REGULAR MEETING
April 25, 2023
Meeting Minutes**

Members Present: Ms. Donna Newcomb, Mr. Dennis King, Ms. Maria Santos and Ms. Susan Mackinnon. Mr. Moses is absent tonight.

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

Call to Order

6:00 p.m.

Pledge of Allegiance

Chair Opening Statement

“This 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 the Chelmsford School Committee Public Participation Guidelines. Anyone speaking tonight during the public input portion of this meeting has notified the superintendent's office of their desire to speak and has been provided with these guidelines. Upon request written comments received no later than 12:00 p.m. on the day of this meeting will also be read and made part of the record of the meeting during the second public comment session.”

Consent Agenda

1. Approval of the minutes of the regular school committee meeting of April 11, 2023

Mr. King motioned to accept the minutes of the meeting on April 11, 2023. Ms. Santos seconded. Motion carries 3-0 with Ms. Santos abstaining.

CHS Student Representative Announcements

Keya shared that on April 13th Governor Maura Healey visited Innovation Pathways classrooms at CHS where she announced there are now Innovation Pathways at 17 schools within the State. On Wednesday, April 12th CHS AP chemistry students won the ACS Chemistry Quiz Bowl against other schools at UMASS Lowell! Registration is open for spring sports. The grade 4 musical instrument “test drive” will be held on April 29th.

Good News

Mr. King stated that at Town Meeting last night the budget for the next school year was “approved overwhelmingly”! He thanks the town representatives and town officials.

Public Comments

None

New Business

1. Spotlight on the Departments: Science

Mr. John Morris, Science Coordinator K through 12, came to the table to present. In K-4 the new Foss Science Curriculum units were being introduced each year. Because of COVID the third year of the three-year introduction was delayed. This unit was integrated last year. Working with Stephanie Quinn made it possible for science and social science units to overlap by alternating the units. The feedback on this has been positive and allows students to “dive deeper” in both science and social science. Summer work will focus on changes indicated by student performance and staff feedback. This allows for focus on the core state standards. Monthly meetings with elementary staff allow for updates and changes to be made as needed.

In the middle schools there have been a lot of new activities particularly for 7th grade. The focus is on linking the community to science investigations happening in school. This helps with relevancy and current topics. Biotechnology skills are being used in classrooms. Cameras throughout the district allow students to observe wild animal life locally and question what may be problems and solutions with interactions between the different organisms in town. The curriculum also includes work with basic circuitry. A new MCAS assessment for middle schools will be introduced in 2026. Consideration is also being given to ways in which the new middle school configuration will enhance the science curriculum. DESE provides updates on resources and science applications.

At CHS there is a new innovative science pathway. Options for students include college dual enrollment, AP classes and specific career skills integrated into the classroom and laboratory activities and partnerships with local industry. This is the first year of Life Science Innovation Pathway at CHS which included environmental technology and biotechnology. Grant money has allowed purchases to provide tools and renovations to school areas like the “science pond” and the greenhouse. Produce is grown and donated to the local community food bank. The support of the staff in these endeavors has been phenomenal. Mr. Morris’s presentation was well received. It may be viewed on Chelmsford Telemedia.

2. 2022/23 School Committee Meeting Schedule

Dr. Lang included a draft of the meeting schedule going forward.

Mr. King motioned to accept the meeting schedule for the Chelmsford School Committee as amended. Ms. Santos seconded. Motion carries 4-0.

3. 2022/23 School Committee Liaison Assignments

The Chair included the current liaison assignments and asked members to review that and email her with any preferences or changes. The new assignments will begin in July.

4. Acceptance of FY2022 MA DESE End-of-Year Financial Audit Report

Ms. Joanna Johnson-Collins shared that the end-of-year audit and student activity audit have been completed. She is thankful to her team and the department heads for all their work.

Mr. King motioned to accept the FY2022 MA DESE End-of-Year Financial Audit Report as presented. Ms. Santos seconded. Motion carries 4-0.

5. FY2023 Budget Report: 3rd Quarter Financials

Ms. Johnson-Collins walked The Committee through these reports.

Mr. King motioned to accept the FY2023 3rd Quarter Financial Report as presented. Ms. Santos seconded. Motion carries 4-0.

6. Approval of Contract: Special Education Student Transportation

A summary report is being shared tonight. A formal vote on the contract will be taken at the next regular meeting. This covers that out-of-district transportation for special education students. Trombly Motor Coach was the only bidder. The district's attorney will draft a three-year contract with options for the 4th and 5th years.

Liaison Reports

Ms. Santos shared that Center and McCarthy have a recycle day scheduled for May 13th. The two middle school PTOs are planning activities to help with the upcoming transition. CHS is still looking for volunteers for the After-Prom Breakfast on May 30th.

Action/New Items

"Day on the Hill" will take place a week from Thursday. The plan is to meet with our representatives in Boston on that day.

Dr. Lang shared that Mr. Kim from District Management Group will attend the May 2nd meeting to share the SPED opportunity review findings.

Thanks was expressed to all who have worked for many years on the Chapter 70 issue which will yield more financial support for the schools moving forward.

Public Comments

None

Adjournment (7:03 p.m.)

Mr. King motioned to adjourn. Ms. Santos seconded. Motion carries 4-0.

*Respectfully submitted,
Sharon Giglio, Recording Secretary*

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: April 28, 2023
Re: Spotlight on the Schools: Harrington Elementary School

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

STEM exploration with elementary students

The **impact**, **motivation**, and **outcomes** of a pilot program.

Mary Shakshober, Pauline Kimsoung, and Heather Fidler

Students: Jocelyn and Dallas

Joining forces with an **industry-partner**



Hi, I'm Mary!

Who is Red Hat?

An enterprise software company with an **open source** development model.

Where is Red Hat?

Headquartered in Raleigh North Carolina, Red Hat has 2 of its **largest global offices in Massachusetts** (Westford and Boston)

What is our corporate citizenship statement?

Our corporate citizenship efforts include donations to nonprofit organizations, gift matching, and **global volunteer programs**. Primary focus areas includes organizations that provide for basic human needs, **STEM education in primary/secondary schools**, higher education, environment and sustainability, and health

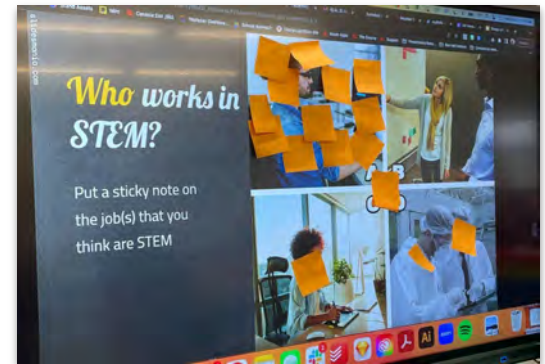
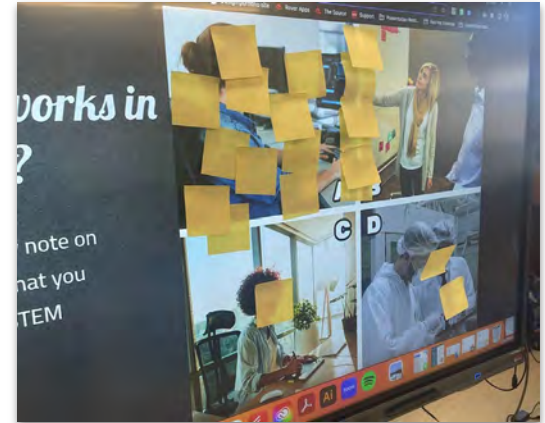
Motivation: the students' prior awareness of STEM

Themes we've seen with students ...

Anecdotal comments from students about how **computer class** least favorite specialist.

When asked what job 'looked' like STEM, the response was consistent: **white, male, coding**

When students here the phrase 'STEM', the most common word that they associate with it is 'coding'



What is the impact of elementary students exploring STEM opportunities?

1

STEM-based education is more than just science and math concepts.

2

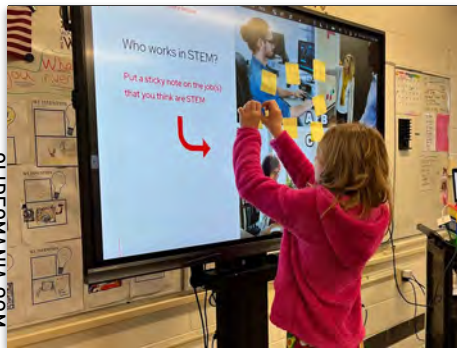
Hands-on learning with real-world STEM opportunities helps develop a variety of skill sets including creativity and 21st century skills.

3

Today's students are future innovators and problem solvers of tomorrow.

4

STEM can feel daunting, so placing a real face to these industries at a young age helps the field feel more inviting and inclusive overall.



We are broadening the elementary student perspective **proactively**, to encourage continued STEM exploration in their future.



UX activity overview: what we did with the students

1

Introduce a real world problem

Explore student perceptions of what STEM is

Briefly introduce students to what a career in User Experience can be like

Introduce our topic: 'Redesigning restaurant menus'

2

Competitive analyses

Students critique menus for similar restaurants in their area

Call out what they think works and does not work with those menu designs

Pull out regular patterns that they see occur

3

User interviews

Students watch short video (~3 minutes) of the fictional restaurant owner / chef, explaining their restaurant

Students discuss what they took away from the video as being the most important

4

Redesign for your user

Students annotate basic undesigned versions of their fictional restaurant menu

They must incorporate design elements to set the tone desired by the chef/owner

Student cannot change the content, just the design

Explore the student's work

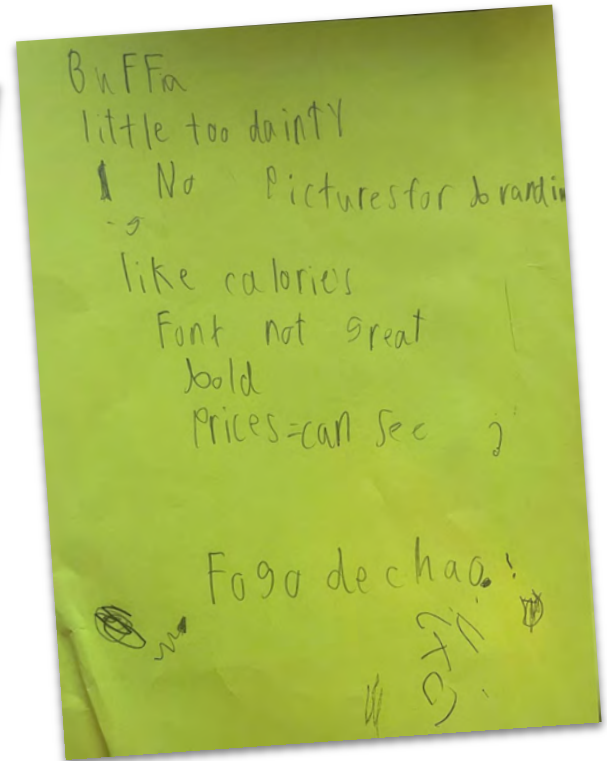
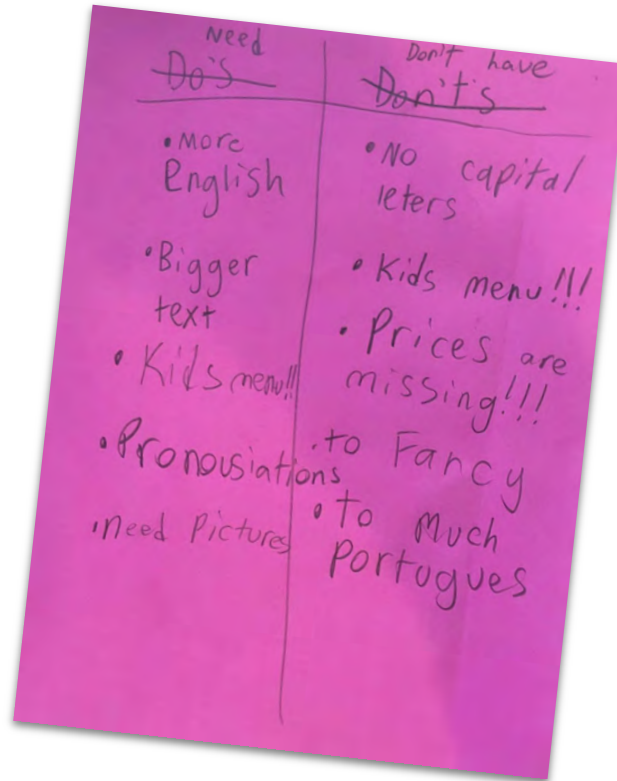
2

Competitive analyses

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Call out what they think works and does not work with those menu designs

Pull out regular patterns that they see occur



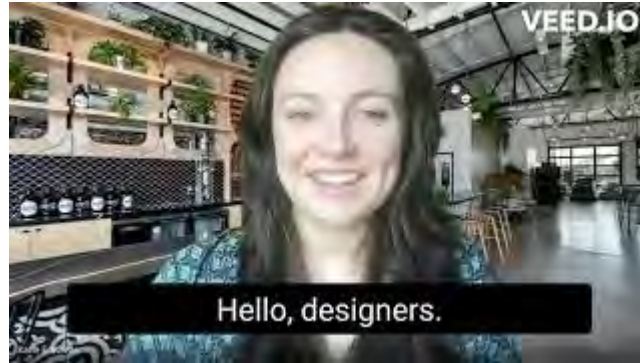
Explore the student's work

3

User interviews

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Students discuss what they took away from the video as being the most important



4

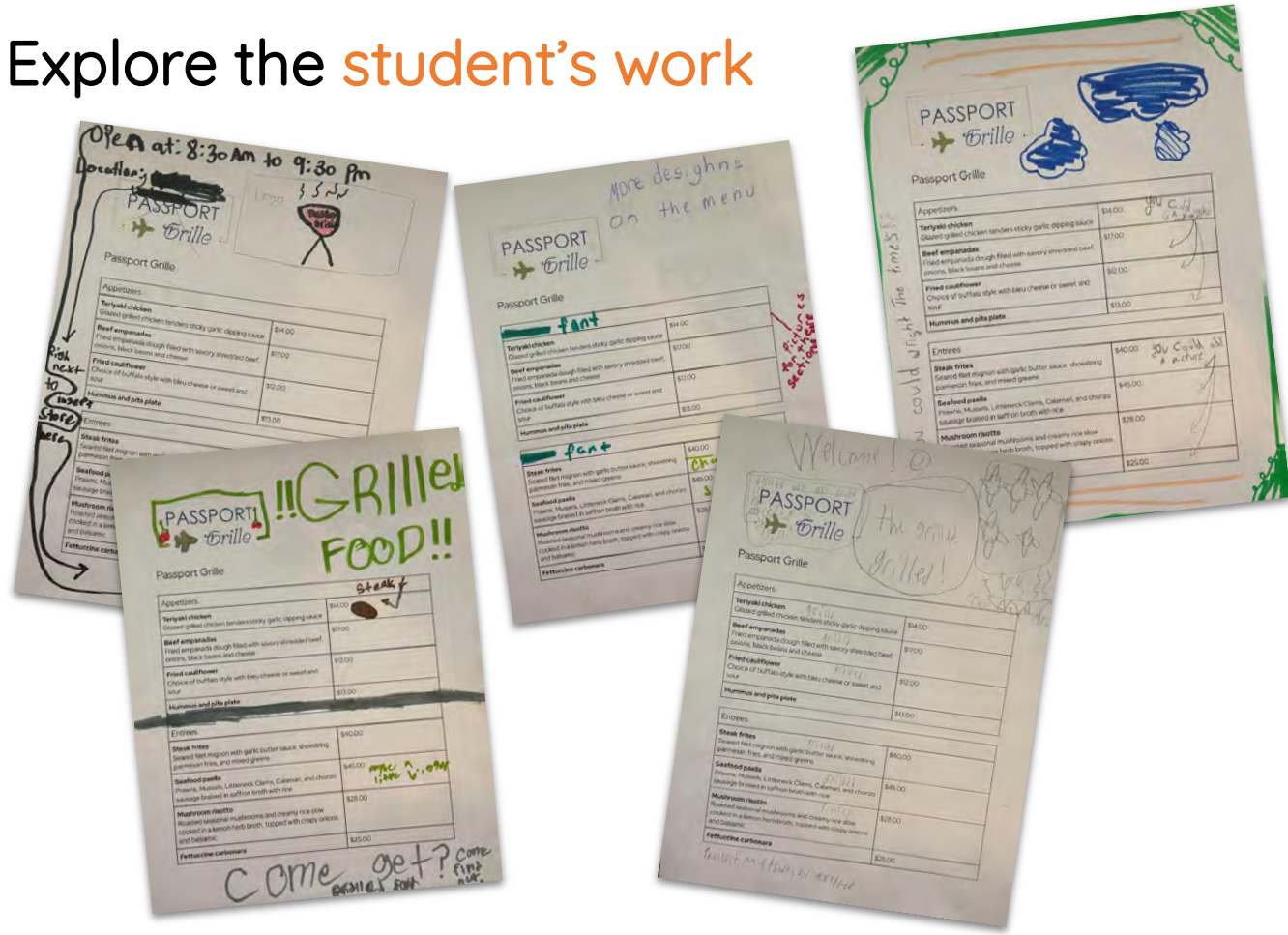
Redesign for your user

Students annotate basic undesigned versions of their fictional restaurant menu

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Student cannot change the content, just the design

Explore the student's work



Next steps: where we will go with the pilot program

Expand in the district

We would like to bring this enrichment program to all elementary schools in the Chelmsford District.

[View elementary lesson plan](#)

Expand to secondary

This enrichment program can be differentiated to benefit middle school and high school students.

[View secondary lesson plan](#)

Build relationships

Red Hat is a great tech company that we can maintain a relationship with. Chelmsford High School has career day and career fairs that Mary and her colleagues can participate in to expand students' career interests.

Design a related follow up lesson

Explore ways to move beyond our paper and pencil ideas using various technologies (computers, makerspaces, etc.)

Perspectives from Harrington's students

I'm a 4th grader in
Mrs. Danieli's class

Hi, I'm Jocelyn



I'm a 4th grader in
Mrs. Morrison's class

Hi, I'm Dallas



Perspectives from Harrington's faculty

Technology Integration Specialist

Pauline Kimsoung



Computer Teacher

Heather Fidler



A glimpse into our experience



Interested in learning more?


UX in K-12 Education: Using design to encourage STEAM opportunities

Recent presentation Mary gave at World Information Architecture Day on March 4, 2023

 [Recording + slides here](#)

Chat with Pauline K.

 Email
kimsoungp@chelmsford.k12.ma.us

 Instagram
[@mrs.kimsoung](https://www.instagram.com/mrs.kimsoung)

Chat with Mary S.

Email
mshaksho@redhat.com

 Instagram
[@msshaks_education](https://www.instagram.com/msshaks_education)



Strengthening Student Supports – Special Education Opportunity Review

Chelmsford Public Schools School Committee Update

May 2023



District Management Group | Helping Schools and Students Thrive

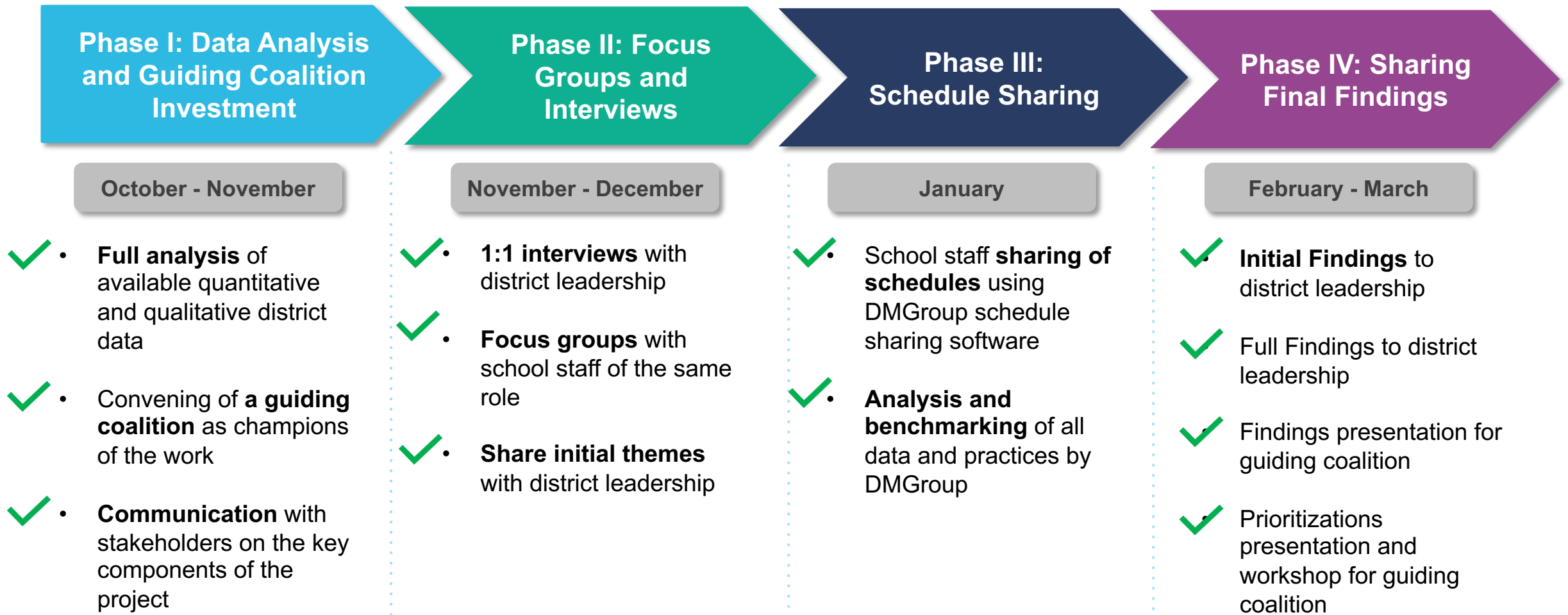
Today's Objectives

- 1 Review project methodology and timeline
- 2 Share and discuss DMGroup findings

Phases of Work

Project overview

PROJECT OVERVIEW



Agenda

Project Methodology

Data Analysis

Commendations

Opportunities

Next Steps

Our work focuses on several key components to help the district refine and strengthen supports for students who students with disabilities.

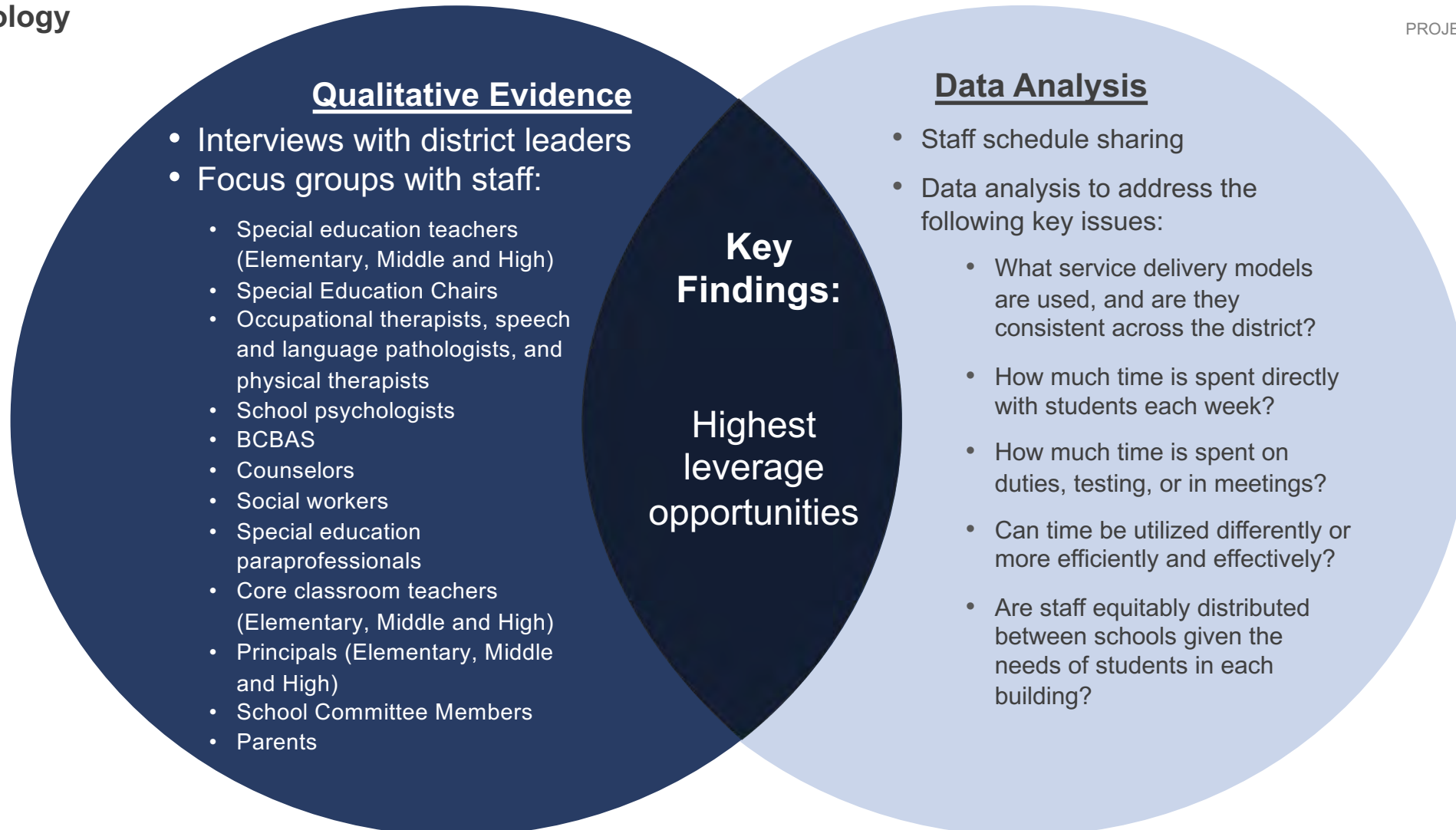
Project Goals

- ✓ Develop an understanding of **current practice related to special education** in the district.
- ✓ Explore **alignment of current practice with best practice research** in order to raise achievement of students with disabilities, with or without special needs.
- ✓ Identify opportunities to **align staff practices with best practices and effectively manage staffing** in order to create sustained change in schools and classrooms and improve the work life of teachers.

Our diagnostic combines significant qualitative evidence and robust data analysis to build understanding of current service delivery models.

Methodology

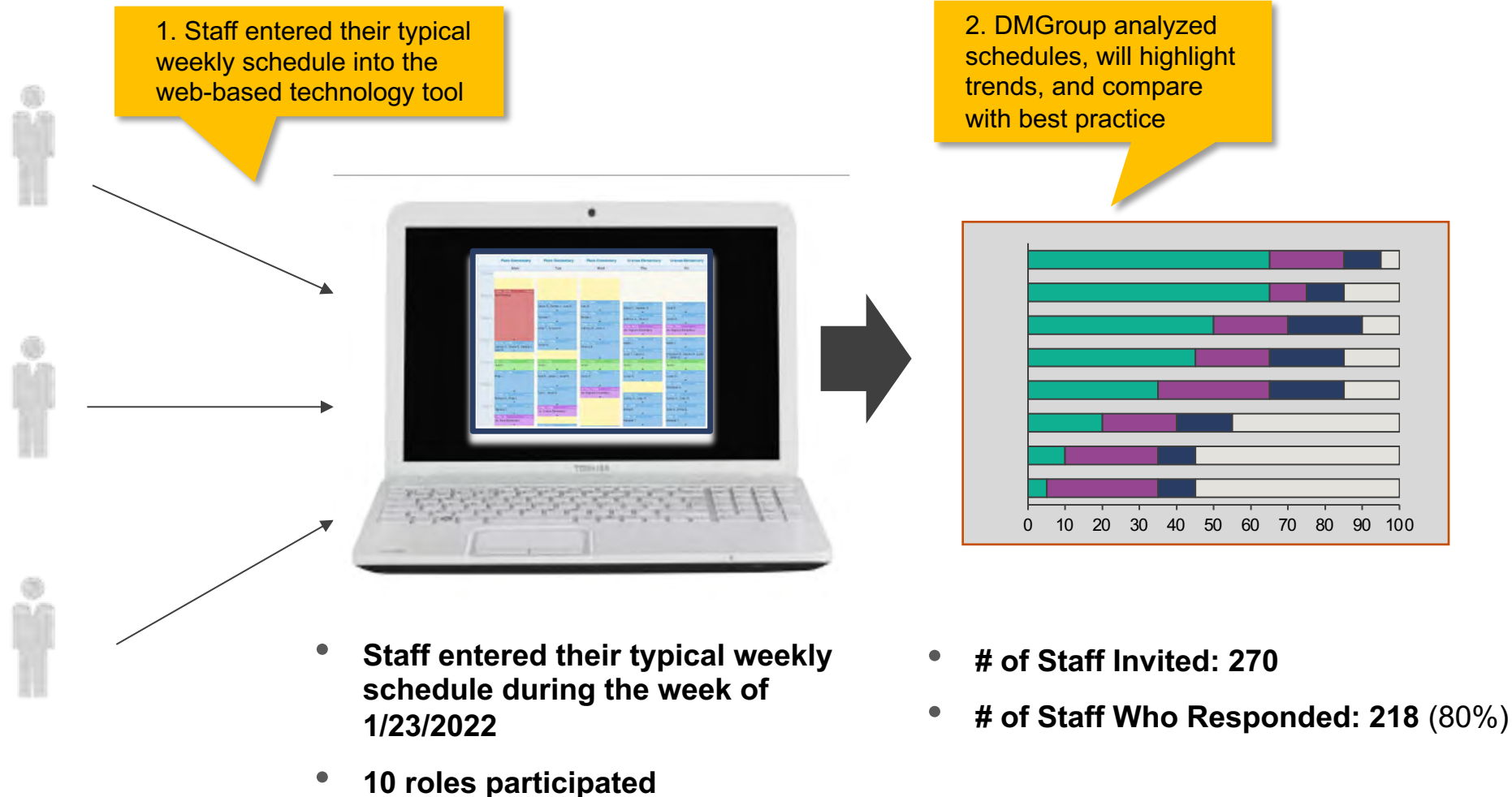
PROJECT METHODOLOGY



Through DMGroup's online tool, schedules for a typical week were collected from staff members to understand how students are supported.

Staff Schedule Sharing – Winter 2023

PROJECT METHODOLOGY



Agenda

Project Methodology

Data Analysis

Commendations

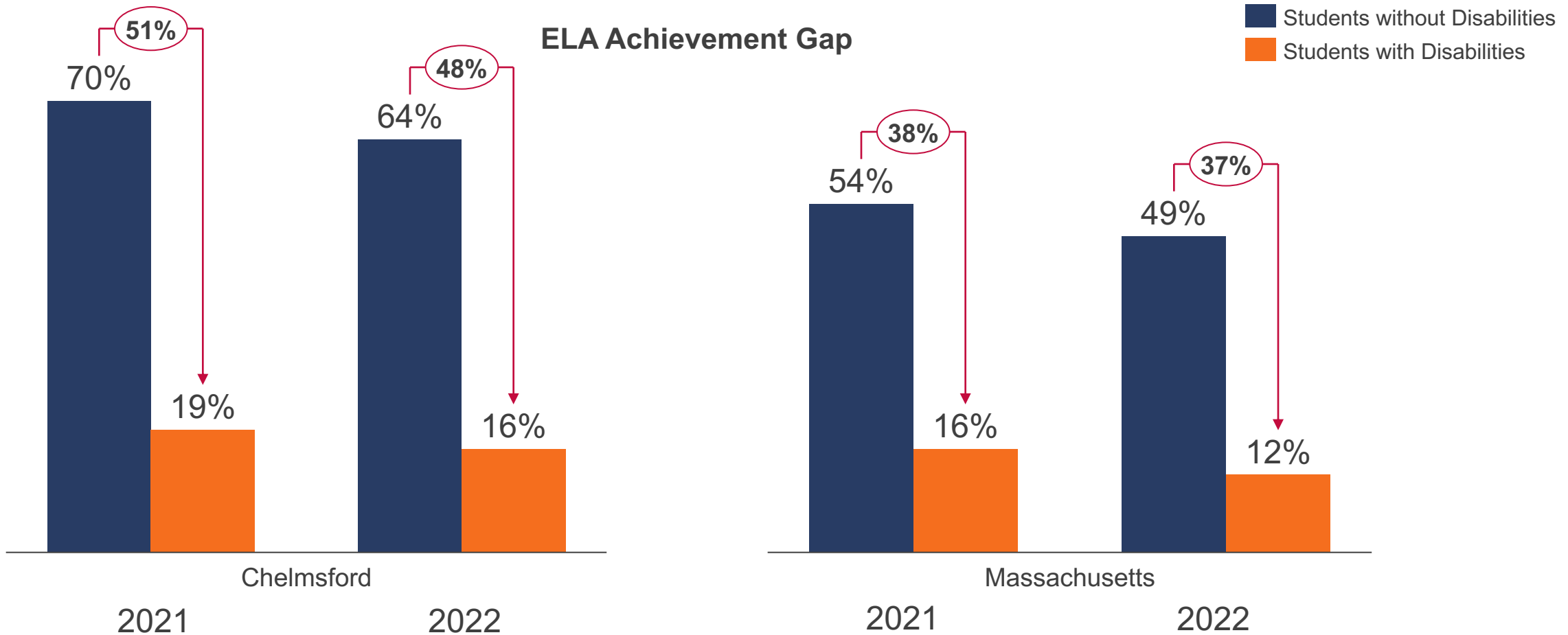
Opportunities

Next Steps

While students with and without disabilities in Chelmsford outperform students across the state in ELA, the achievement gap in Chelmsford is larger than that of the state.

Percentage of Students at or Above Grade Level – Students with and without Disabilities
Students in Grades 3-8 – Spring 2021 & 2022 MCAS ELA

DATA ANALYSIS

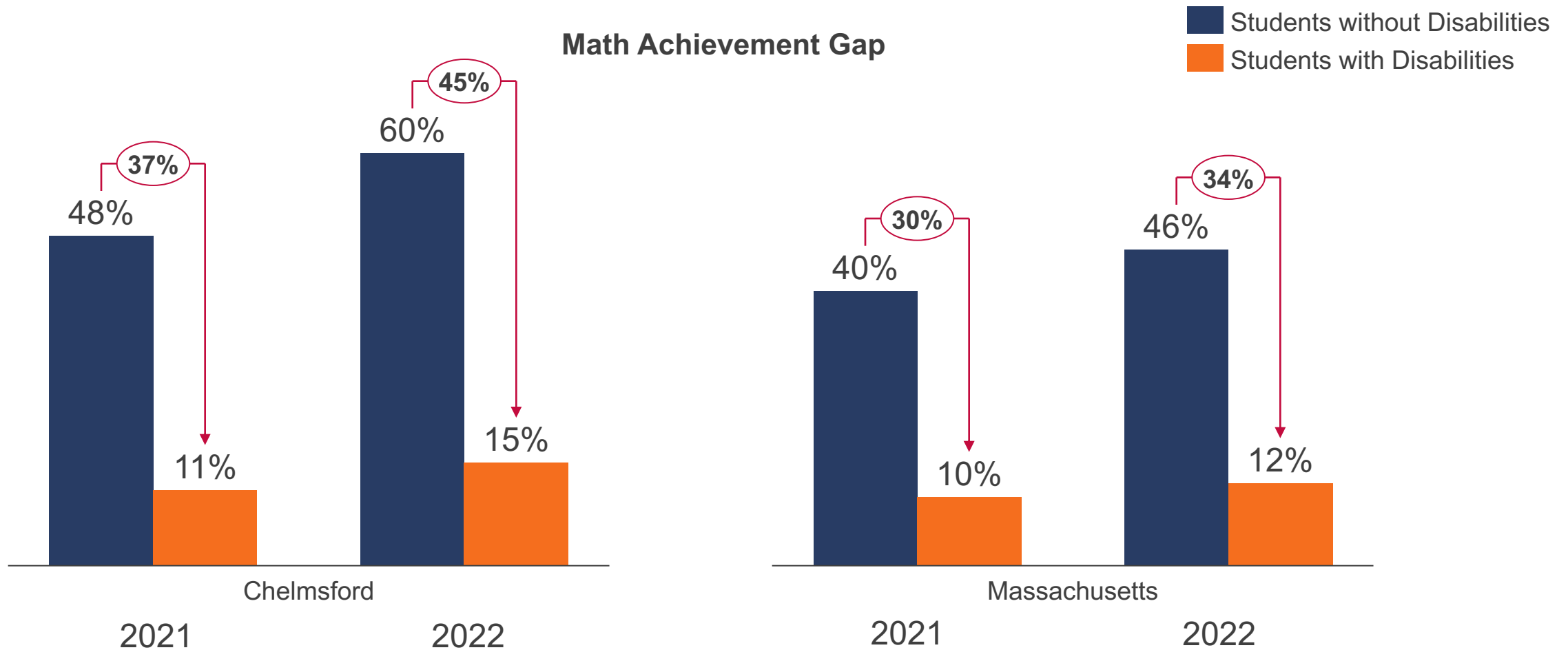


Source: Massachusetts Department of Elementary and Secondary Education – Spring 2022 & 2021 MCAS Results by Subgroup by Grade and Subject

Performance in Math increased for students with disabilities in Chelmsford in 2022, however, the gap compared to students without disabilities also increased.

Percentage of Students at or Above Grade Level – Students with and without Disabilities
Students in Grades 3-8 – Spring 2021 & 2022 MCAS Math

DATA ANALYSIS



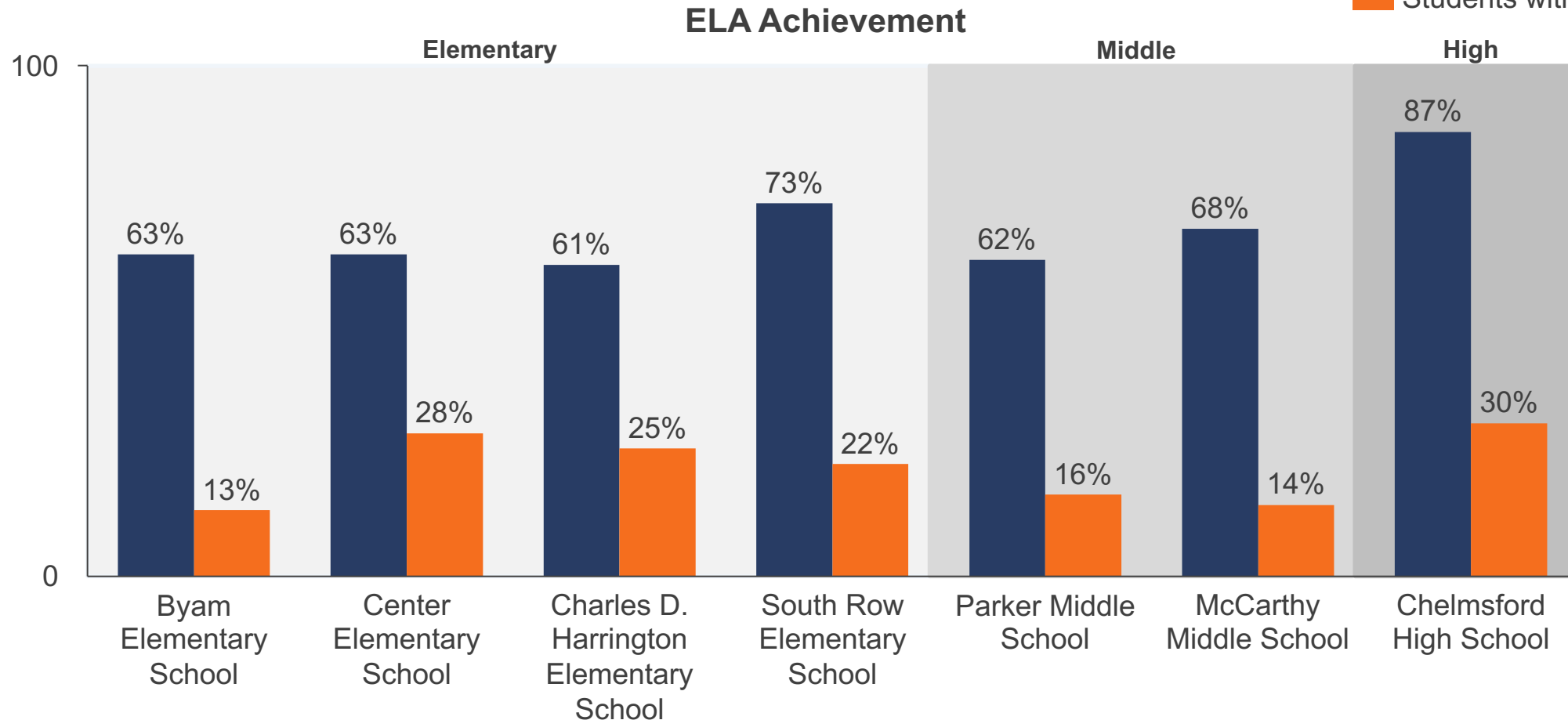
Source: Massachusetts Department of Elementary and Secondary Education – Spring 2022 & 2021 MCAS Results by Subgroup by Grade and Subject

Students with and without disabilities perform better at the high school level in ELA.

Percentage of Students at or Above Grade Level – Students with and without Disabilities
School Level – Spring 2022 MCAS ELA

DATA ANALYSIS

■ Students without Disabilities
■ Students with Disabilities

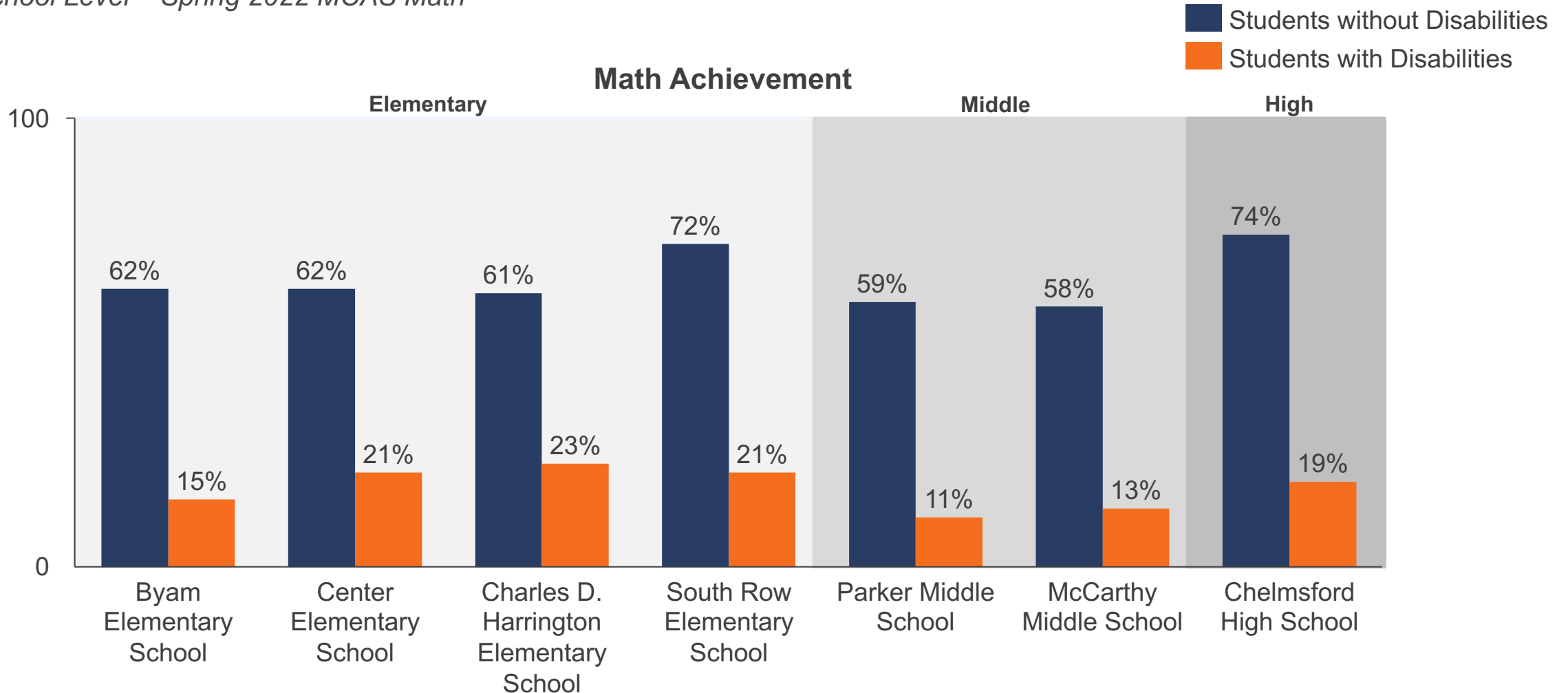


Source: Massachusetts Department of Elementary and Secondary Education – Spring 2022 MCAS Achievement Levels

Middle school students had the lowest percent of students at or above grade level in math MCAS among students with and without disabilities.

Percentage of Students at or Above Grade Level – Students with and without Disabilities
School Level – Spring 2022 MCAS Math

DATA ANALYSIS



Source: Massachusetts Department of Elementary and Secondary Education – Spring 2022 MCAS Results by Subgroup by Grade and Subject School Level Break Down

Agenda

Project Methodology

Data Analysis

Commendations

Opportunities

Next Steps

There were many initial areas of strength observed across the district.

Initial Commendations

COMMENDATIONS

1

Specialized Programming-The district has made great strides in developing specialized programming to minimize out of district placements.

2

Staff Dedication-Staff members are hardworking, committed, and care about the wellbeing of their students.

3

SEL Support- Investments in SEL supports have been greatly appreciated by faculty and staff.

4

Early Education Investment- Investments in early education programs have been attracting new students to the district.

Agenda

Project Methodology

Data Analysis

Commendations

Opportunities

Next Steps

Before diving into the opportunities for consideration, there are a few disclaimers to note.

Disclaimers to Set Context of Findings

OPPORTUNITIES

A

Context of Student Needs

- Each individual student is unique.
- All recommendations and guidance outlined in this document should be considered in light of specific student needs.
- Some of the opportunities are appropriate for students with mild-to-moderate disabilities, but not appropriate for students with severe disabilities or students on the higher end of the autism spectrum.

B

Timing and Pacing of Opportunities

- Not all opportunities listed in the document can be addressed at once.
- Any of these opportunities would typically take:
 - 1-3 years of careful planning, research, communication, coordination, and roll-out.
 - A commitment from leadership to provide focus and stability during the implementation process.

There are five high leverage opportunities for Chelmsford Public Schools to consider implementing in order to improve supports for students with disabilities.

Opportunities

OPPORTUNITIES

1

Clarifying Roles & Responsibilities – Develop clear reporting structures for all staff involved in special education to ensure clear lines of accountability.

1a

Defining Roles of Paraprofessionals – Define roles and responsibilities of paraprofessionals to focus more on supporting student behavioral needs and school duties rather than providing direct academic instruction and support.

1b

Deploying Content-Strong Teachers - Ensure that all staff who support students with mild-to-moderate disabilities have deep content expertise and training.

1c

Defining Roles of Speech-Language Pathologists - Expand the reach of SLPs while also closely managing group size through thoughtful scheduling.

2

Providing Additional Time for Learning – Focus on strengthening intervention supports that are consistent across schools and allow for additional instructional time for all students who require additional support.

District leadership may consider refining roles and responsibilities for staff who support students with disabilities to ensure accountability structures are present.

Opportunities

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Providing Additional Time for Learning – Focus on strengthening intervention supports that are consistent across schools and allow for additional instructional time for all students who require additional support.

Student-facing staff across many roles are impacted by inconsistent direction from the school and district level administration.

Symptoms of Unclear Accountability

Paraprofessionals

- Unclear on who they report to
- Spending an inconsistent amount of time working with students across individuals, grades, and schools
- Providing direct content support to students
- Following different service models by school
- Working in inefficient group sizes

Special Education Teachers

- Responsible for a wide range of activities with low direct service time
- Teaching multiple subjects
- Spending most of their time in pull out instruction

Speech-Language Pathologists

- Low direct service time
- Working in inefficient group sizes
- Spending 20% of their time on case management

There are five high leverage opportunities for Chelmsford Public Schools to consider implementing in order to improve supports for students with disabilities.

Opportunities

OPPORTUNITIES

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Providing Additional Time for Learning – Focus on strengthening intervention supports that are consistent across schools and allow for additional instructional time for all students who require additional support.

Paraprofessionals can best leverage their expertise by supporting students' health, safety, behavior, or severe needs.

Best Practice: Potential Role of the Paraprofessional

Chelmsford's paraprofessionals currently spend the majority of their time providing direct academic support to students.

Common Paraprofessional Responsibilities:

- Behavior support, **with direction from a highly trained expert**
- Supporting inclusion for students with severe needs
- A wide range of personal supports for students with severe needs
- Lunch duty, recess duty, bus duty, student escort

- Academic support to students with disabilities



Best Practice Paraprofessional Responsibilities:

- Behavior support, **with direction from a highly trained expert**
- Supporting inclusion for students with severe needs
- A wide range of supports for students with severe needs
- Lunch duty, recess duty, bus duty, student escort

Academic Support is best provided by content experts:

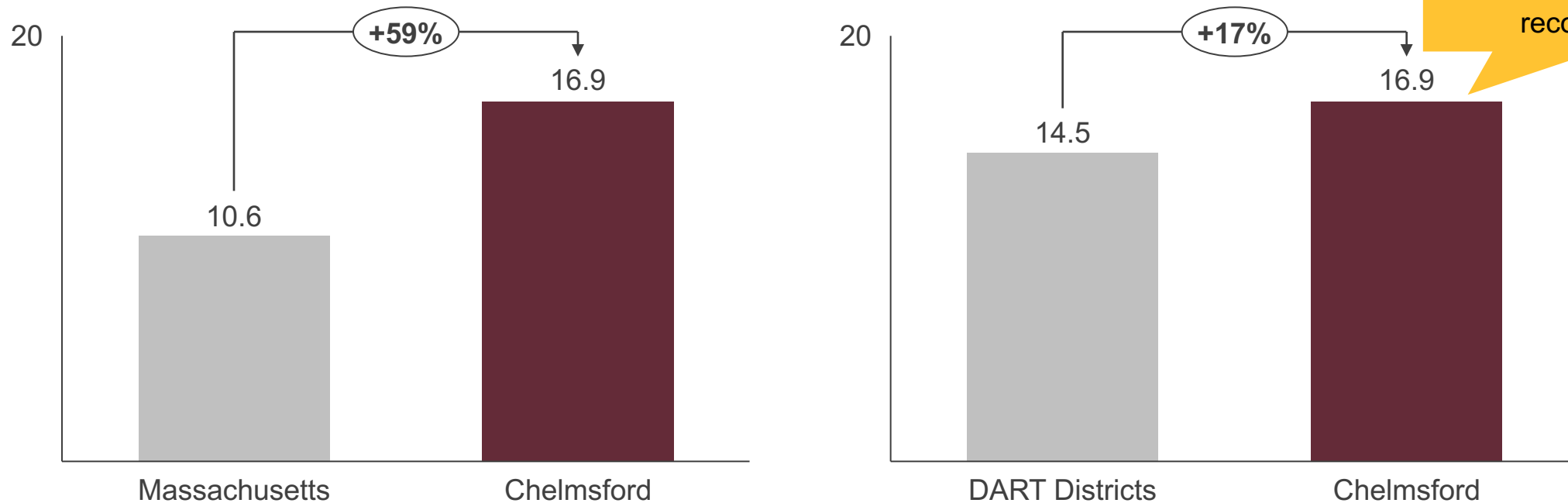
- Classroom teachers
- Specialists
- Special education teachers with content expertise



Chelmsford tends to have more paraprofessional support on average compared to all Massachusetts state districts and, more specifically, similar districts to Chelmsford.

SY '22 Staffing Levels Compared to MA State and Similar Districts per 100 Students*
Paraprofessionals (All Levels)

1a PARAPROFESSIONALS



Benchmarking is meant as a comparative data point for reference, to be used directionally. It is not a staffing recommendation.

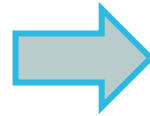
Source: Massachusetts Department of Education RADAR Report; <https://www.doe.mass.edu/research/radar/>

However, district staff indicated there is a lack of reporting structure for paraprofessionals and inconsistencies in responsibilities.

Quotes from Focus Groups

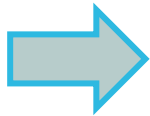
1a PARAPROFESSIONALS

School staff are unclear about who paraprofessionals officially report to.



“Sometimes they report to the special educator, but I don’t know how often they are meeting.”
-Assistant Principal

Paraprofessionals are not clear on their roles or responsibilities and find them inconsistent across classes.



“We get pulled from our classes to help with other classes and other grades and the expectations are different in each class.”
-Elementary Paraprofessional

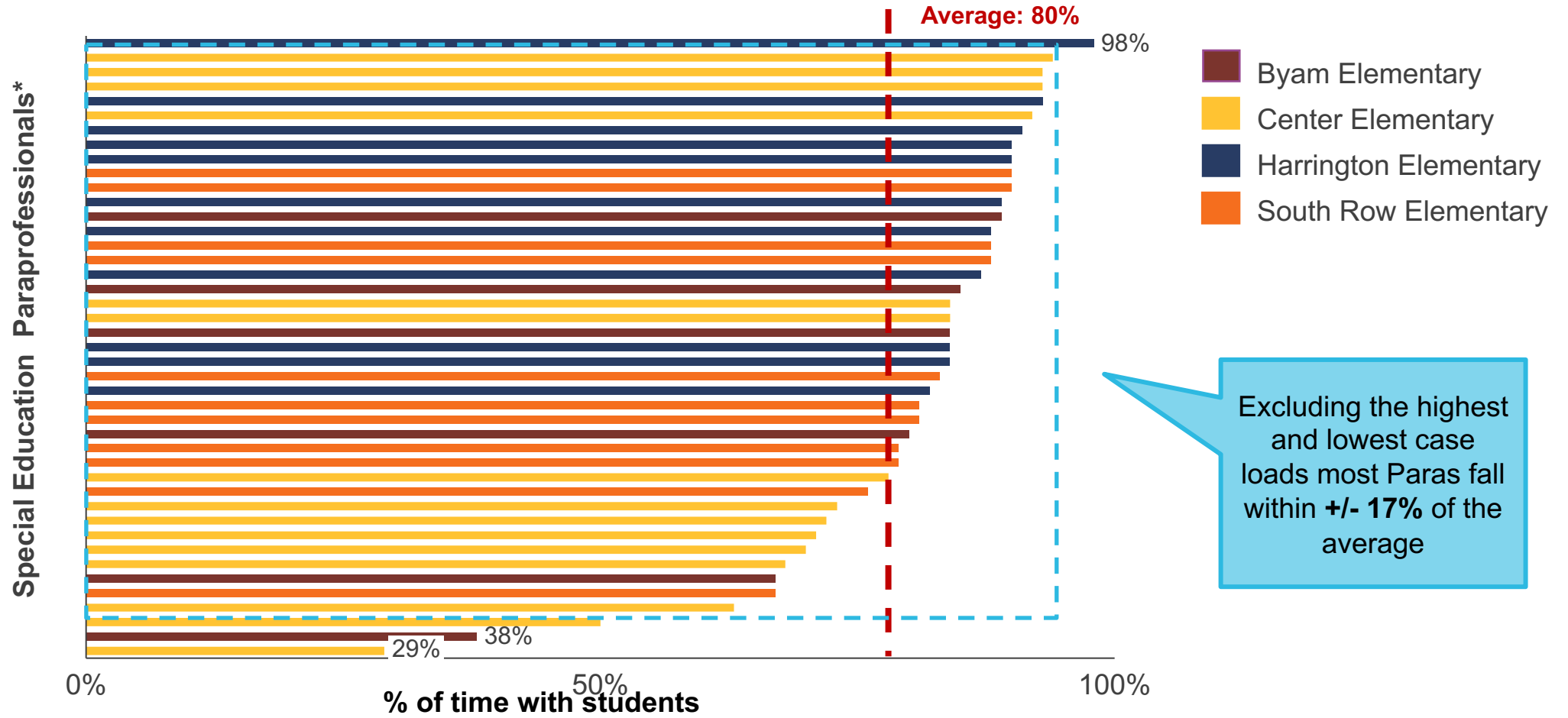
“Anything paraprofessionals can do they will be asked to do.”
-Elementary Special Education Teacher

Source: Chelmsford Focus Groups – October 2022

At the elementary level paraprofessionals spend the majority of their time directly supporting students.

Percent of Time with Students Special Education Paraprofessionals (Elementary)*

1a PARAPROFESSIONALS



*This analysis does not refer to paraprofessionals in a mostly separate classroom supporting students with severe disabilities.
 Source: Chelmsford Public Schools Staff (Schedule Sharing Data) – January 2023
 Number of staff: Byam Elementary = 6, Center Elementary = 15, Harrington Elementary = 11, South Row Elementary = 11

As next steps, the district might consider refining the role and responsibilities of paraprofessionals.

Future Considerations Summary

1a PARAPROFESSIONALS

The district may consider...

- **Outlining the role and responsibilities** of paraprofessional so that they are **not as responsible and depended on for content instruction and support**
 - Ensure that **role expectations are consistent** between buildings.
 - Work towards **keeping paraprofessionals at the same grade level** to foster deeper connections with students and teachers.
 - **Execute on an action plan** to train and utilize paraprofessionals to implement on student behavior plans.
- **Clarifying reporting structures** so that they are clear and consistent throughout the district.
 - Provide professional development to both paraprofessionals and their managers to **ensure clarity and consistency in role**

There are five high leverage opportunities for Chelmsford Public Schools to consider implementing in order to improve supports for students with disabilities.

Opportunities

OPPORTUNITIES

1

Clarifying Roles & Responsibilities – Develop clear reporting structures for all staff involved in special education to ensure clear lines of accountability.

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Defining Roles of Paraprofessionals – Define roles and responsibilities of paraprofessionals to focus more on supporting student behavioral needs and school duties rather than providing direct academic instruction and support.

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Deploying Content-Strong Teachers - Ensure that all staff who support students with mild-to-moderate disabilities have deep content expertise and training.

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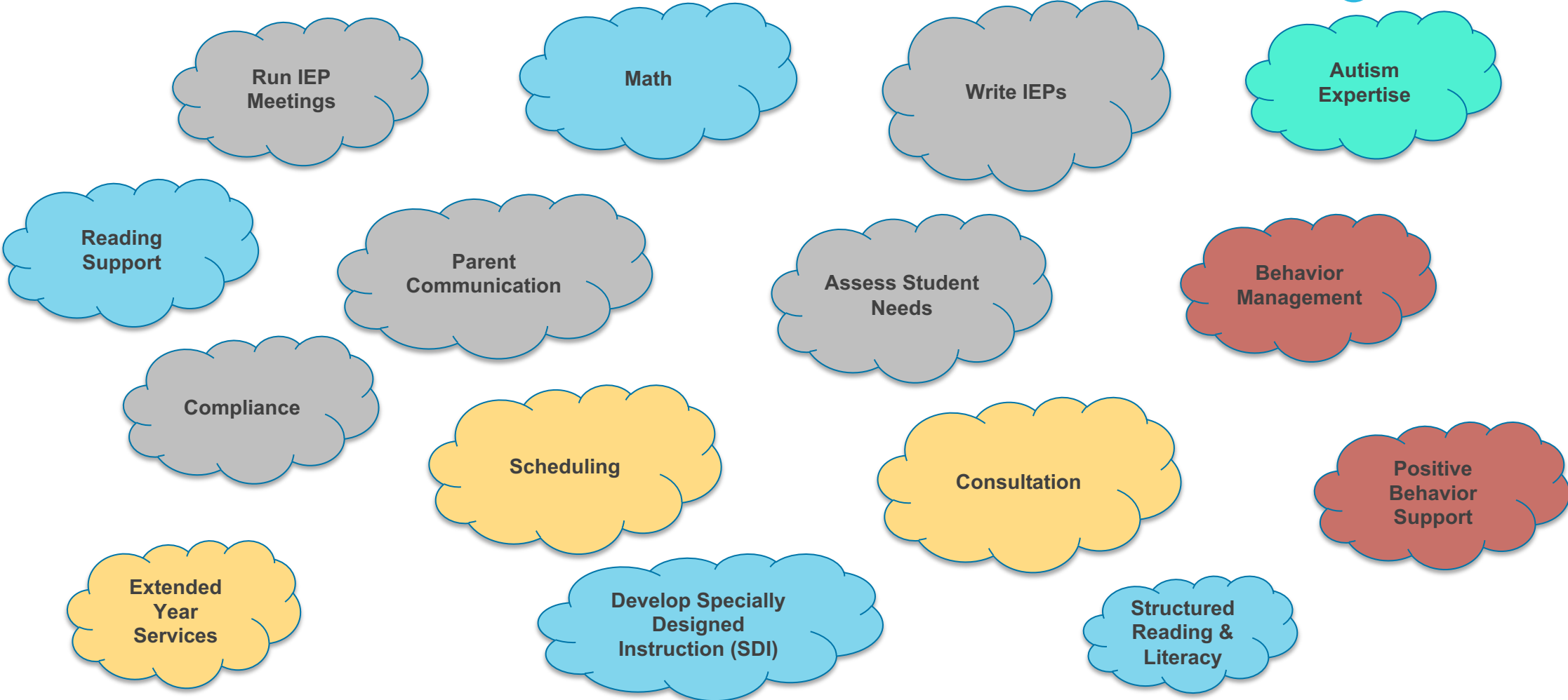
2

Providing Additional Time for Learning – Focus on strengthening intervention supports that are consistent across schools and allow for additional instructional time for all students who require additional support.

Special educators are often asked to do more than any other role in the district.

Typical Special Education Responsibilities

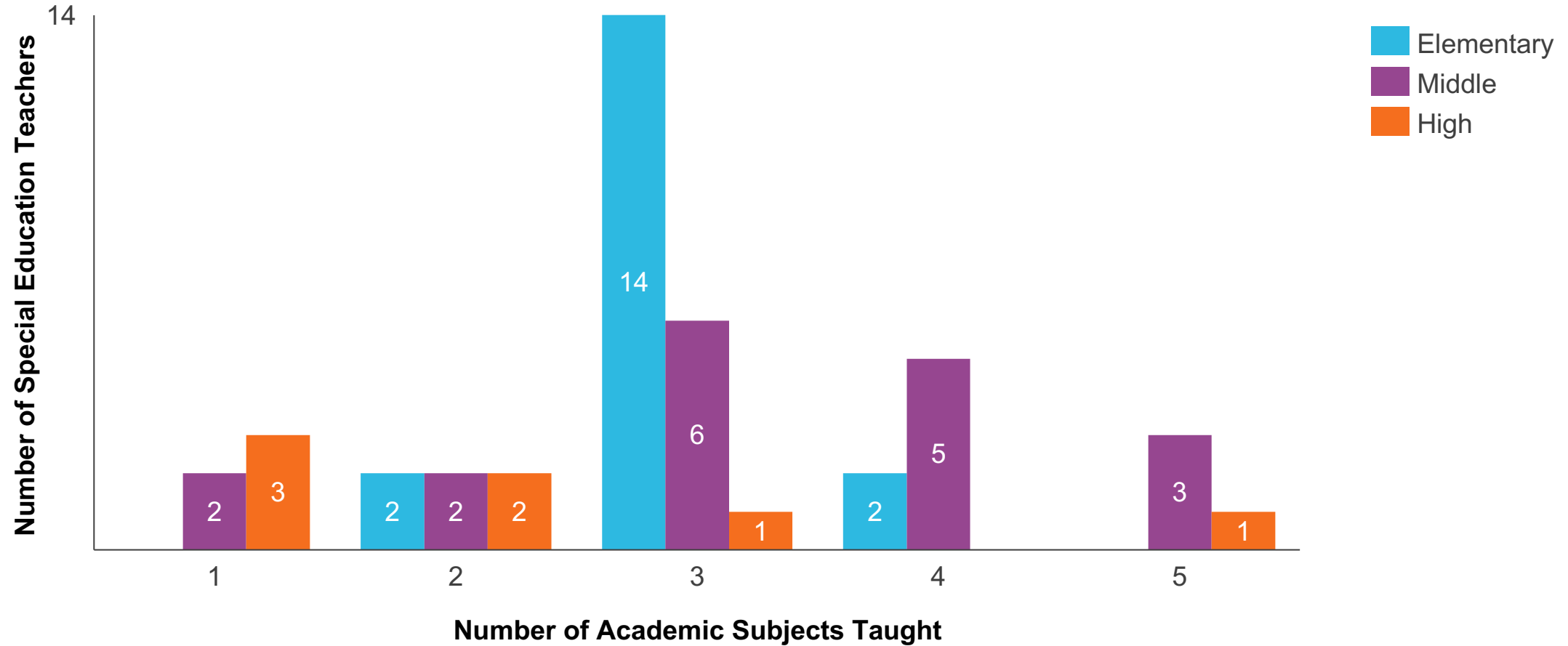
1b CONTENT STRONG TEACHERS



The majority of special education teachers in Chelmsford teach three or more academic subjects.

Number of Subjects Taught* Special Education Teachers**

1b CONTENT STRONG TEACHERS



Includes only those subjects for which teachers spend 90 or more minutes of their week teaching.

**This analysis refers only special education teachers supporting students with mild to moderate disabilities who spend less than 50% of their time in substantially separate classrooms.

Source: Chelmsford Staff Schedule Sharing Data – January 2023

Number of Staff: McCarthy Middle School = 8, Parker Middle School = 10, Chelmsford High School = 7

Content-specific expertise is one of several ways to specialize and the many responsibilities of special education teachers.

Best Practice: Ways to Specialize Special Education Teachers

1b CONTENT STRONG TEACHERS

Content-Specific Expertise*

- Primarily responsible for delivering instruction in their area of expertise, making use of best-practice instructional strategies to help students reach grade-level mastery.

Pedagogical Expertise

- Support to general education teachers in helping to accommodate the needs of students with disabilities, ensuring that teachers use scaffolding, differentiation, chunking and other strategies to meet students' needs.

Social-Emotional Expertise

- Work with students on self-monitoring strategies to bring behavioral or emotional challenges under control, rather than simply managing outbursts.

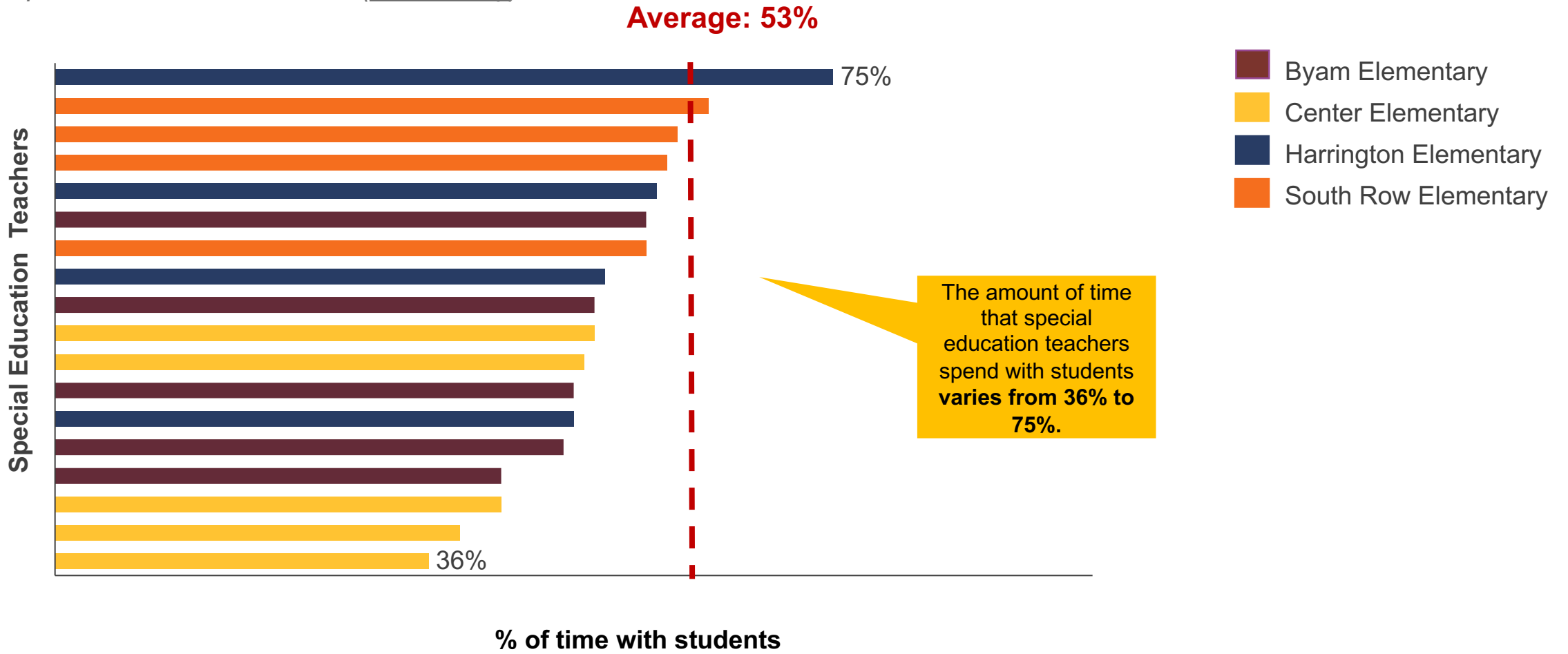
Case Management Expertise

- Focus solely on case management responsibilities in order to free up time for other special education teachers to maximize the amount of time they are serving students.

***Content-Specific Expertise is key to raising the academic outcomes of all students, including those with disabilities.**

At the elementary school level, special education teachers spend 53% of their time, on average, directly working with students.

Percent of Time with Students
*Special Education Teachers (Elementary)**

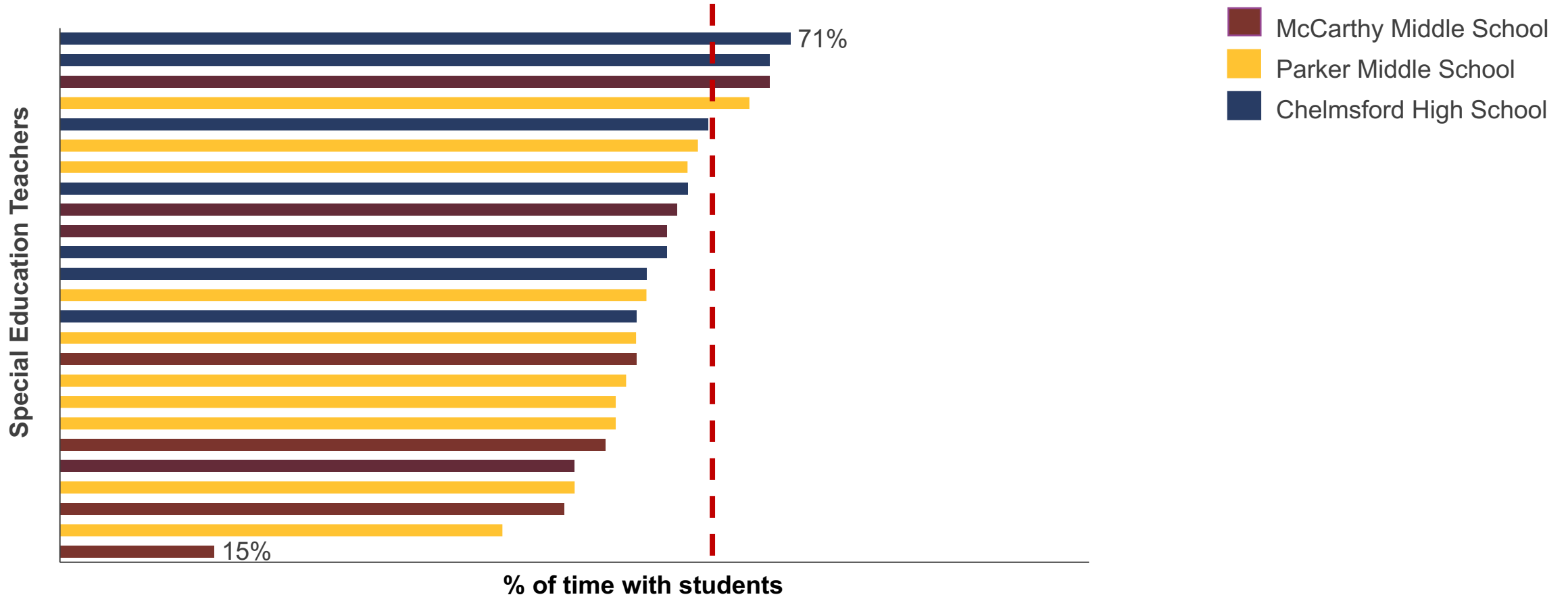


*This analysis does not refer to Teachers in a mostly separate classroom supporting students with severe disabilities.
 Source: Chelmsford Public Schools Staff (Schedule Sharing Data) – January 2023
 Number of Staff: Byam Elementary = 5, Center Elementary = 5, Harrington Elementary = 4, South Row Elementary = 4

Secondary special education teachers spend 56% of their time, on average, supporting students with disabilities.

Percent of Time with Students
Special Education Teachers (Secondary)*

Average: 56%



*This analysis does not refer to Teachers in a mostly separate classroom supporting students with severe disabilities.
Source: Chelmsford Public Schools Staff (Schedule Sharing Data) – January 2023
Number of Staff: McCarthy Middle School = 8, Parker Middle School = 10, Chelmsford High School = 7

The district may consider the following recommendations to ensure students who require additional support are provided instruction by staff with content expertise.

The district may consider...

- **Differentiate special education teacher roles by implementing specialization to provide clarity in activities and increase direct service time**
 - **Reallocate non-instructional activities** taking up teachers' time to teachers who prefer to specialize in non-instructional roles
 - **Assign content teachers to two or fewer subjects each** in areas of instructional expertise and ensure they are provided professional development on the general education curriculum
- **Instructional Guidelines**
 - **Develop guidelines for direct instruction for special education teachers** around how much time they should be spending directly with students and on what topics

There are five high leverage opportunities for Chelmsford Public Schools to consider implementing in order to improve supports for students with disabilities.

Opportunities

OPPORTUNITIES

1

Clarifying Roles & Responsibilities – Develop clear reporting structures for all staff involved in special education to ensure clear lines of accountability.

1a

Defining Roles of Paraprofessionals – Define roles and responsibilities of paraprofessionals to focus more on supporting student behavioral needs and school duties rather than providing direct academic instruction and support.

1b

Deploying Content-Strong Teachers - Ensure that all staff who support students with mild-to-moderate disabilities have deep content expertise and training.

1c

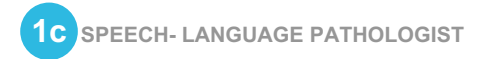
Defining Roles of Speech-Language Pathologists - Expand the reach of SLPs while also closely managing group size through thoughtful scheduling.

2

Providing Additional Time for Learning – Focus on strengthening intervention supports that are consistent across schools and allow for additional instructional time for all students who require additional support.

Refining exit and entry criteria and maximizing time with students can help ensure equitable related services to students.

Best practice: Related Services



Ensuring related services providers can meet all students' needs involves:

- ✓ Reviewing and clarifying eligibility and exit criteria for related services to ensure only students who need services are eligible.
- ✓ Proactively scheduling that both maximize time with students and keeps practitioner workload to a manageable level.
- ✓ Redirecting time spent on indirect responsibilities such as meetings and paperwork to student therapy through process mapping analysis.

Source: DMGroup analysis

Streamlining roles and responsibilities for SLPs could allow practitioners to increase their time on direct service, minimize paperwork, and decrease busy work for SLPs.

Best Practice: Ways to Specialize SLPs

1c SPEECH- LANGUAGE PATHOLOGIST

Diversified Roles

- SLPs diversify roles by setting and level of need.
- One SLP focuses on students for whom inclusive practices must be used. Another focuses on students who require pullout services.
- Allows both SLPs to spend more time on work load related issues.
- Allows for more effective grouping and increased collaboration.

Dedicated Case Manager

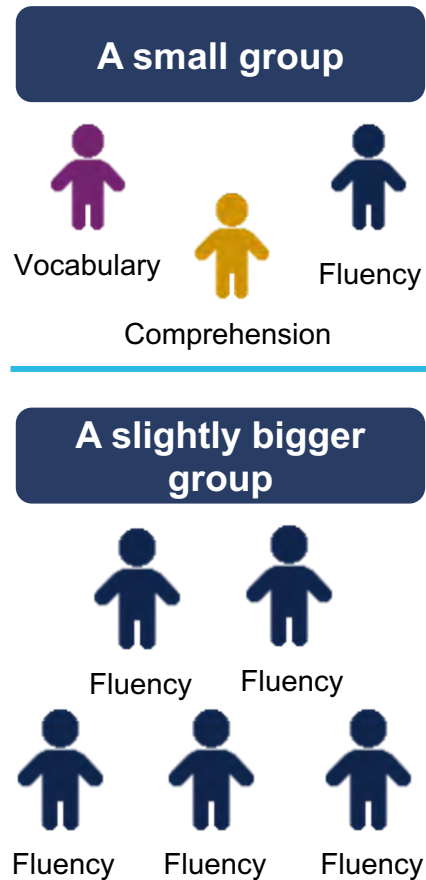
- Focus solely on case management responsibilities
- Frees up time for other SLPs to maximize the amount of time they are serving students

Dedicated Services Coordinator

- Focuses solely on service coordination.
- By providing a dedicated Service Coordinator, SLPs would be able to focus on service delivery and quality of services rather than administrative tasks.
- Can be shared across buildings.

Utilizing slightly larger groups of students with similar needs and target areas may expand the reach of staff and improve the quality of services for students.

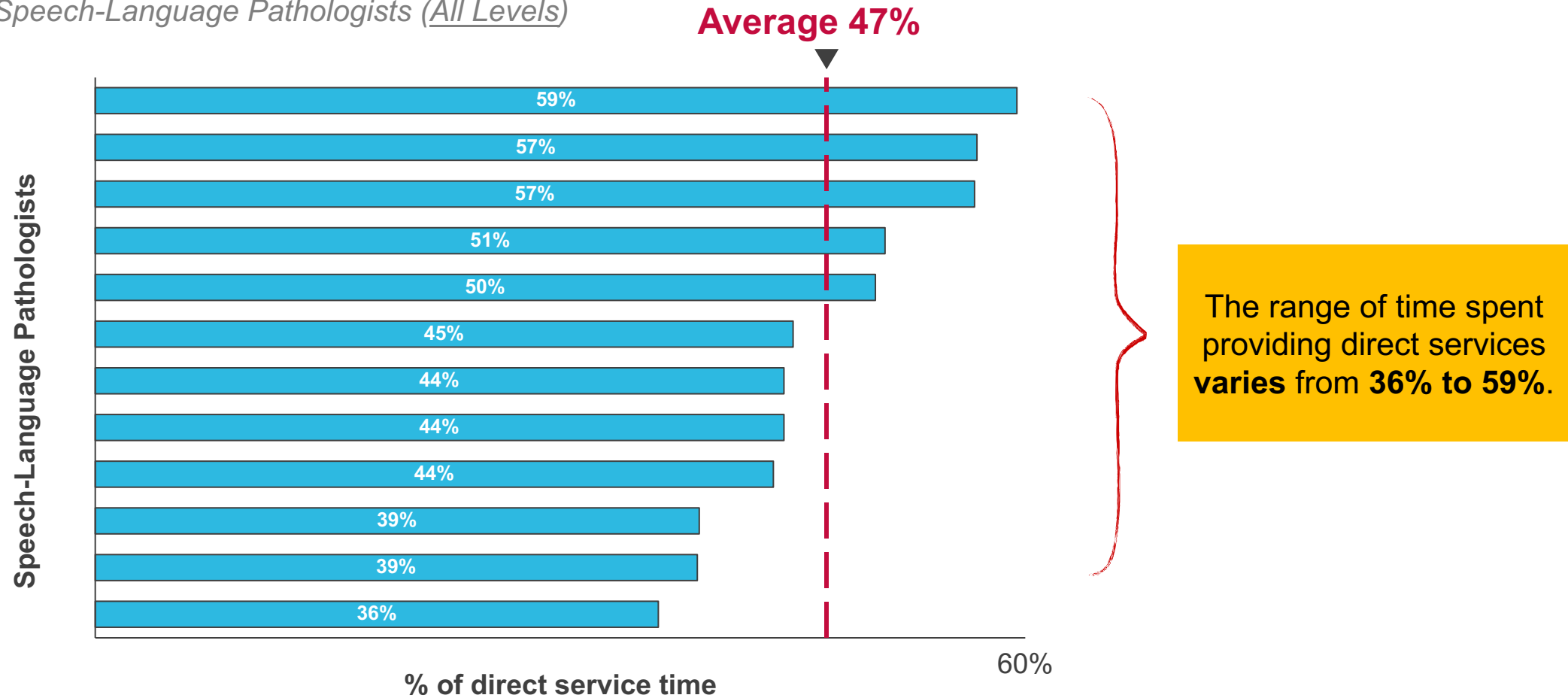
Best Practice: Effective Grouping



- Students could be grouped by similar areas of need, target area, and setting to receive acceleration **3-5x per week**.
- Group sizes should be between:
 - 3-5 students at elementary
 - 1-5 students at secondary

Individually, speech-language pathologists are spending an average of 47% of their time working with students.

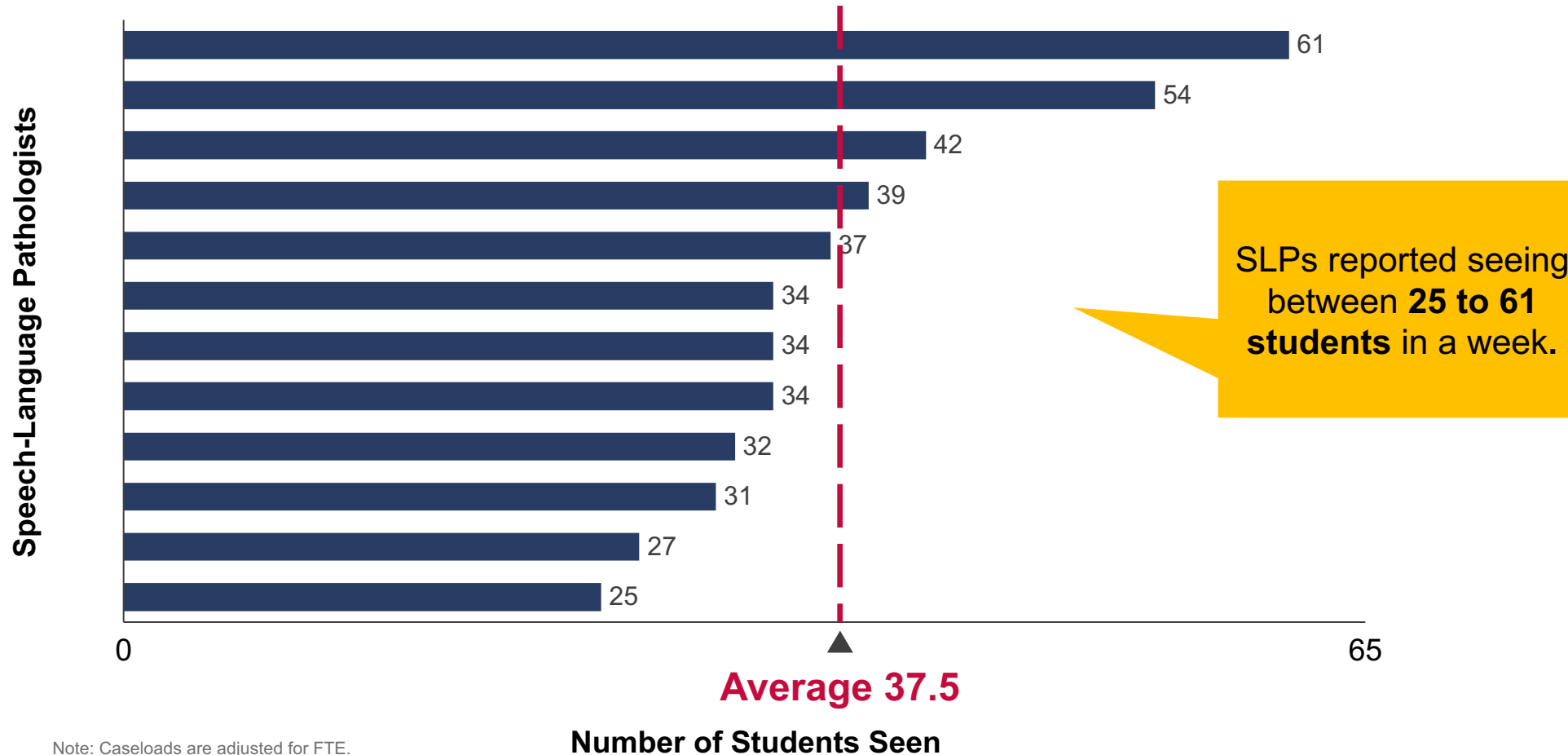
Analysis of the Percent of Direct Service Time *Speech-Language Pathologists (All Levels)*



Note: The different colors indicate the percentage of time that a staff member spends working in various group sizes, such as: 1-on-1, groups of 2, 3, etc.
Source: Chelmsford Staff (Schedule Sharing Data)
Number of Staff: All Schools = 12

Speech-Language Pathologists reported seeing on average ~38 students in a week, but this number ranges from 25 to 61.

Analysis of the Number of Students Seen Per Week *Speech-Language Pathologists (All Levels)*

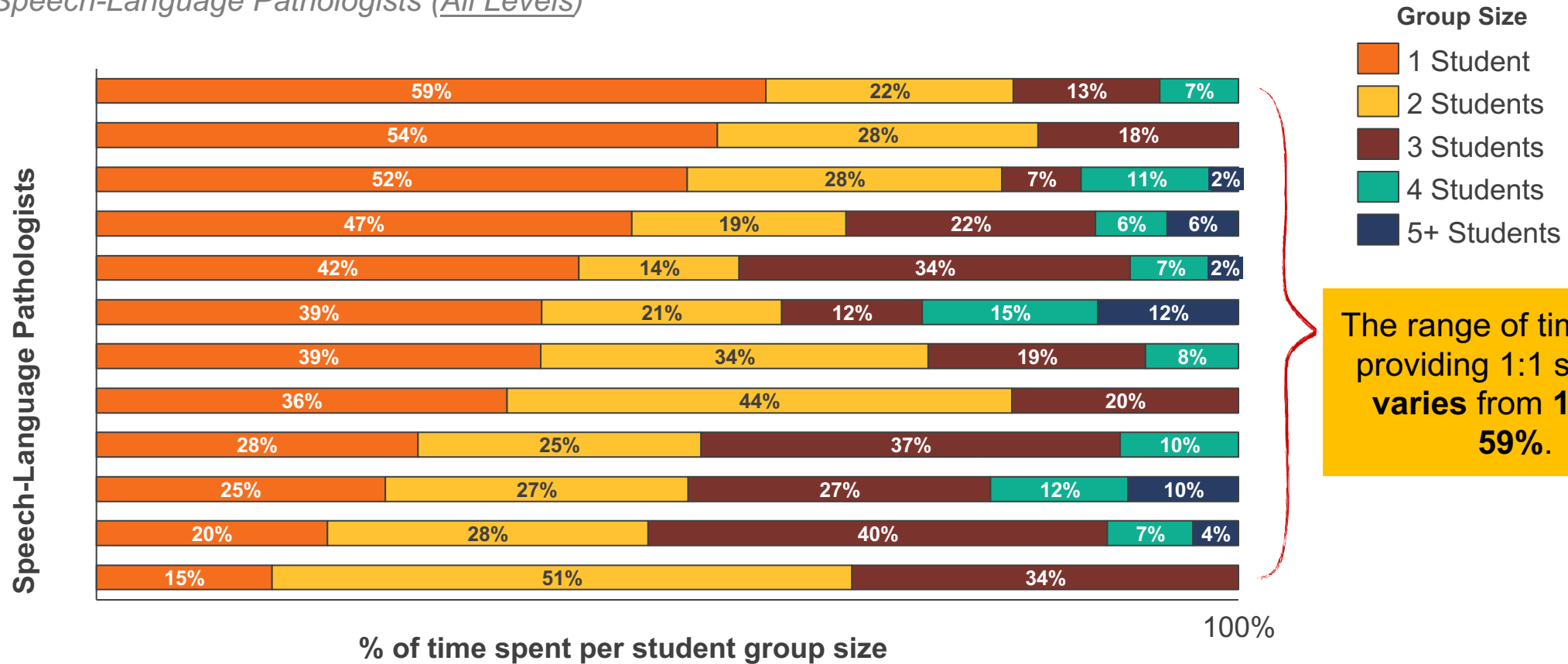


Note: Caseloads are adjusted for FTE.
Source: Chelmsford Staff (Schedule Sharing Data)
Number of Staff: All Schools = 12

Individually, Speech-Language Pathologists are spending very different amounts of time in group sizes.

Analysis of Number of Students Served at Once *Speech-Language Pathologists (All Levels)*

1c SPEECH- LANGUAGE PATHOLOGIST



The range of time spent providing 1:1 services varies from **15% to 59%**.

Similar students may experience different group sizes despite having similar needs.

Note: The different colors indicate the percentage of time that a staff member spends working in various group sizes, such as: 1-on-1, groups of 2, 3, etc.
Source: Chelmsford Staff (Schedule Sharing Data)
Number of Staff: All Schools = 12

SLPs and students would benefit from a more cohesive, strategic approach to scheduling and service delivery.

The district may consider...

- **Scheduling Guidelines:** Consider developing a more strategic approach to scheduling and the distribution of SLPs to allow the district to better support SLPs in delivering efficient and effective services to students and group more efficiently
- **Service Delivery Model Guidance:** Consider providing guidance on how to more effectively group students based on need, setting, and target area to ensure the quality and effectiveness of services.
 - Guidance should include how and when push-in services should be provided.
- **Specialization:** Consider streamlining roles and responsibilities to minimize paperwork and meetings and maximize time spent on direct instruction for students.
 - Consider specializing SLPs to allow SLPs to focus on service delivery by setting and level of need.
 - Consider providing a dedicated SLP Services Coordinator so SLPs would be able to focus on service delivery and quality of services rather than administrative tasks.
- **Monitor case loads:** Use specialization or another method to reallocate students so that SLPs have more consistent caseloads across individuals

There are five high leverage opportunities for Chelmsford Public Schools to consider implementing in order to improve supports for students with disabilities.

Opportunities

OPPORTUNITIES

1

Clarifying Roles & Responsibilities – Develop clear reporting structures for all staff involved in special education to ensure clear lines of accountability.

1a

Defining Roles of Paraprofessionals – Define roles and responsibilities of paraprofessionals to focus more on supporting student behavioral needs and school duties rather than providing direct academic instruction and support.

1b

Deploying Content-Strong Teachers - Ensure that all staff who support students with mild-to-moderate disabilities have deep content expertise and training.

1c

Defining Roles of Speech-Language Pathologists - Expand the reach of SLPs while also closely managing group size through thoughtful scheduling.

2

Providing Additional Time for Learning – Focus on strengthening intervention supports that are consistent across schools and allow for additional instructional time for all students who require additional support.

Distributing scheduling decisions and non-strategic scheduling can result in significant unintended consequences.

Implications of Poor Scheduling

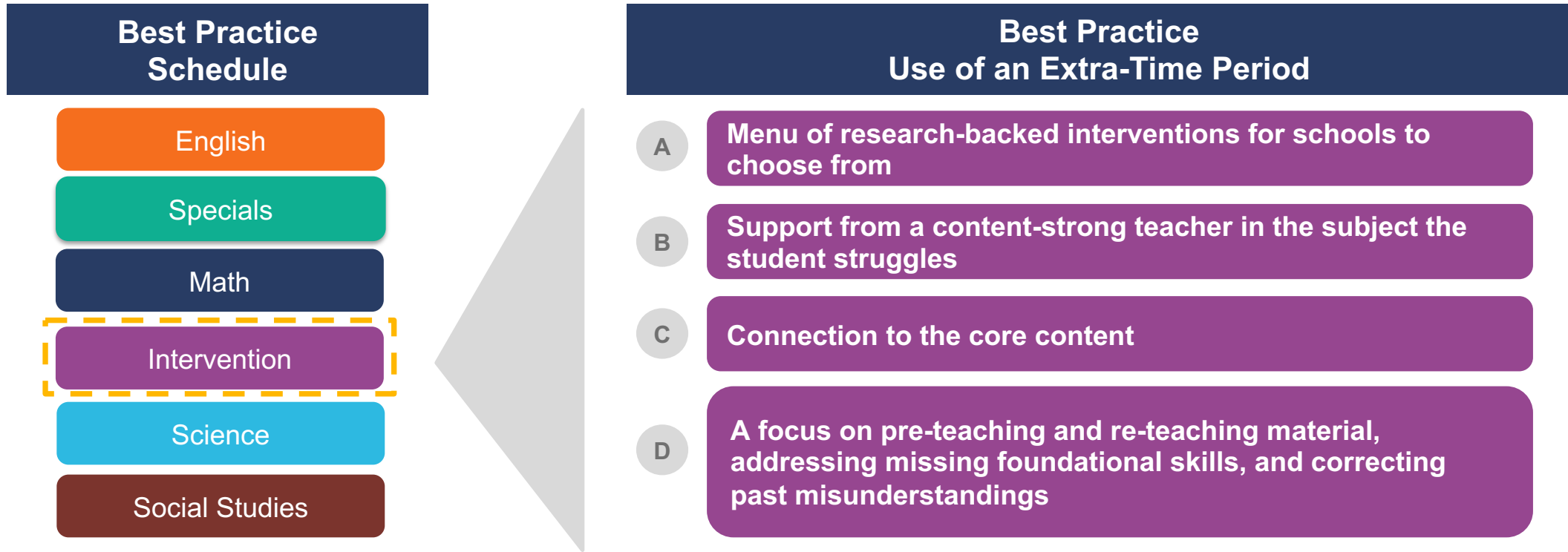
2 ADDITIONAL TIME FOR LEARNING

- 1 Students receive different amounts of instruction based on different staff backgrounds, experiences and perspectives.
- 2 Service providers must navigate more schedules to determine when services can be delivered.
- 3 Reduced opportunities to regroup students across grades and classrooms.
- 4 Increased staffing requirements for service providers.

Source: District Management Group elementary master scheduling

A schedule with 30 minutes of extra-time intervention daily is a key best practice for supporting students with disabilities but requires certain components to be successful.

Intervention Best Practice



Best practice is to ensure at least **30 minutes of daily** intervention time.

Elementary and secondary school principals specifically called out the lack of intentional intervention time built into the schedule, resulting in more pull-out instruction.

Quotes from Focus Groups



“We were [once] able to have an intervention block there is no time anymore - it also means there’s more pull out.”
- Elementary School Principal

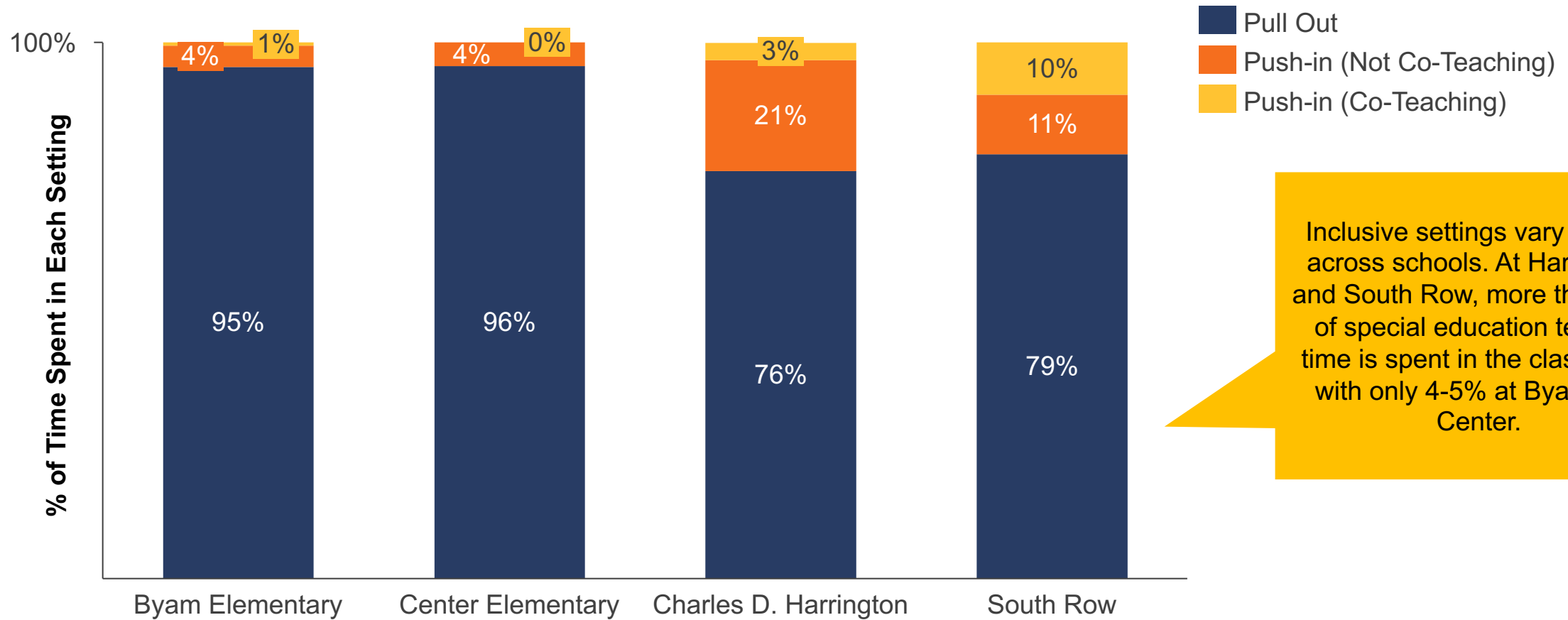
“Students may miss Tier 1 instruction because they are being pulled out of the classroom by a special educator that needs to pull out at the time.”
- Elementary School Principal

“At the high school, study skills [has become more of] work completion and catch-up time rather than learning time.”
- High School General Education Teacher

Source: Chelmsford Focus Groups – October 2021

Elementary special education teachers spend a significant amount of time working with their students away from the general education classroom in pull out settings.

Education Settings Special Education Teachers (*Elementary*)*

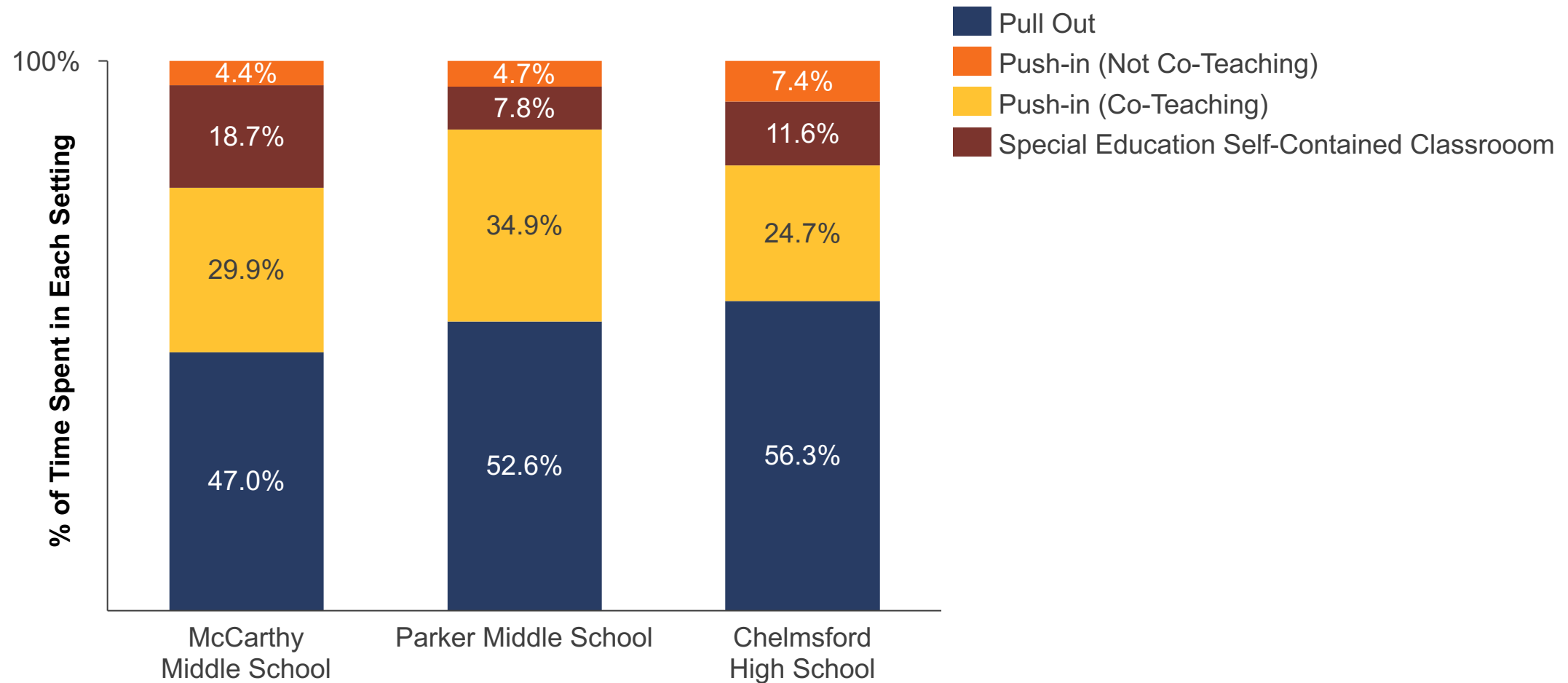


Inclusive settings vary slightly across schools. At Harrington and South Row, more than 20% of special education teacher time is spent in the classroom, with only 4-5% at Byam and Center.

*This analysis refers only special education teachers supporting students with mild to moderate disabilities who spend less than 50% of their time in substantially separate classrooms.
 Source: Chelmsford Staff Schedule Sharing Data – January 2023
 Number of Staff: Byam Elementary = 5, Center Elementary = 5, Harrington Elementary = 4, South Row Elementary = 4

Secondary special education teachers spend about one third of their time providing student support inside the classroom mostly through co-teaching.

Education Settings Special Education Teachers (Secondary)*



*This analysis refers only special education teachers supporting students with mild to moderate disabilities who spend less than 50% of their time in substantially separate classrooms.
Source: Chelmsford Staff Schedule Sharing Data – January 2023
Number of Staff: McCarthy Middle School = 8, Parker Middle School = 10, Chelmsford High School = 7

Students and teachers would benefit from a coordinated approach to scheduling that includes structured intervention time.

The district may consider...

- **Developing elementary master schedules** with additional intervention time built into the school day that is consistent across all elementary schools.
- **Creating an extra-time model at the secondary level to integrate support for all students who need additional learning support**, including students with mild-to-moderate disabilities, to maximize the benefit of these efforts for as many students as possible.
 - **Re-purpose PRIDE and PLUS blocks at the high school** to include structured additional time for learning.
- Allowing for **additional time for general education teachers to meet with special education teachers** about content and develop roles and responsibilities during classroom push-in time.

Agenda

Project Methodology

Data Analysis

Commendations

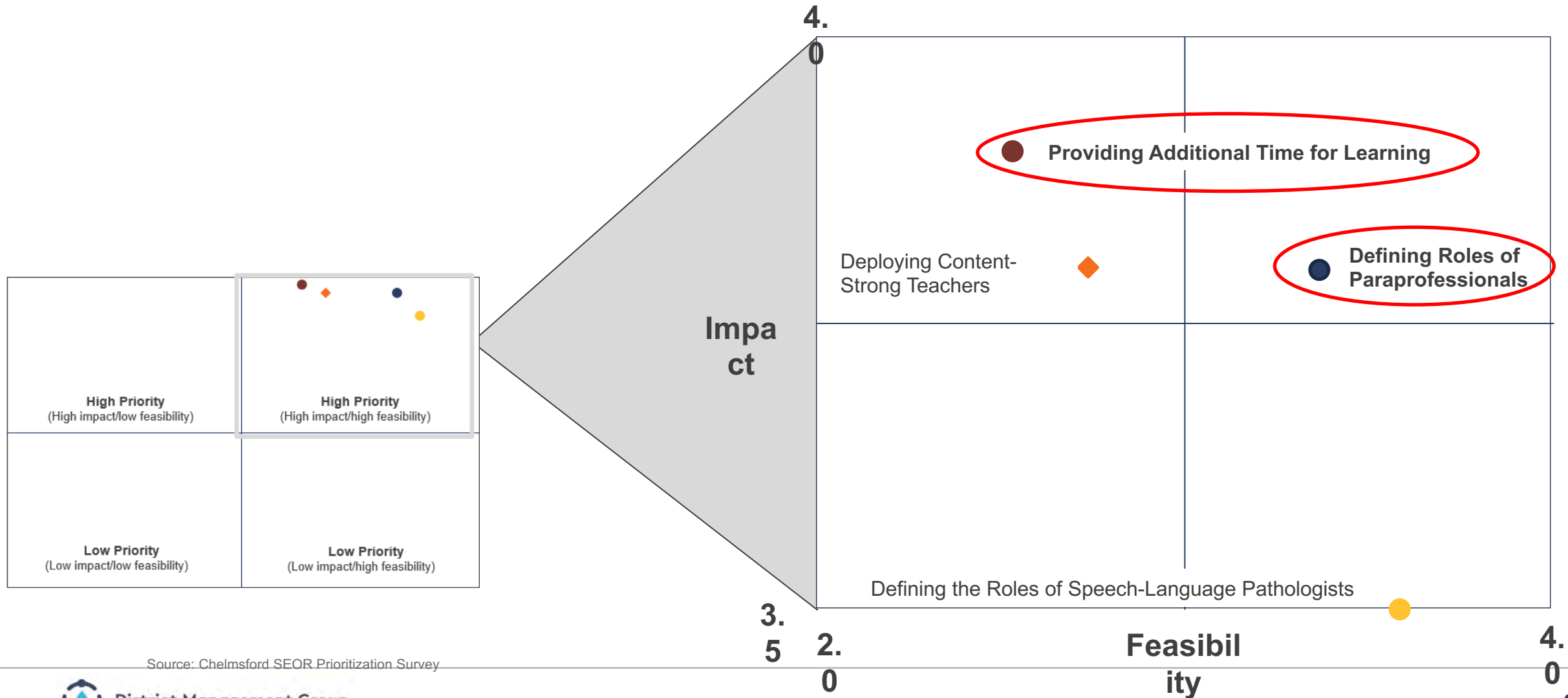
Opportunities

Next Steps

When taking a closer look at the 4 opportunities it becomes clearer that defining the roles and responsibilities of paraprofessionals and providing additional time for learning are the highest leverage priorities.

Prioritization Matrix

PRIORITIZATION FEEDBACK



Source: Chelmsford SEOR Prioritization Survey



District Management Group

Helping Schools and
Students Thrive

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

Tel: (877) 362-3500

Email: info@dmgroupK12.com

Fax: (617) 491-5266

Web: www.dmgroupK12.com

Mail: 133 Federal Street, Boston, MA 02110

Chelmsford School Committee

2023-2024 Liaison Assignments/Contacts

Negotiations/Sub-Committees	Member	Member	Alternate
Administrators	Susan Mackinnon	Dennis King	
Teachers/Nurses	Dennis King	John Moses	
Prof. Support/Secretaries	Donna Newcomb	Susan Mackinnon	
Custodians	Maria Santos	John Moses	
Food Service	John Moses	Donna Newcomb	
Policy Sub-Committee	Donna Newcomb	Maria Santos	Dennis King
School Organizations	Member	Alternate	
Byam School Organization	John Moses	Donna Newcomb	
Center School PTO	Maria Santos	Susan Mackinnon	
CHIPS PTO	Susan Mackinnon	Dennis King	
Harrington PTO	Susan Mackinnon	Maria Santos	
Chelmsford High PTO	Maria Santos	Donna Newcomb	
McCarthy PTO	Maria Santos	John Moses	
Parker PTO	John Moses	Maria Santos	
Council of Schools	Donna Newcomb	John Moses	
South Row PTO	Donna Newcomb	Dennis King	
SEPAC	Dennis King	Maria Santos	
ELL Council	Maria Santos	Donna Newcomb	
Town Boards	Member	Alternate	
Select Board	Donna Newcomb	Dennis King	
Capital Planning Committee	Dennis King	John Moses	
Other Boards/Organizations	Contact Person		
Turf Field Committee	John Moses		
Wellness Committee	Maria Santos		
Friends of Music	Donna Newcomb		
CHS Alumni Association	Dennis King		
CHS Boosters	Dennis King		
Legislative Outreach			
MASC	All		
State Elected Officials	All		
Federal Elected Officials	All		

CHELMSFORD PUBLIC SCHOOLS

Memorandum

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

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

Date: April 28, 2023

Re: FY2023 Recommended One-Time Expenditures

Attached please find a budget projection for the current fiscal year to end June 30, 2023. This projection was also presented at the March 21, 2023 school committee meeting.

While there are still two months of activity remaining, the amount of available funds anticipated to be available at fiscal year end is becoming clearer. A significant factor in the projection of approximately \$ 3.1 million in funds is within the special education tuition accounts since the actual FY2023 pre-paid tuitions (with FY2022 funds) were greater than originally budgeted. The second factor in the projection is unexpended/unencumbered salaries and wages for the current fiscal year as explained in the 2nd and 3rd quarter and monthly financial reports.

As discussed at the March 21, 2023 regular meeting of the school committee, the Superintendent recommended a multi-phased approach to best manage the anticipated available funds at fiscal yearend; a combination of one-time purchases, pre-paid tuitions to offset FY2024 tuitions, and potentially adding funds to the special education reserve fund (set up last fiscal year) to provide for unanticipated/unfunded special education costs in future fiscal years (up to \$ 1.4 million cumulative balance is allowed).

Attached please find the initial list of recommended one-time expenditures for your review and consideration. The one-time expense recommendations are limited to equipment, supplies and/or projects that do not have recurring costs in future fiscal years. Additional items will be brought forward at a future meeting as we are reviewing additional quotes and availability of items.

CHELMSFORD PUBLIC SCHOOLS
FY23 BUDGET SUMMARY AND PROJECTION

	2022-2023 ORIGINAL APPROVED BUDGET	2022-2023 APPROVED BUDGET TRANSFERS	2022-2023 REVISED BUDGET	2022-2023 ADJUSTMENTS FOR PROJECTION	2022-2023 PROJECTED SPEND
1110 SCHOOL COMMITTEE	34,050		34,050		34,050
1210 SUPERINTENDENT	449,689	591	450,280		450,280
1220 ASST. SUPERINTENDENT	256,685	282	256,967		256,967
1230 DISTRICT WIDE	420,700		420,700		420,700
1410 BUSINESS AND FINANCE	437,984	1,310	439,294		439,294
1420 HUMAN RESOURCES	349,592	683	350,275		350,275
1430 - 1435 LEGAL SERVICES & SETTLEMENTS	178,000		178,000	(40,000)	138,000
1450 DISTRICTWIDE MIS	1,422,680	82,031	1,504,711		1,504,711
2110 CURRICULUM DIRECTORS - REGULAR EDUCATION	1,325,968	41,157	1,367,125		1,367,125
2110 CURRICULUM DIRECTORS - SPECIAL EDUCATION	936,347	15,202	951,549		951,549
2210 SCHOOL LEADERSHIP	2,917,971	46,984	2,964,955		2,964,955
2300 - 2305 CLASSROOM TEACHERS - REGULAR EDUCATION	25,385,515	(715,202)	24,670,313	(524,200)	24,146,113
2310 TEACHERS SPECIALISTS - REGULAR EDUCATION	2,098,640	62,851	2,161,491	(340,000)	1,821,491
2310 TEACHERS SPECIALISTS - SPECIAL EDUCATION	6,899,777	187,549	7,087,326	(76,000)	7,011,326
2320 MEDICAL/THERAPUTIC SERVICES	412,390	11,141	423,531		423,531
2325 SUBSTITUTES	811,000		811,000		811,000
2330 PARAPROFESSIONALS	4,249,008	229,262	4,478,270	(560,320)	3,917,950
2340 LIBRARY/MEDIA CENTER	792,616	20,454	813,070	(98,000)	715,070
2357 PROFESSIONAL DEVELOPMENT	218,275		218,275		218,275
2410 - 2415 TEXTBOOKS & INSTRUCTIONAL MATERIALS	563,440	(3,341)	560,099		560,099
2420 INSTRUCTIONAL EQUIPMENT	161,450	1,287	162,737		162,737
2430 GENERAL SUPPLIES	594,808	2,054	596,862		596,862
2440 OTHER INSTRUCTIONAL SERVICES - SPECIAL ED	190,000		190,000		190,000
2451 - 2455 CLASSROOM INST TECHNOLOGY & SOFTWARE	695,000	(80,000)	615,000		615,000
2710 - 2800 GUIDANCE & PSYCHOLOGICAL SERVICES	2,705,864	67,537	2,773,401	(37,000)	2,736,401
3200 MEDICAL & HEALTH SERVICES	884,101	41,738	925,839	(11,700)	914,139
3300 TRANSPORTATION	4,298,419	243	4,298,662	160,000	4,458,662
3400 FOOD SERVICES	123,174		123,174		123,174
3510 ATHLETIC DEPARTMENT	922,338	6,375	928,713		928,713
3520 OTHER STUDENT ACTIVITIES	202,690		202,690		202,690
3600 SCHOOL SECURITY	192,351	35,988	228,339	(34,600)	193,739
4110 - 4210 - 4230 CUSTODIAL SERVICES	1,972,196	18,046	1,990,242		1,990,242
4120 - 4130 HEATING OF BUILDINGS & UTILITY SERVICES	1,273,070		1,273,070		1,273,070
5150 EMPLOYEE SEPERATION COSTS	249,632	(104,017)	145,615	(95,374)	50,241
6200 CIVIC ACTIVITIES AND COMMUNITY SVCS	0		0		0
7200 CAPITAL LAND AND BUILDING	0	29,795	29,795		29,795
9300 TUITIONS	2,874,580		2,874,580	(1,520,311)	1,354,269
9300 PREPAID TUITIONS	0		0		0
			<i>recommendations to be presented</i>		
Grand Total	67,500,000	0	67,500,000	(3,177,505)	64,322,495

FY2023 One-Time Purchase Recommendations

Amount	Description	School	Contact	FY23 Budget Transfer From DESE Category		To DESE Category	
\$ 2,760	Purchase standing desks for students in 4th grade (10)	Center Elementary School	Dianna Fulreader	Paraprofessionals	2330	General Supplies	2430
\$ 12,540	Replace portion of carpet tiles in CHS Learning Commons	Chelmsford High School	Brian Curley	Library / Media Center	2340	Maint of	4210
\$ 11,350	Purchase four orchestra instruments (2 basses and 2 cellos)	Chelmsford High School	Christy Whittlesey	Paraprofessionals	2330	General Supplies	2430
\$ 3,235	Purchase drums for marching band (snare, tenor and drum heads)	Chelmsford High School	Christy Whittlesey	Paraprofessionals	2330	General Supplies	2430
\$ 52,991	Replace backboard structures and divider curtain in gymnasium	Chelmsford High School	Dan Hart	Classroom Teachers	2305	Capital Land & Bldgs	7200
\$ 2,472	Replace water distiller for science labs	Chelmsford High School	Jon Morris	Classroom Teachers	2305	Instructional Equip	2420
\$ 9,319	Purchase graduation materials (i.e. platform background, hangings,	Chelmsford High School	Linda Hirsch	Paraprofessionals	2330	School Leadership-Bldg	2210
\$ 6,975	Purchase ten foot (outside) storage container	Community Ed/ChIPS	Brian Curley	Paraprofessionals	2330	Bldgs/Grounds	4210
\$ 45,000	Replace ai phones (6 setups and wiring)	Districtwide	Bill Silver	Specialist Teachers	2310	School Security	1450
\$ 29,900	Purchase two Boss Snowraters with device sprayer	Districtwide	Brian Curley	Classroom Teachers	2305	Capital Land & Bldgs	7200
\$ 125,000	Purchase back-to-school supplies for students.	Districtwide	Jay Lang	Paraprofessionals	2310	General Supplies	2430
\$ 144,705	Math curriculum adoption the High School - Algebra 1&2 and Geometry	Districtwide	Linda Hirsch	Classroom Teachers	2305	Textbooks	2410
\$ 14,922	Math curriculum adoption the High School - Statistics	Districtwide	Linda Hirsch	Classroom Teachers	2305	Textbooks	2410
\$ 317,792	Math curriculum adoption for grades K-5	Districtwide	Linda Hirsch	Specialist Teachers	2310	Textbooks	2410
\$ 165,759	Math curriculum adoption for grades 6, 7 & 8	Districtwide	Linda Hirsch	Classroom Teachers	2305	Textbooks	2410
\$ 34,121	Install pour in place rubber path around the playground structure for ADA/Wheelchair accessibility	Harrington Elementary School	Rob Asselin	Specialist Teachers	2310	Capital Land & Bldgs	7200
\$ 40,950	Rental of crates, dollies, bins, etc., for middle school realignment move	McCarthy and Parker Middle Schools	Brian Curley	Paraprofessionals	2330	Maint of Bldgs/Grounds	4210
\$ 6,795	Replace PA system in cafeteria	McCarthy Middle School	Bill Silver	Library / Media Center	2340	Instructional Tech	2451
\$ 31,900	Refinishing Gymnasium floor	McCarthy Middle School	Brian Curley	Paraprofessionals	2330	Capital Land & Bldgs	7200
\$ 11,375	Replace the current art room tables and stools	McCarthy Middle School	Christy Whittlesey	Library / Media Center	2340	General Supplies	2430
\$ 4,895	Purchase music storage racks for violins and violas	McCarthy Middle School	Christy Whittlesey	Library / Media Center	2340	General Supplies	2430
\$ 43,429	Replace backboard structures in gymnasium	McCarthy Middle School	Dan Hart	Classroom Teachers	2305	Capital Land & Bldgs	7200
\$ 69,726	Add a fitness center for PE classes as well as sport team use after school (site prep in old locker room 10,976, flooring 10,870, equipment 47,880)	McCarthy Middle School	Katie Simes	Classroom Teachers	2305	Instructional Equip and Athletics	2420 & 3510
\$ 19,472	Purchase and install accessibility matting at playground	Parker Middle School	Brian Curley	Paraprofessionals	2330	Bldgs/Grounds	4210
\$ 16,452	Add flexible student seating and music stands in the music room.	Parker Middle School	Christy Whittlesey	Paraprofessionals	2330	General Supplies	2430
\$ 4,487	Purchase two band instruments (bass clarinet and tuba)	Parker Middle School	Christy Whittlesey	Paraprofessionals	2330	General Supplies	2430
\$ 11,039	Replace backboard structures in gymnasium	Parker Middle School	Dan Hart	Paraprofessionals	2330	Capital Land & Bldgs	7200
\$ 9,162	Purchase furniture for main office, counselors & supv of students	Parker Middle School	Jeff Parks	Paraprofessionals	2330	School Leadership-Bldg	2210
\$ 27,903	Purchase fitness equip (final phase) for PE classes and sports team use after school	Parker Middle School	Katie Simes	Paraprofessionals	2330	Instructional Equip and Athletics	2420 & 3510
\$ 22,287	Purchase and install new AV/Audio system in cafeteria	South Row Elementary	Bill Silver	Library / Media Center	2330	Instructional Tech	2451
\$ 1,352	Purchase stools, mini printing press and mini slab (clay) roller for art	South Row Elementary	Christy Whittlesey	Paraprofessionals	2330	General Supplies	2430
\$ 4,263	Purchase furniture for main office (desks, file cabinets)	South Row Elementary	Theresa Gilbert	Guidance Services	2710	School Leadership-Bldg	2210
\$ 1,304,328	TOTAL Recommended One-Time Purchases 5.2.2023						

CHELMSFORD PUBLIC SCHOOLS

Memorandum

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

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

Date: April 28, 2023

Re: FY2023 Recommended Budget Transfers

Included in this school committee packet is a summary of the one-time purchase recommendations and the associated DESE function code category for each item. FY2023 local budget transfers would be required for a subset of the items listed. Some of the items listed would not require a budget transfer since the category has funds available.

I recommend the school committee vote at the regular school committee meeting on May 2, 2023 to approve the FY2023 local operating budget transfers totaling \$ 1,304,328 for the Chelmsford Public Schools as presented. This budget transfer is shifting from five (5) DESE categories that are favorable to nine (9) DESE categories where the items should be purchased.

A few other FY2023 budget transfers are required, unrelated to the one-time purchase list presented.

The first budget transfer request is shifting budget funds from a Library/Media category to an Instructional Technology category to purchase classroom technology (chrome boxes).

The second budget transfer request is shifting budget funds from a Library/Media category to a Science Equipment category since the school department is funding science waste removal in FY2023 and forward.

The third budget transfer request is shifting budget funds for items related to de-escalation spaces at the Byam, CHS art room wall installation, waste containers for the removal of (old) Parker fitness equip and (old) CHS furniture, and the purchase of two snowrators (snow removal equipment).

From		To			Amount
12340600-51051	Technology Assistant	12451100	54204	Instructional Tech – CHS	4,029
12340600-51051	Technology Assistant	12420178	53810	Science Waste Disposal	3,774
12330176-51060	Paraprofessionals CHS	14210000	59238	Maint of Bldgs/Grounds	77,964
				Total	85,767

I recommend the school committee vote at the regular school committee meeting on May 2, 2023 to approve the FY2023 local operating budget transfers totaling \$ 85,767 for the Chelmsford Public Schools as presented.

Thank you for your consideration in approving these budget transfers.

CHELMSFORD PUBLIC SCHOOLS

Memorandum

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

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

Date: April 28, 2023

Re: Use of Facilities Fee Schedule Updates

Attached please find a summary of the rates charged to groups who rent our facilities, such as gymnasiums, the Performing Arts Center (PAC) at Chelmsford High School, and the McCarthy Auditorium. I am recommending that a few of the rates be updated to reflect more current actual costs, consistency across the rental categories, and to maintain rates that are competitive in the region. The largest rate increase is the hourly rate for custodial services, charging \$40 per hour, rather than \$30 per hour. These revenues are all recorded in the Civic Activities revolving fund (511). Once the rate increases have been approved by the school committee, I will update the information accordingly in the Use of Facilities regulation documents and present an updated document with attachments at a future meeting.

I recommend the school committee vote at the regular school committee meeting on May 2, 2023 to approve the use of facility rates as presented, effective July 1, 2023.

Thank you for your consideration.

10. Equipment Rental (A deposit of \$100.00 is required for all equipment rentals.)

#Chairs (\$5.00 each) #Tables (\$5.00)

EVENT PREPARATION/CUSTODIAL SET-UP INFORMATION:

RATES

<i>Chelmsford, Community, Non-Profit Rates</i>		<i>Rental Rates, All Others</i>	
Gym	\$35.00/Hr.	Gym	\$125.00/Hr.
Classroom/Library	\$35.00/Hr.	Classroom/Library	\$75.00/Hr.
Parking Lot	\$35.00/Hr.	Parking Lot	\$75.00/Hr.
Cafeteria	\$45.00/Hr.	Cafeteria	\$100.00/Hr.
Computer Lab (1)	\$45.00/Hr.	Computer Lab (1)	\$100.00/Hr.
Custodian	\$40.00/Hr.	Custodian	\$40.00/Hr.

NOTE: Chelmsford Public Schools PTO's are exempt from room rental charge in their own school buildings.

11. Insurance Information:

Company: _____ Company Policy#: _____

Coverage: _____ Coverage Dates: _____

IMPORTANT INFORMATION

A school activity will take precedence over all outside activities. Schools are not available on snow days, during school vacations or holidays.

The signing of this application shall constitute an agreement to abide by all the rules and regulations governing the use of school buildings and to accept full responsibility for any damage to or loss of school property.

Date: _____ Signature: _____ (Applicant)
 _____ #Police Required _____ # Other (please specify)

(CONTACT POLICE DEPT. DIRECTLY TO SCHEDULE COVERAGE: 978-251-2521)

(SEND COMPLETED APPLICATION TO JANE GENNARO -ADMINISTRATION OFFICE)

FOR BUSINESS OFFICE ONLY

If this is a school activity, the building principal must complete the following information:

#Custodians: _____ Signature: _____

(Principal)

_____ #Custodians Needed _____ Billable _____ Non-Billable

APPROVED BY: _____ DATE: _____

CURRENT FEE SCHEDULE FOR CHELMSFORD HIGH SCHOOL PERFORMING ARTS CENTER***			PROPOSED FEE SCHEDULE FOR CHELMSFORD HIGH SCHOOL PERFORMING ARTS CENTER***		
<i>Chelmsford Based Groups & Organizations</i>	<i>Non-Profit Organization</i>	<i>For-Profit Organization</i>	<i>Chelmsford Based Groups & Organizations</i>	<i>Non-Profit Organization</i>	<i>For-Profit Organization</i>
SPACE REQUIREMENTS	(Hourly Rate)	(Hourly Rate)	SPACE REQUIREMENTS	(Hourly Rate)	(Hourly Rate)
Performing Arts Center Complex*	\$75.00	\$125.00	Performing Arts Center Complex*	\$75.00	\$125.00
Gymnasium	\$35.00	\$50.00	Gymnasium	\$35.00	\$125.00
P.E. Classroom	\$25.00	\$35.00	Classroom	\$35.00	\$75.00
SERVICE REQUIREMENTS			SERVICE REQUIREMENTS		
Stage Set-Up/Prep	\$40.00	\$50.00	Stage Set-Up/Prep	\$40.00	\$40.00
Custodial Services (Monday-Saturday)	\$30.00	\$30.00	Custodial Services (Monday-Saturday)	\$40.00	\$40.00
Custodial Services (Sunday & Holidays)	\$30.00	\$30.00	Custodial Services (Sunday & Holidays)	\$40.00	\$40.00
Consultation with Technical Director	\$40.00	\$50.00	Consultation with Technical Director	\$40.00	\$40.00
Use of Technicians (per Technician)	\$12.00	\$15.00	Use of Technicians (per Technician)	\$15.00	\$15.00
<i>Other Groups and Organizations</i>	<i>Non-Profit Organization</i>	<i>For-Profit Organization</i>	<i>Other Groups and Organizations</i>	<i>Non-Profit Organization</i>	<i>For-Profit Organization</i>
SPACE REQUIREMENTS	(Hourly Rate)	(Hourly Rate)	SPACE REQUIREMENTS	(Hourly Rate)	(Hourly Rate)
Auditorium Complex*	\$125.00	\$150.00	Auditorium Complex*	\$125.00	\$150.00
Gymnasium	\$50.00	\$65.00	Gymnasium	\$35.00	\$125.00
P.E. Classroom	\$35.00	\$45.00	Classroom	\$35.00	\$75.00
SERVICE REQUIREMENTS			SERVICE REQUIREMENTS		
Stage Set-Up/Prep	\$50.00	\$50.00	Stage Set-Up/Prep	\$40.00	\$40.00
Custodial Services (Monday-Saturday)	\$30.00	\$30.00	Custodial Services (Monday-Saturday)	\$40.00	\$40.00
Custodial Services (Sunday & Holidays)	\$30.00	\$30.00	Custodial Services (Sunday & Holidays)	\$40.00	\$40.00
Consultation with Technical Director	\$50.00	\$50.00	Consultation with Technical Director	\$40.00	\$40.00
Use of Technicians (per Technician)	\$15.00	\$15.00	Use of Technicians (per Technician)	\$15.00	\$15.00

* Use of the Chelmsford High School Performing Arts Center Complex includes the lobby, dressing rooms, set storage room, stage and house.

**Use of the McCarthy Middle School Auditorium Complex includes the outer lobby, stage and house, and chorus room.

***Deposit and other fees can be paid with credit cards, or by check made out to Chelmsford Public Schools.

<i>CURRENT</i> FEE SCHEDULE FOR MCCARTHY MIDDLE SCHOOL AUDITORIUM***			<i>PROPOSED</i> FEE SCHEDULE FOR MCCARTHY MIDDLE SCHOOL AUDITORIUM***		
<i>Chelmsford Based Groups & Organizations</i>	<i>Non-Profit Organization</i>	<i>For-Profit Organization</i>	<i>Chelmsford Based Groups & Organizations</i>	<i>Non-Profit Organization</i>	<i>For-Profit Organization</i>
SPACE REQUIREMENTS	(Hourly Rate)	(Hourly Rate)	SPACE REQUIREMENTS	(Hourly Rate)	(Hourly Rate)
Auditorium Complex*	\$65.00	\$85.00	Auditorium Complex*	\$65.00	\$85.00
Band/Chorus/Orchestra Room (Each)	\$35.00	\$35.00	Band/Chorus/Orchestra Room (Each)	\$35.00	\$75.00
Cafeteria	(See Use of Facility Schedule)	(See Use of Facility Schedule)	Cafeteria	(See Use of Facility Schedule)	(See Use of Facility Schedule)
SERVICE REQUIREMENTS			SERVICE REQUIREMENTS		
Stage Set-Up/Prep	\$40.00	\$40.00	Stage Set-Up/Prep	\$40.00	\$40.00
Custodial Services (Monday-Saturday)	\$30.00	\$30.00	Custodial Services (Monday-Saturday)	\$40.00	\$40.00
Custodial Services (Sunday & Holidays)	\$30.00	\$40.00	Custodial Services (Sunday & Holidays)	\$40.00	\$40.00
Consultation with Technical Director	\$40.00	\$40.00	Consultation with Technical Director	\$40.00	\$40.00
Use of Technicians (per Technician)	\$15.00	\$15.00	Use of Technicians (per Technician)	\$15.00	\$15.00
<i>Other Groups and Organizations</i>	<i>Non-Profit Organization</i>	<i>For-Profit Organization</i>	<i>Other Groups and Organizations</i>	<i>Non-Profit Organization</i>	<i>For-Profit Organization</i>
SPACE REQUIREMENTS	(Hourly Rate)	(Hourly Rate)	SPACE REQUIREMENTS	(Hourly Rate)	(Hourly Rate)
Auditorium Complex*	\$100.00	\$125.00	Auditorium Complex*	\$100.00	\$125.00
Band/Chorus/Orchestra Room (Each)	\$35.00	\$45.00	Band/Chorus/Orchestra Room (Each)	\$35.00	\$75.00
Cafeteria	(See Use of Facility Schedule)	(See Use of Facility Schedule)	Cafeteria	(See Use of Facility Schedule)	(See Use of Facility Schedule)
SERVICE REQUIREMENTS			SERVICE REQUIREMENTS		
Stage Set-Up/Prep	\$50.00	\$50.00	Stage Set-Up/Prep	\$40.00	\$40.00
Custodial Services (Monday-Saturday)	\$30.00	\$30.00	Custodial Services (Monday-Saturday)	\$40.00	\$40.00
Custodial Services (Sunday & Holidays)	\$30.00	\$30.00	Custodial Services (Sunday & Holidays)	\$40.00	\$40.00
Consultation with Technical Director	\$50.00	\$50.00	Consultation with Technical Director	\$40.00	\$40.00
Use of Technicians (per Technician)	\$15.00	\$15.00	Use of Technicians (per Technician)	\$15.00	\$15.00

* Use of the Chelmsford High School Performing Arts Center Complex includes the lobby, dressing rooms, set storage room, stage and house.

**Use of the McCarthy Middle School Auditorium Complex includes the outer lobby, stage and house, and chorus room.

***Deposit and other fees can be paid with credit cards, or by check made out to Chelmsford Public Schools.