

### Chelmsford School Department School Committee

Notice of Public Meeting

Email Posting to townclerk@townofchelmsford.us Thank you.

As required by G.L. c. 30 A, §18-25

DATE: Tuesday November 19, 2024 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 <a href="mailto:langj@chelmsford.k12.ma.us">langj@chelmsford.k12.ma.us</a> prior to 12:00 p.m. on Tuesday November 19, 2024 to be scheduled to provide in-person input under the public participation portion(s) of the agenda.

#### CALL TO ORDER

#### PLEDGE OF ALLEGIANCE

#### CHAIR OPENING STATEMENT

#### CONSENT AGENDA

1. Approval of the minutes of the regular school committee meeting of November 12, 2024

#### 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 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: South Row Elementary School
- 2. FY2025 School Facility Work Order Summary: 1<sup>st</sup> Quarter (July September, 2024)
- 3. 2024/25 School Improvement Plans

Filed with Town Clerk:

- 4. Overview of Curriculum Adoption Process
- 5. Net School Spending Agreement MA DESE EOYR Indirect Cost Allocation
- 6. Personnel Report: October 2024
- 7. Quarterly Reports on Valley Collaborative Business FY2025 First Quarter

#### **REPORTS**

1. Liaison Reports

#### ACTION/NEW ITEMS

- 1. Request for Reports & Updates
- **<u>PUBLIC COMMENTS:</u>** The School Committee will hear from members of the public on general matters of education interest. Speakers are asked to limit comments to 3 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 PUBLIC SCHOOLS**

Jay Lang, Ed.D., Superintendent

### **Memorandum**

To: Members of the School Committee

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

Date: November 17, 2024

Re: Spotlight on the Schools: South Row Elementary School

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



# What is the Push-in Model?

A special education teacher pushes into the classroom supporting and educating students on IEPs alongside general education students.

There is also a full time paraeducator to support students when they are not working with a teacher.



### Benefits

- All students meet with each teacher
- Special education students get direct instruction from both teachers with their peers
- Small group instruction benefits special education students along with general education students who may need more support
  - Ease transition to middle school as students are working with multiple teachers
  - Greater opportunity for accommodations & differentiation in the general education classroom

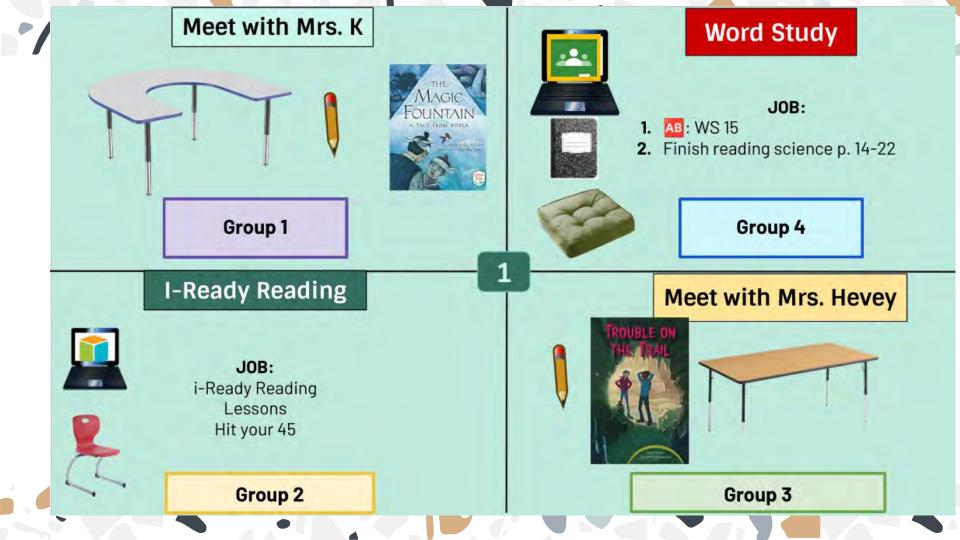
### Benefits cont.

- Special education teacher is able to see and observe students in the classroom environment
- Support with non academic needs as well (social-emotional)
- Increased time on learning due to less transitions
- Students feel like they are more a part of the classroom community
- More access to role models, which can increase student motivation



## **Reading Rotations**

- Four daily rotations each 15 minutes
- Groups have been created using data from the spring the previous year and fall data based on their current achievement levels and areas of growth
- Two rotations are guided reading with a teacher (meeting with both teachers in the same day)
- Final two rotations are word study, i-ready, and other activities to meet each individual student's needs (paraeducator supports students in these groups)
- Each week each teacher meets with two of the groups
  - Then the following week this switches to allow all students to meet with each teacher





### Math

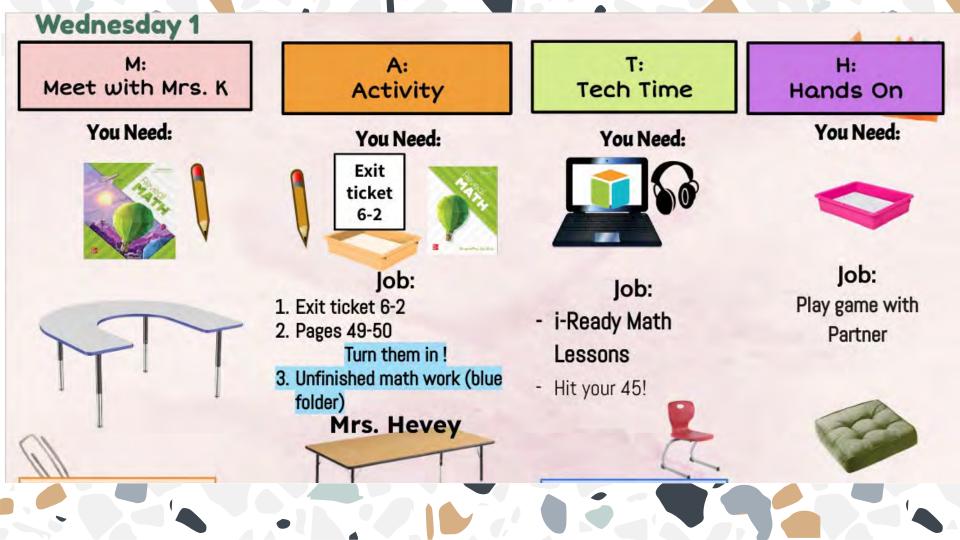
Students follow 4 rotations each lasting about 20 minutes

Meet with Teacher: Meet with the general education teacher to introduce new lesson

Activity: Activity with special education teacher to reinforce skill & accommodate as needed

Tech Time: i-Ready Math Lessons

Hands On: Game with partners and paraeducator to support all students





### Current Students Unit Tests for Math (Special Education Students)

Unit 2-Place Value	Unit Unit 4-Mult. 3-Add/Sub. Comp.		Unit 5-Numb. and Patterns
93%	100%	89%	92%
90%	100%	95%	89%
91%	100%	95%	96%
86%	61%	100%	91%
88%	100%	100%	91%
83%	100%	95%	80%
84%	93%	95%	93%

2023-2024 iReady Math Data (Special Education Students)

Fall Grade Level	Fall Score	Spring Grade Level	Spring Score
Grade 2	435	Early 4	469
Early 3	450	Early 4	479
Grade 2	441	Early 4	471
Grade 1	408	Grade 3	436
Grade 1	406	Grade 3	437
Grade 2	447	Mid Grade 4	591

### Barriers

- Increased time commitment
- Finding common planning time
- Meeting multiple needs in one room
- Incorporating multiple styles of teaching
- Annual meetings pulls both adults from the room, together
- Extra stimuli in the classroom can be overwhelming for some students

### **CHELMSFORD PUBLIC SCHOOLS**

Jay Lang, Ed.D., Superintendent

### **Memorandum**

To: Members of the School Committee

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

Date: November 17, 2024

Re: FY25 School Facility Work Order Summary: 1<sup>st</sup> Quarter (July – September, 2024)

Attached please find a report prepared by the Town of Chelmsford Department of Public Works pertaining to the status of work order completion pertaining to school facilities during the 1<sup>st</sup> quarter (July – September) of FY2025. DPW Director Christine Clancy will be present at our regular meeting to present and review the report with members of the school committee.

ENGINEERING FACILITIES HIGHWAY TRASH/RECYCLE 978-250-5228 978-250-5228 978-250-5270 978-250-5203



PARKS SEWER STORMWATER 978-250-5228 978-250-5233 978-250-5228

### **DEPARTMENT OF PUBLIC WORKS**

9 Alpha Road Chelmsford, MA 01824

Christine Clancy, P.E. Director Telephone: 978-250-5228 Fax: 978-250-2416

### **MEMORANDUM**

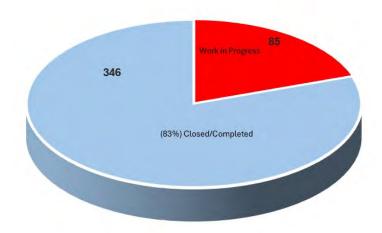
Date: 11/15/24 To: Dr. Jay Lang, Superintendent From: C. Clancy, DPW Director Cc: Mr. Paul Cohen, Town Manager; Matthew Schweitzer, Facilities Manager Subject: FY25 Q1 School Work Order Summary

DPW previously in July 2024 provided a summary of work order completions by school location and trade to the School Committee, summarizing the efforts completed in FY24. This memorandum provides a summary of the school work order completions for the first quarter in FY25 (July1, 2024 to October 1, 2024).

The DPW Facilities Division works closely with the School Department in the maintenance of the Town's nine school buildings. The routine maintenance and other repair needs are tracked and priotirized utilizing a work order database that is accessed by both the DPW and the School Department. The requests are tracked through various trades categories including Electrical, HVAC, Plumbing, Carpentry/Windows/Doors, Roofing, Painting, Playground/Landcape/Site, Delivery, Snow/Ice, Parking, and General. Work Order requests are often request through the School Custodians and Principals but are also generated by the DPW Facilities Team. Work Orders are reviewed for completion and closed out once the task has been completed. Larger capital or other necessary projects are not typically tracked through the Work Order Database.

In the fiscal calendar year FY2025 Quarter 1 (July 1, 2024 to October 1, 2025), a total of 431 school work orders were generated or closed through the Town's work order database. Approximately 83%, or 346 work of the school work orders, have been completed and closed. This is the same completion perentage rate that was reported for the annual FY2024 report.

Figure 1: FY 25 Q1 School Work Order Summary (431 Total School Work Orders)



The following chart and graph depicts the total number of school work orders for each school and both the number and percent complete for each location completed in FY25, Q1.

Work Order Summary (by location)						
School	Total	Open	Closed	% Complete		
Byam	20	1	19	95%		
Center	28	5	23	82%		
Community Education	46	8	38	83%		
School Admin	10	3	7	70%		
CHS	122	29	93	76%		
Harrington	30	8	22	73%		
McCarthy	61	10	51	84%		
Parker	57	12	45	79%		
South Row	57	9	48	84%		

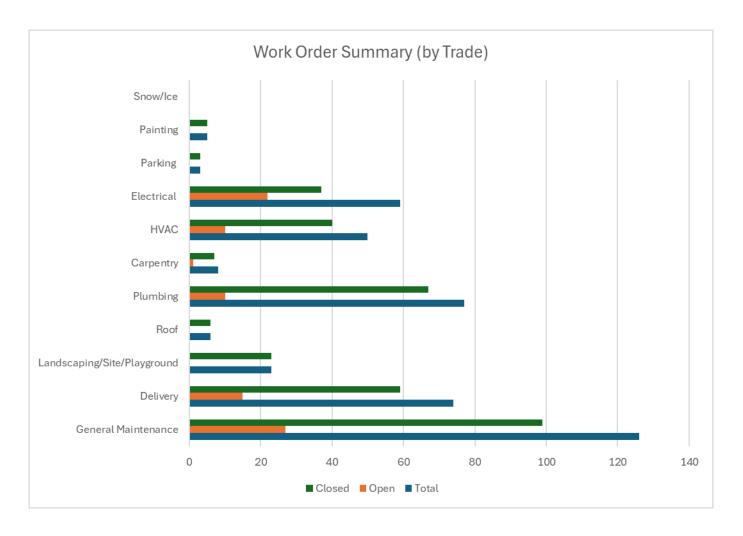
Figures 2 and 3: FY25, Q1 School Work Order Summary (by Location)



The following chart and graph depicts the total number of school work orders for each trade category and both the number and percent complete for each of the trades.

Work Order Summary (by trade)						
Trade	Total	Open	Closed	% Complete		
General Maintenance	126	27	99	79%		
Delivery	74	15	59	80%		
Landscaping/Site/Playground	23	0	23	100%		
Roof	6	0	6	100%		
Plumbing	77	10	67	87%		
Carpentry	8	1	7	88%		
HVAC	50	10	40	80%		
Electrical	59	22	37	63%		
Parking	3	0	3	100%		
Painting	5	0	5	100%		
Snow/Ice	0	0	0			

Figures 4 and 5: FY25, Q1 School Work Order Summary (by Trade)



DPW and the School Department are in the planning stages with upgrading the 1990s work order management software with Brightly Solutions. The framework of the platform is currently being built. The training and transitioning to this software will begin this winter/spring 2025. This enhanced software has additional capabilities that the current software lacks. The new software is intended to provide enhanced tracking, resource management, and prioritizing mechanisms, additional dashboard and key performance measurement tools to analyze and report the data, expanded and ease of access through an app on a phone or tablet, and advanced scheduling opportunities for routine and preventative maintenance.



### CHELMSFORD PUBLIC SCHOOLS

Dr. Linda Hirsch, Assistant Superintendent

### MEMORANDUM

To: Dr. Jay Lang, Superintendent Members of the School Committee
From: Dr. Linda Hirsch, Assistant Superintendent *Sente A threeb*Date: November 19, 2024
RE: School Improvement Plans (SIPs)

The School Improvement Plans are school specific one-year plans that structures continuous improvement in the Chelmsford Public Schools. The School Improvement Plans are generated from the goals of the Strategic Plan. Based on both the goals and initiatives of the schools, action steps are implemented and assessed. These plans incorporate the requirements set forth by the Massachusetts Department of Elementary and Secondary Education for School Improvement Plans.

Please see a copy of each school's improvement plan, inclusive of goals and actions steps, in this week's School Committee packet.

If you have any questions about these plans, please feel free to contact me.



# **School Year: 2024-2025**



Chelmsford Public Schools - A Future Ready District



### Chelmsford High School

School Improvement Plan – 2024-2025 200 Richardson Road, North Chelmsford, MA, 01863 Stephen D. Murray, Principal Christina Mitza, Dean Hawthorne House John MacIsaac, Dean Whittier House Erin MacNeil, Dean Emerson House



Chelmsford Public Schools – A Future Ready District

### **Chelmsford High School**

Stephen D. Murray Principal



John MacIsaac - Dean Erin MacNeil – Dean Christina Mitza - Dean

### School Council 2024-25 Membership

Chair: Stephen D. Murray- Principal

- David Keyo Parent
- Amy Hart Parent
- Scott Robillard Mathematics Teacher
- Lindsay Sheppard Mathematics Teacher
- Tina Michaud Community Member
- John MacIsaac Dean
- Erin MacNeil Dean
- Christina Mitza Dean

School: Chelmsford High School			School Y	ear: 2024-2025	
Goal #1: Our school will continue to pro assessments and standardized testing.	vide opportunities to accel	lerate student learning during the 2024-20	025 school and monitor st	udents' progress o	n common
<b>Strategy #1:</b> The school will implement c proficiency on standardized testing.	common assessments in eac	ch discipline to measure student progress to	oward intended learning go	als to prepare stud	lent for demonstratin
Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Continue to administer ELA and Math diagnostic assessments in the fall and spring	IXL Chromebooks Assessment Windows Department Time	Monitor student growth and identify learning targets throughout the school year	Building Admin. ELA/Math Coordinators Teachers	Fall & Spring	On-going
Develop common assessments for all courses in each department	Curriculum Chromebooks Department/Faculty Time Assessment Windows	Use the data from the common assessments to inform instruction and make any necessary adjustments in curricula	Building Admin. ELA/Math Coordinators Teachers	Thru Fall of 2025	
		nal approaches through the guidelines of M	ATSS/PBIS to meet the nee	eds of all students	inclusive of UDL
practices and co-teaching. Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Create a plan for students who indicated that they do not have a teacher or other adult from school who they can count on to help them regardless of the concern?	Panorama Data Time to create response plans	By the spring of 2025, Panorama data will indicate that 91% of our students will report having an adult	Building Admin Counselors	Fall of 2025	
to help them regardless of the concern?	Faculty meeting time	at CHS that they can count on to help.	Teaching Staff Support staff		

Continue providing advisory activities	MTSS committee time	Implementing SEL activities will	Staff	On-going	
that support SEL	WI 55 commutee time	strengthen student to student and	Stall	Oll-going	
	SEL curriculum	student to teacher relationships.	CHS Admin		
	SEE currentum	student to teacher relationships.			
	PD time and/or Faculty	Providing SEL activities to support a	Director of SEL		
	meeting time to	positive school climate, provide			
	support teachers'	students with the skills they need to	MTSS Team		
	implementation of	address social, emotional and	Facilitators/committee		
	SEL activities	academic challenges			
Continue to administer Panorama and	Plus Block Time	Use the data from Panorama and	Staff	Fall and Spring	
YRBS surveys		YRBS surveys in order to:			
	YRBS Surveys	a. Respond to student issues	Director of SEL		
		b. Guide our MTSS goals and			
	Panorama Platform	activities	Cur. Cord for		
		c. Make appropriate adjustments	PE/Health		
	Professional	in our curriculum	MTSS Committee		
	Development Time to	d. To inform us of staffing needs			
	analyze data				

School: Chelmsford High School			School Year 2024-2025				
Goal #2: CHS will address the recommendations identified by NEASC from the decennial review.							
Strategy #1: The school will complete dev	velop a comprehensive rep	ort that focus on NEASC Standards					
Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status		
Create a common curriculum template for all departments	PD Time Department Time	Implementation of programmatic changes in accordance with the NEASC Standards	Curriculum Coordinators	Spring of 2026			
			Building Admin Staff				
Refine the Vision of a Chelmsford High School Graduate	PD Time Department Time	Use the new vision of the graduate to help inform our teaching practice, course offerings, and the necessary	NEASC Chairs Building Admin	Spring 2025			
	Faculty Meeting Time	skills all student need to be successful after high school	Staff				

Create "Beliefs About Student Learning"	PD Time	Use the Beliefs About Student	NEASC Chairs	Spring 2025
	Department/Faculty Time	Learning to guide our unit and daily lesson objectives supporting the Vision of the Graduate	Building Admin	
			Staff	
Create Common Grading Categories that are consistent for each department	PD Time	Create grading categories that are consistent and measurable for all	NEASC Chairs	Winter of 2025 – Spring 2026
throughout the school	Department Time	courses taught at CHS.	Building Admin	
	Faculty Meeting Time		Curriculum	
			Coordinators	
			Staff	

School: Chelmsford High School School Year: 2024-2025							
	Goal #3: CHS will continue to maintain a healthy, positive school climate that promotes emotional well-being and growth for students in a safe, secure environment where all						
students feel welcomed, have a sense of belonging, and are engaged in opportunities that provide support beyond high school.							
<b>Strategy #1:</b> Continue to revise the Stude	Strategy #1: Continue to revise the Student Mentor Program for 9 <sup>th</sup> graders and new students to CHS						
Action Steps	<b>Resources</b> Needed	Expected Outcomes: Program or Policy,	Person(s)	Timeframe	Status		
		Teacher Learning, Teacher Practice,	Responsible				
		and Student Learning.					
Create a pathway for students to earn an	Partnership with Higher	Using our partnership with Middlesex	Staff	Winter - Spring			
associate degree upon graduating	Education	Community College, provide one or					
		more pathways for students to earn DE	Building Admin				
	Faculty Meeting Time	credits and/or an associate degree					
			MCC				
	PD Time						
			Curriculum				
	Hiring process that		Coordinators				
	includes DE teaching						
	responsibilities						

Review Dual Enrollment Offerings and expand the DE offering to include Honor and AP courses.	Curriculum Coordinators Meeting Time	Expanding DE courses in all levels will give all students the same Dual Enrollment opportunities,	Building Admin Curriculum Coordinators	Winter - Spring	
Continue to expand Senior Capstone and Senior Internship opportunities that will	Professional Dev.	Create a structure for Seniors to gain skills and experiences that they can use	Staff CHS Admin Team	Winter - Spring	
include the entire senior class.	Committee Groups	in either post-graduate studies or in the work force. them academically and/or	CAGS Teachers		
	Time to view other schools with	social/emotionally.	Faculty		
	Capstone/Internship programs		Department Coordinators		
Staff will receive professional development related to race and bias	PD Time	Staff will receive learning on topics related to race and bias	Building Admin	On-going	
during three district professional development days.	Presenters		SEL Coordinator Staff		
Strategy #2: In partnership with outside parents and staff members in our commun Action Steps		uncil of Schools, Healthy Chelmsford, etc.), <i>Expected Outcomes: Program or Policy,</i> <i>Teacher Learning, Teacher Practice,</i>	CHS will continue to p <i>Person(s) Responsible</i>	Timeframe	Status
Analyze the most recent YRBS and	Members of the Police,	<i>and Student Learning.</i> Implementation of two targeted programs	MTSS Group	Ongoing	
	· · · · · · · · · · · · · · · · · · ·		minob oroup		
Panoram surveys. Identify and analyze trends of our current students	town, health department and school	for our students and community		ongoing	
		for our students and community		ongoing	
trends of our current students Strategy #3: Continue to monitor the ma	and school Grant funding from GLHA to administer intenance and upkeep of the	physical plant on a regular basis.			
trends of our current students  Strategy #3: Continue to monitor the ma Action Steps	and school Grant funding from GLHA to administer intenance and upkeep of the <i>Resources Needed</i>	physical plant on a regular basis. Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
trends of our current students Strategy #3: Continue to monitor the ma	and school Grant funding from GLHA to administer intenance and upkeep of the	physical plant on a regular basis. Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice,			Status

	More training				
Meetings with Facilities Director for Town and School	Meeting Time Monitor progress on school dude requests and completion	Strategize, prioritize, and implement capital planning as means of prioritizing physical needs of school; including bathroom project, accordion wall replacement, and renovation of Lecture Hall I into seminar space	Principal Facilities Department	Ongoing	



### McCarthy Middle School

School Improvement Plan – 2024-2025 240 North Road, Chelmsford, MA, 01824 Dr. Jeffery Parks, Principal Kerry Calobrisi, Assistant Principal



Chelmsford Public Schools – A Future Ready District

### **McCarthy Middle School**

Dr. Jeffery Parks Principal



Kerry Calobrisi Assistant Principal

#### School Council 2024-25 Membership

Chair: Dr. Jeffery Parks- Principal

- Kim Briand Gr. 7 Teacher
- Christina Caruso Gr. 8 Teacher
- Ashley Jean Gr. 7 Teacher
- Kandra Barbanti Parent
- Sean O'Leary Parent
- Keith McCarthy Parent
- Thomas Kelliher Community Member
- Kerry Calobrisi Assistant Principal

### School: McCarthy Middle School

Student Achievement SMART Goal: During the 2024-2025 school year, McCarthy Middle School students will exceed 100% median to Typical Growth on the iReady spring 2025 Math diagnostic.

**Strategy #1:** In grades 7 & 8, students will complete 45 minutes of iReady math personalized instruction each week.

Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Partner with DM Group to implement Breakthrough Results	Meeting Time	Staff and students will participate in a focused, 10-	Teachers	November 2024 – February 2025	
program focused on 7th & 8 <sup>th</sup> grade mathematics	iReady Assessments	week cycle aimed at boosting student achievement in specific	Admin.		
	DM Coaching	standards.	DM Group		
Utilize iReady for instructional groupings and skill areas that need development	Data Meetings iReady Reports	Adjust student iReady personal instruction, create instructional groupings and identify areas needing further instruction	Teachers	Ongoing	
Meet regularly with and support grade level teams in reviewing and using iReady data	Team Meeting schedule	Monitor student "My Path" usage and benchmark data to inform further groupings and	Admin Teachers	October 2024 – May 2025	
	iReady content/ usage data	instruction			

Initiate iReady classroom and	iReady usage and	Improve engagement and	Admin.	October 2024 –	
schoolwide challenges to sustain	lessons passed data	usage of iReady		May 2025	
engagement			Teachers		
Administer diagnostic assessments	Chromebooks	Monitor student growth and	Teachers	September 2024-	
3 times per year		identify learning targets		June 2025	
	Assessment Calendar	throughout the school year			
<b>Strategy # 2:</b> We will develop a new	w schedule aimed at decre	easing class sizes in mathematics a	and other core sub	jects.	
Action Steps	Action Steps	Action Steps	Action Steps	Action Steps	Action Steps
Develop and administer the	Utilize team facilitator	Develop understanding of staff	Admin.	Fall 2024-Winter	
building level scheduling survey	meetings to develop	feedback and ideas regarding		2025	
with all staff.	survey.	the current schedule.	Team Leaders		
Participate in Aspen Admin. PD	Professional	Attend seven 3-hour sessions	Building	November 2024 –	
for scheduling building	Development to identify needs in build	with Aspen trainers	Admin.	January 2025	
	mode of program		Central Office		
			Admin.		
Organize schedule data collected.	Collaborative meeting/discussion	Consider new ideas for potential implementation.	Admin.	Winter 2025	
	time		District		
			Leadership		
Determine final building schedule	Collaborative	Build schedule in X2 system	Admin.	Spring 2025	
including any potential	meeting/discussion	and schedule students			
adjustments.	time				

#### School: McCarthy Middle School

#### **Social Emotional SMART Goal:**

School Climate: Throughout the 2024-2025 school year, we will develop and reinforce a school wide Positive Behavioral Intervention Support System (PBIS) that promotes positive social, emotional, and academic behaviors, with a specific focus on mental health support.

Strategy #1: By the end of the 2024-2025 school year, we will implement a systematic office referral process and procedure in order to collect consistent and accurate data.

Action Steps	Resources	Expected Outcomes: Program or	Person(s)	Timeframe	Status
	Needed	Policy, Teacher Learning,	Responsible		
		Teacher Practice, and Student			
		Learning.			
Review and enhance support systems	Admin.	Review definitions of both Major	District MTSS	Fall 2024 –	
for all students.		and Minor disciplinary infractions,	consultant	winter	
	Supervisor of	staff response to behaviors		2025	
	Students	concerns and process/support for at	Administration		
		risk students with repetitive			
		behavioral concerns.	McCarthy PBIS Tier		
			1 Team		
Develop Google Referral Form to be	Principal	Consistent student data collection	Admin.	Fall 2024	
used by McCarthy staff.		to assist in decision making.	McCarthy PBIS Tier		
	Administration,		1 Team		
	McCarthy PBIS				
	Tier 1 Team				

Assess readiness to implement Tier 2 systems and practices school wide.	Principal Administration, McCarthy PBIS Tier 1 Team	Readiness Criteria identified and baseline commitment rating established.	Principal Assistant Principal McCarthy PBIS Tier 1 Team	Winter 2024 - Spring 2025	
Strategy #2: Implement Second Step	SEL curriculum.				
Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Utilize schedule to support weekly 2 <sup>nd</sup> step lessons	2 <sup>nd</sup> Step Curriculum	Weekly lesson schedule involving all staff. Staff training	Principal Administration, McCarthy PBIS Tier 1 Team	Fall 2024	
Professional development will be offered to staff in Second Step curricula for new staff.	PBIS Committee Information/articl es on social- emotional health and mindfulness	Develop expectations for teachers in the implementation of the "Second Step" social and emotional learning curriculum	Building Admin. PBIS Committee	Fall 2024	
We will deliver weekly Second Step lessons in grades 7 & 8	Digital access to Second Step Curriculum	Students will participate in research based SEL curriculum	All Staff Building Admin	Fall 2024- Spring 2025	

Assess Second Step program           Strategy #3:	Principal Administration, McCarthy PBIS Tier 1 Team McCarthy Staff	Determine program effectiveness and adjust as needed.	Principal Administration, McCarthy PBIS Tier 1 Team McCarthy Staff	Fall 2024- Spring 2025	
Strategy #5. Tharyze statent data te	Burding Student Suret				
Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Participate in Massachusetts Youth Health Survey	Participate in Massachusetts Youth Health Survey Access	Monitor student social emotional targets throughout the school year	Admin. Teachers	Spring 2025	
Implement grade 7 substance abuse screening.	SBIRT Screening tool	Complete mandated screening and offering counseling support to identified students.	Health/Physical Education Department Coordinator Building Admin. Nurse Leader	Spring 2025	
Analyze data from the SBIRT and SOS screenings.	Screening Results	Making decisions on curriculum and programming to address needs from the YRBS and other current trends.	Counselors Health Education teachers Nurses Building Admin	Spring 2025	

Analyze data from the YRBS survey.	Survey Data and	Making decisions on curriculum	Counselors and	Spring
	Reports	and programming to address needs	Health Education	2025
		from the YRBS and other current	teachers	
		trends.		
Report YRBS findings to School	Results of YRBS	Make results of the survey public.	Health/Physical	Spring
Committee.			Education	2025
	Presentation		Department	
			Coordinator	
			Building Admin.	



### Parker Middle School

School Improvement Plan – 2024-2025 75 Graniteville Road, Chelmsford, MA, 01824 Joshua Blagg, Principal Mark Souza, Assistant Principal



Chelmsford Public Schools – A Future Ready District

## **Parker Middle School**

Joshua Blagg Principal



Mark Souza Assistant Principal

#### School Council 2024-25 Membership

Chair: Joshua Blagg- Principal

- Autumn Dolan Counselor/Designee
- Martha Robertson Music Department
- Kristin Lyons Health department
- Jennifer Clark Grade 5 Math/Science
- Molly McMahon- Parent
- Whitney MacIsaac- Parent
- Shauna Klick-McHugh Parent
- Brenna Thornton Community Member
- Mark Souza Assistant Principal

#### CPS - 2024-2025

#### School: Parker

Student Achievement SMART Goal: During the 2024-2025 school year, Parker students will exceed 100% median to Typical Growth on the iReady spring 2025 Math diagnostic.

**Strategy #1:** In grades 5 and 6, students will complete 45 minutes of iReady math personalized instruction each week.

Action Steps	<b>Resources</b> Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Utilize iReady for instructional groupings and skill areas that need development	Data Meetings iReady Reports	Adjust student iReady personal instruction, create instructional groupings and identify areas needing further instruction	Teachers	Ongoing	
Meet regularly after each diagnostic assessment to identify gaps.	Scheduled Meeting iReady benchmark data	Receive guidance on ways to interpret/view data, review tools available for administration and teachers	Admin	September 2024, January 2025, June 2025	
Continue to meet with and support grade level teams in reviewing and using iReady data and the "My Path" usage to identify instructional needs.	Team Meeting schedule iReady content and usage data	Monitor student usage and benchmark data and "My Path usage to inform further groupings and instruction	Admin Teachers	October 2024 – May 2025	
Initiate iReady classroom and schoolwide challenges to sustain engagement	iReady usage and lessons passed data	Improve engagement and usage of iReady	Admin Teachers	October 2024 – May 2025	
Strategy #2: Teachers will continue with	year two implementation o	f the Reveal Big Ideas math curriculums.			
Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Monitor how Reveal and Big Ideas is being taught for 60 minutes daily in all classrooms	Reveal program Big Ideas program Walk-through schedule	Identify any adjustments that are needed or necessary professional development	Teachers Admin	2024-2025 school year	
Teachers will identify Reveal and Big Ideas assessment tools to inform targeted instruction	Reveal and big Ideas program including assessment options	Teachers will assess and analyze results to inform further instruction	Teachers	2024-2025 school year	

Strategy #3: Utilize Tier II process to supp	Strategy #3: Utilize Tier II process to support students that show deficit area of academics								
Action Steps	<b>Resources</b> Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher	Person(s) Responsible	Timeframe	Status				
		Practice, and Student Learning.							
Increase teacher usage of Panorama's	Panorama, iReady	Determine success of interventions and	Teachers	Interventions span 6-					
intervention capabilities and iReady	Toolbox	inform future supports		8 weeks during					
Teacher Toobox			Admin	2024-2025 school					
				year					

### CPS - 2024-2025

School: Parker

Social Emotional Learning SMART Goal: Parker will ensure students have strong relationships with staff and their peers so students feel welcomed, included and safe in school.

Action Steps	Resources Needed	Expected Outcomes: Program or	Person(s) Responsible	Timeframe	Status
······································		Policy, Teacher Learning, Teacher			
		Practice, and Student Learning.			
Analyze baseline data	Panorama survey	Administration will assess and analyze	Administration	Fall 2024	
5	results	results to inform further intervention			
		strategies			
Share data with staff	Team/Staff Mtg	Administration will share with teachers	Administration	Fall 2024	
		results and discuss intervention			
		strategies			
Administer/analyze spring data	Panorama survey	Monitor student social emotional	Teachers	Spring 2025	
		targets throughout the school year to			
		determine changes in student's			
		perceptions			
Stratagy #2. Utiliza Tier II process to a	upport students that show d	eficit areas SEL- staff and peer relationshi	nc.		
Action Steps	<i>Resources Needed</i>	Expected Outcomes: Program or	Person(s)	Timeframe	Status
Action Steps	Resources Iveeueu	Policy, Teacher Learning, Teacher	Responsible	Timejrume	Siuius
		Practice, and Student Learning.	Responsible		
Analyze SEL data on Panorama	Panorama	Students needing support will be	Teachers	2024-2025 school	
	SEL administration	identified	reactions	vear	
Identify students needing support	Panorama	Students needing support will be	Teachers	2024-2025 school	
raenting statements needing support	- Tunorumu	identified		year	
Implement targeted Tier II interventions	Tier II referral	Students will receive and intervention	PBIS Facilitators	2024-2025 school	
	system	that correlates to data for best outcomes		year	
	Staff supports		School Counselor	5	
	11				
			School Psychologist		
Increase teacher usage of Panorama	Panorama teacher	Determine success of interventions and	Teachers	Interventions span 6-	
	toolbox, ieacher	inform future supports		8 weeks during	
Toolboxes and reference to the PRIM to				1 2024 2025 asheel	1
targeting specific Tier 2 Interventions in	resources, and the		Counselors	2024-2025 school	
			Admin	year	



Byam Elementary School School Improvement Plan – 2024-2025 25 Maple Road, Chelmsford, MA 01824 Jason Fredette, Principal Betsy Dolan, Assistant Principal



Chelmsford Public Schools – A Future Ready District

## **Byam Elementary School**

Jason N. Fredette Principal



Elizabeth Dolan Assistant Principal

#### School Council 2024-25 Membership

Chair: Jason Fredette- Principal

- Krissy Babsson- 4th grade teacher
- Alyssa Camire- K-1 special education teacher
- Betsy Dolan- Assistant Principal
- Kathleen Doyle- Kindergarten and 2nd grade parent
- Erin McNally- 1st grade and 3rd grade parent
- Lyndsey Hogan- 4th grade parent

#### School: Byam

### SMART Goal: During the 2024-2025 school year, Byam students will exceed 110% median to Typical Growth on the iReady spring 2025 Math diagnostic.

Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Administer diagnostic assessments 3 times per year	iReady Chromebooks Assessment Windows	Monitor student growth and identify learning targets throughout the school year	Teachers	Fall 2024, Winter 2025, Spring 2025	
Utilize iReady for instructional groupings and skill areas that need development	Data Meetings iReady iReady Reports	Adjust student iReady personal instruction, create instructional groupings, and identify areas needing further instruction	Teachers	Ongoing	
Meet with iReady Consultants after each diagnostic assessment	Scheduled Meeting iReady benchmark data	Receive guidance on ways to interpret/view data, review tools available for administration and teachers	Building Admin	Fall 2024, Winter 2025, Spring 2025	
Meet with and support grade-level teams in reviewing and using iReady data	Team Meeting schedule iReady content and usage data	Monitor student usage and benchmark data to inform further groupings and instruction	Building Admin Math Specialist Teachers	Fall 2024, Winter 2025, Spring 2025	
Initiate iReady classroom and schoolwide challenges to sustain engagement	iReady usage/lessons passed data	Improve engagement and usage of iReady	Building Admin Teachers	Spring 2025	

Strategy #2: Teachers will utilize the Re	veal math program with	fidelity.			
Action Steps	Resources Needed Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.		Person(s) Responsible	Timeframe	Status
Reveal will be taught with fidelity for 60 minutes daily in all classrooms	Reveal program	Students will learn grade-level math content	Teachers	2024-2025 school year	
Teachers will utilize Reveal assessment tools to inform targeted instruction	Reveal program including assessment options	Teachers will assess and analyze results to inform further instruction	Teachers	2024-2025 school year	
Teachers will attend Reveal district and school-based PD during the 2024-2025 school year	Math Specialist Curriculum	Teachers will learn and become proficient with the Reveal math program	Curriculum Coordinator	2024-2025 school year	
	Coordinators		Admin		
Utilize Math Instructional Specialist to build teacher capacity in math instruction	Planning time	Math Instructional Specialist will collaborate with teachers and teams on	Admin	ongoing	
	Team Meeting Schedule	best instructional practices	Teachers		
	Professional Development		Math Instructional Specialist		
	Instructional Resources				
Utilize Math Interventionists to support students and provide interventions based	iReady data/groupings	Math Interventionists will be scheduled to work with identified students on	Admin	ongoing	
on iReady data	Schedule	targeted skills	Teachers Math		
			Interventionists		

Date: 2024-2025

## SMART Goal: Byam will make 8% growth in supportive relationships and 3% growth in sense of belonging measures from beginning of the year to end of the year 2024-2025 Panorama SEL surveys.

Strategy #1: Administer SEL data collection and analysis tool (Panorama) and plan for data-based decision making (grades 3 and 4)

Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Administer baseline SEL survey grade 3- 4	Panorama     survey	SEL data collection - baseline and year end	<ul> <li>Grade 3 and 4 teachers</li> <li>Building Admin</li> </ul>	Fall 2024	
Analyze baseline data	Panorama     survey results	Use data to identify students needing support/inform T2 interventions	<ul> <li>Grade 3 and 4 teachers</li> <li>Building Admin</li> </ul>	Fall 2024	
Share data with staff	• Team/Staff Mtg	Identify school-wide trends and supports for students	Building     Admin	Fall 2024	
Administer/analyze spring data	Panorama     survey	Determine if interventions were effective	<ul> <li>Grade 3 and 4 teachers</li> <li>Building Admin</li> </ul>	Spring 2025	
Strategy #2: Initiate and utilize Tier 2 pr (grade 3 and 4)	rocess to support student	s that show deficit areas regarding staff	and peer relationships as	s measured by th	ne SEL Fall survey.
Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Identify students needing support	Panorama/Ele ctronic tier 2 screener	Students needing support will be identified	• Staff	Fall 2024 - ongoing	

Implement targeted Tier 2 interventions	• Tier 2 referral system/saff supports	Students will receive and intervention that correlates to data for best outcomes	• Staff	ongoing	
Analyze spring data Strategy #3: Initiate Tier 2 referral proc	Panorama     SEL     administratio     n  cess in order to identify S	Determine success of interventions and inform future supports EL needs for all students and implemen	<ul> <li>Grade 3 and 4 teachers</li> <li>Building Admin</li> <li>t targeted interventions (a)</li> </ul>	Spring 2025 all grades)	
Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Implement new tier 2 screening tool	• Electronic tier 2 screener	Students needing support will be identified	• Staff	Fall 2024	
Meet with teachers during tier 2 decision days to match interventions to students	• T2 team meeting time	Targeted intervention is identified	<ul><li>Staff</li><li>Tier 2 Team</li></ul>	Fall 2024- ongoing	
Utilize Panorama to Implement/track intervention	Panorama     Progress     Monitoring	Targeted intervention is implemented and tracked for viability	Staff     Tier 2 Team	ongoing	
Analyze data to determine if intervention is effective	• T2 team and teachers	Intervention is continued, revised, discontinued	<ul><li>Staff</li><li>Tier 2 Team</li></ul>	ongoing	
Continue implementation of school wide Restorative Practices (all grades).	<ul> <li>Professional Development</li> <li>Funding</li> </ul>	Enhance school wide sense of belonging and develop practices to improve community supportive relationships	• Staff	ongoing	



## Center Elementary School School Improvement Plan – 2024-2025

School Improvement Plan – 2024-2025 84 Billerica Road, Chelmsford, MA, 01824 Dianna Fulreader, Principal Donna Omobono, Assistant Principal



Chelmsford Public Schools – A Future Ready District

## **Center Elementary School**

Dianna Fulreader Principal



#### Donna Omobono Assistant Principal

#### School Council 2024-25 Membership

Chair: Dianna Fulreader- Principal

- Renee Driscoll Kindergarten Teacher
- Katherine Pyskaty- Parent
- Sherry Gau Community Liaison from Chelmsford Diversity Committee
- Donna Omobono- Assistant Principal (collaborator)
- Carrie Conway Parent (collaborator)

#### School: Center

#### SMART Goal: During the 2024-2025 school year, Center students will exceed 105% median to Typical Growth on the iReady spring 2025 Math diagnostic.

Strategy #1: In grades 1-4, students will complete 45 minutes of iReady math personalized instruction each week, and Kindergarten will complete 30 minutes each week.

Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Continue to utilize iReady for instructional groupings and skill areas that need development	Data Meetings iReady iReady Reports	Adjust student iReady personal instruction, create instructional groupings, and identify areas needing further instruction	Teachers	Ongoing	
Continue to meet with iReady Consultants after each diagnostic assessment	Scheduled Meeting iReady benchmark data	Receive guidance on ways to interpret/view data, review tools available for administration and teachers	Admin	Fall 2024, Winter 2025, Spring 2025	
Meet with and support grade-level teams in reviewing and using iReady data	Team Meeting schedule iReady content and usage data	Monitor student usage and benchmark data to inform further groupings and instruction	Admin Teachers	Fall 2024, Winter 2025, Spring 2025	
Continue to initiate iReady classroom and schoolwide challenges to sustain engagement	iReady usage/lessons passed data	Improve engagement and usage of iReady	Admin Teachers	ongoing	
Strategy #2: Teachers will utilize the Rev	veal math program with f	fidelity.			•
Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Reveal will be taught with fidelity for 60 minutes daily in all classrooms	Reveal program	Students will learn grade level math content	Teachers	2024-2025 school year	

Teachers will utilize Reveal assessment tools to inform targeted instruction	Reveal program including assessment options	Teachers will assess and analyze results to inform further instruction	Teachers	2024-2025 school year	
Teachers will attend Reveal district and school-based PD during the 2024-2025 school year	Reveal consultants Curriculum Coordinators Math Instructional Specialist	Teachers will learn and become proficient with the Reveal math program	Curriculum Coordinator Admin	2024-2025 school year	
Utilize Math Instructional Specialist to build teacher capacity in math instruction	Planning time Team Meeting Schedule Professional Development Instructional Resources	Math Instructional Specialist will collaborate with teachers and teams on best instructional practices and use of resources through Reveal and iReady	Admin Teachers Math Instructional Specialist	ongoing	
Utilize Math Interventionists to support students based on iReady data	iReady data/groupings Schedule	Math Interventionists will be scheduled to work with identified students on targeted skills	Admin Teachers Math Interventionists	ongoing	

School: Center

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### SMART Goal: Center will ensure students have strong relationships with staff and their peers so students feel welcome, included and safe in school.

and analysis tool (Demonstrate) and make plan for data based desision making (analog 2 and 4)

Action Steps	<b>Resources</b> Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Administer baseline SEL survey grade 3- 4	Panorama survey	SEL data collection - baseline and year end	Grade 3/4 teachers	SY 2024	
Analyze baseline data	Panorama survey results	Use data to identify students needing support/inform T2 interventions	Grade 3&4 teacher/admin	Fall 2024	
Share data with staff	Team/Staff Mtg	Utilize entire staff to collaboratively identify appropriate interventions and champions	Admin/MTSS Facilitators	Fall 2024	
Administer/analyze spring data	Panorama survey	Determine if interventions were effective	Teachers	Spring 2025	
Strategy #2: Initiate and utilize Tier II ] (grade 3 and 4)	<b>T</b>		I I I I I I I I I I I I I I I I I I I	j	
Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher	Person(s) Responsible	Timeframe	Status
-		Policy, Teacher Learning, Teacher Practice, and Student Learning.			Status
Identify students needing support	Panorama	Policy, Teacher Learning, Teacher Practice, and Student Learning.Students needing support will be identified	Staff	Timeframe         Fall 2024 -         ongoing	Status
Action Steps Identify students needing support Implement targeted Tier II interventions		Policy, Teacher Learning, TeacherPractice, and Student Learning.Students needing support will be		Fall 2024 -	Status
Identify students needing support	Panorama Tier II referral system/	Policy, Teacher Learning, Teacher Practice, and Student Learning.Students needing support will be identifiedStudents will receive and intervention that correlates to data for best	Staff	Fall 2024 - ongoing	Status
Identify students needing support Implement targeted Tier II interventions	Panorama         Tier II referral system/         Staff supports         Panorama         SEL administration	Policy, Teacher Learning, Teacher Practice, and Student Learning.Students needing support will be identifiedStudents will receive and intervention that correlates to data for best outcomesDetermine success of interventions and inform future supports	Staff Staff Grade 3&4 teachers/admin	Fall 2024 - ongoing ongoing Spring 2025	Status
Identify students needing support Implement targeted Tier II interventions Analyze spring data	Panorama         Tier II referral system/         Staff supports         Panorama         SEL administration	Policy, Teacher Learning, Teacher Practice, and Student Learning.Students needing support will be identifiedStudents will receive and intervention that correlates to data for best outcomesDetermine success of interventions and inform future supports	Staff Staff Grade 3&4 teachers/admin	Fall 2024 - ongoing ongoing Spring 2025	Status       Status       Status

Tier II Mentors collaborate with teachers to determine appropriate intervention	•	Team	Targeted intervention is identified	Teachers/Mentors	Fall 2024- ongoing	
Implement/track intervention	•	Team	Targeted intervention is implemented and tracked for viability	Staff	ongoing	
Analyze data to determine if intervention is effective	•	Team	Intervention is continued, revised, discontinued	Staff	ongoing	



## Harrington Elementary School School Improvement Plan – 2024-2025

School Improvement Plan – 2024-2025 120 Richardson Road, Chelmsford, MA, 01824 Robert Asselin, Principal Karen Grabowski, Assistant Principal



Chelmsford Public Schools – A Future Ready District

## Harrington Elementary School

Robert Asselin Principal



Karen Grabowski Assistant Principal

#### School Council 2024-25 Membership

Chair: Robert Asselin- Principal

- Amanda Collison Community Member
- Kathleen Oetinger Parent
- Beth Hoell Parent
- Ashley Caressi Kindergarten Teacher
- Kiki Cote Gr. 4 Teacher
- Lyndsey Schofield Gr. 3 Teacher
- Karen Grabowski Assistant Principal

School: Harrington

### SMART Goal: During the 2024-2025 school year, Harrington students will exceed 100% median to Typical Growth on the iReady spring 2025 Math diagnostic.

Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Continue to utilize iReady for instructional groupings and skill areas that need development	Data Meetings iReady iReady Reports	Adjust student iReady personal instruction, create instructional groupings, and identify areas needing further instruction	Teachers	Ongoing	
Continue to meet with iReady Consultants after each diagnostic assessment	Scheduled Meeting iReady benchmark data	Receive guidance on ways to interpret/view data, review tools available for administration and teachers	Admin	Fall 2024, Winter 2025, Spring 2025	
Meet with and support grade level teams in reviewing and using iReady data	Team Meeting schedule iReady content and usage data	Monitor student usage and benchmark data to inform further groupings and instruction	Admin Teachers	Fall 2024, Winter 2025, Spring 2025	
Continue to initiate iReady classroom and schoolwide challenges to sustain engagement	iReady usage/lessons passed data	Improve engagement and usage of iReady	Admin Teachers	ongoing	

#### Strategy #2: Teachers will utilize the Reveal math program with fidelity.

Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Reveal will be taught with fidelity for 60 minutes daily in all classrooms	Reveal program	Students will learn grade level math content	Teachers	2024-2025 school year	
Teachers will utilize Reveal assessment tools to inform targeted instruction	Reveal program including assessment options	Teachers will assess and analyze results to inform further instruction	Teachers	2024-2025 school year	

Teachers will attend Reveal district and school-based PD during the 2024-2025 school year	Reveal consultants Curriculum coordinator Math Instructional Specialist	Teachers will learn and become proficient with the Reveal math program	Admin Curriculum Coordinator Math Instructional Specialist	2024-2025 school year	
			Teachers		
Utilize Math Instructional Specialist to	Planning time	Math Instructional Specialist will	Admin	ongoing	
build teacher capacity in math instruction	Team Meeting	collaborate with teachers and teams on			
	Schedule	best instructional practices	Teachers		
	Professional		Math Instructional		
	Development		Specialist		
	Instructional				
	Resources				
Utilize Math Interventionists to support	iReady data/groupings	Math Interventionists will be scheduled	Admin	ongoing	
students based on iReady data		to work with identified students on			
	Schedule	targeted skills	Teachers		
			Math Interventionists		

School: Harrington

## SMART Goal: Harrington will ensure students have strong relationships with staff and their peers so students feel welcome, included and safe in school.

#### Strategy #1: Implement SEL data collection and analysis tool (Panorama) and make plan for data-based decision making (grades 3 and 4)

Action Steps	Resources Needed	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	Person(s) Responsible	Timeframe	Status
Administer baseline SEL survey grade 3- 4	Panorama survey	SEL data collection - baseline and year end	Grade 3/4 teachers	SY 2024	
Analyze baseline data	Panorama survey results	Use data to identify students needing support/inform T2 interventions	Grade 3&4 teacher/admin	Fall 2024	
Share data with staff	Team/Staff Mtg	Utilize entire staff to collaboratively identify appropriate interventions and champions	Admin/MTSS Facilitators	Fall 2024	
Administer/analyze spring data	Panorama survey	Determine if interventions were effective	Teachers Admin/MTSS Facilitators	Spring 2025	

Strategy #2: Initiate and utilize Tier II process to support students that show deficit areas regarding staff and peer relationships as measured by the SEL Fall survey. (grade 3 and 4)

Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher	Person(s) Responsible	Timeframe	Status
		Practice, and Student Learning.			
Identify students needing support	Panorama	Students needing support will be	Staff	Fall 2024 -	
		identified		ongoing	
Implement targeted Tier II interventions	Tier II referral system/	Students will receive and intervention	Staff	ongoing	
	Staff supports	that correlates to data for best			
		outcomes			
Analyze spring data	Panorama	Determine success of interventions and	Grade 3&4	Spring 2025	
		inform future supports	teachers/admin		
	SEL administration				
Strategy #3: Initiate Tier II referral pro	cess in order to identify S	SEL needs for all students and implemen	t targeted interventions	(all grades)	
Action Steps	<b>Resources</b> Needed	Expected Outcomes: Program or	Person(s) Responsible	Timeframe	Status
		Policy, Teacher Learning, Teacher		U U	
		Practice, and Student Learning.			
Use analysis tool to identify students who	Analysis tool	Students needing support will be	Teachers	Fall 2024	
might need a Tier II intervention		identified			
-	Panorama				

Tier II Mentors collaborate with teachers	•	Team	Targeted intervention is identified	•	Teachers/Men	Fall 2024-	
to determine appropriate intervention				tors		ongoing	
	•	Team	Targeted intervention is implemented	•	Staff	ongoing	
Implement/track intervention			and tracked for viability				
	•	Team	Intervention is continued, revised,	•	Staff	ongoing	
Analyze data to determine if intervention			discontinued				
is effective							



## South Row Elementary School School Improvement Plan – 2024-2025

School Improvement Plan – 2024-2025 25 Boston Road, Chelmsford, MA, 01824 Terri Gilbert, Principal Jayson Ramalho, Assistant Principal



Chelmsford Public Schools – A Future Ready District

## South Row Elementary School

Theresa Gilbert Principal



Jayson Ramalho Assistant Principal

#### School Council 2024-25 Membership

Chair: Theresa Gilbert- Principal

- Shannon Semenza Gr. 4 Teacher
- Lauren Cassidy Kindergarten Teacher
- Erica Magrath Gr. 2 Teacher
- Chrystal Begay Parent
- Liz Haugner- Parent
- Melissa Dempsey Parent
- Anne Heald Parent
- Donna Newcomb Community Liaison
- Jayson Ramalho- Assistant Principal

School: South Row

Date: 2024-2025

#### SMART Goal: During the 2024-2025 school year, South Row students will exceed 115% median to Typical Growth on the iReady spring 2025 Math diagnostic.

Strategy #1: In grades 1-4, students will complete 45 minutes of iReady math personalized instruction each week, and Kindergarten will complete 30 minutes each week.

Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Continue to utilize iReady for instructional groupings and skill areas that need development	<ul><li>Data Meetings</li><li>iReady</li><li>iReady Reports</li></ul>	Adjust student iReady personal instruction, create instructional groupings, and identify areas needing further instruction	• Teachers	Ongoing	
Continue to meet with iReady Consultants after each diagnostic assessment	<ul> <li>Scheduled Meeting</li> <li>iReady benchmark data</li> </ul>	Receive guidance on ways to interpret/view data, review tools available for administration and teachers	• Admin	Fall 2024, Winter 2025, Spring 2025	
Meet with and support grade level teams in reviewing and using iReady data	<ul> <li>Team Meeting schedule</li> <li>iReady content and usage data</li> </ul>	Monitor student usage and benchmark data to inform further groupings and instruction	<ul><li>Admin</li><li>Teachers</li></ul>	Fall 2024, Winter 2025, Spring 2025	
Continue to initiate iReady classroom and schoolwide challenges to sustain engagement	• iReady usage/lessons passed data	Improve engagement and usage of iReady	<ul><li>Admin</li><li>Teachers</li></ul>	ongoing	
Strategy #2: Teachers will utilize the Rev	eal math program with f	ïdelity.	·		
Action Steps	Resources Needed	<i>Expected Outcomes: Program or</i> <i>Policy, Teacher Learning, Teacher</i> <i>Practice, and Student Learning.</i>	Person(s) Responsible	Timeframe	Status
Reveal will be taught with fidelity for 60 minutes daily in all classrooms	• Reveal program	Students will learn grade level math content	• Teachers	2024-2025 school year	

Teachers will utilize Reveal assessment tools to inform targeted instruction	• Reveal program including assessment options	Teachers will assess and analyze results to inform further instruction	• Teachers	2024-2025 school year	
Teachers will attend Reveal district and school based PD during the 2024-2025 school year	<ul> <li>Reveal consultants</li> <li>Curriculum coordinators</li> <li>Math Instructional Specialist</li> </ul>	Teachers will learn and become proficient with the Reveal math program	<ul><li>Curriculum coordinator</li><li>District</li></ul>	2024-2025 school year	
Utilize Math Instructional Specialist to build teacher capacity in math instruction	<ul> <li>Planning time</li> <li>Team Meeting Schedule</li> <li>Professional Development</li> <li>Instructional Resources</li> </ul>	Math Instructional Specialist will collaborate with teachers and teams on best instructional practices	<ul> <li>Admin</li> <li>Teachers</li> <li>Math Instructional Specialist</li> </ul>	ongoing	
Utilize Math Interventionists to support students and provide interventions based on iReady data	<ul> <li>iReady data/groupings</li> <li>Schedule</li> </ul>	Math Interventionists will be scheduled to work with identified students on targeted skills	<ul> <li>Admin</li> <li>Teachers</li> <li>Math Interventionists</li> </ul>	ongoing	

School: South Row Date: 2024-2025						
SMART Goal: South Row will ensure students have strong relationships with staff and their peers so students feel welcome, included and safe in school.						
Strategy #1: Implement SEL data collection and analysis tool (Panorama) and make plan for data-based decision making (grades 3 and 4)						
Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status	
Continue to administer baseline SEL survey grade 3-4	Panorama survey	SEL data collection - baseline and year end	Grade 3/4 teachers	SY 2024		
Analyze baseline data	Panorama survey results	Use data to identify students needing support/inform T2 interventions	Grade 3&4 teacher/admin	Fall 2024		
Share data with staff	Team/Staff Mtg	Utilize entire staff to collaboratively identify appropriate interventions and champions	Admin/MTSS Facilitators	Fall 2024		
Continue to administer/analyze spring data	Panorama survey	Determine if interventions were effective	Teachers	Spring 2025		

Strategy #2: Initiate and utilize Tier II process to support students that show deficit areas regarding staff and peer relationships as measured by the SEL Fall survey. (grade 3 and 4)

Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Identify students needing support	Panorama	Students needing support will be identified	Staff	Fall 2024 - ongoing	
Implement targeted Tier II interventions	Tier II referral system/ Staff supports	Students will receive and intervention that correlates to data for best outcomes	Staff	ongoing	
Analyze spring data	Panorama SEL administration	Determine success of interventions and inform future supports	Grade 3&4 teachers/admin	Spring 2025	
Strategy #3: Initiate Tier II referral proc	cess in order to identify S	EL needs for all students and implemen	t targeted interventions	(all grades)	
Action Steps	<b>Resources</b> Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Use analysis tool to identify students who might need a Tier II intervention	Analysis tool Panorama	Students needing support will be identified	Teachers	Fall 2024	
Tier II Mentors collaborate with teachers to determine appropriate intervention	Team	Targeted intervention is identified	Teachers/Mentors	Fall 2024- ongoing	
Implement/track interventions in Panorama	Team	Targeted intervention is implemented and tracked for viability	Staff	ongoing	
Analyze data to determine if intervention is effective	Team	Intervention is continued, revised, discontinued	Staff	ongoing	



## CHELMSFORD PUBLIC SCHOOLS

Dr. Linda Hirsch, Assistant Superintendent

### MEMORANDUM

To: Dr. Jay Lang, Superintendent Members of the School Committee
From: Dr. Linda Hirsch, Assistant Superintendent *Lender of Zhrock*Date: November 19, 2024
RE: Overview of Curriculum Adoption Process

The Chelmsford Public Schools conducts multiple curriculum adoption processes for K-12 education based on our curriculum adoption cycle. The process involves a systematic and collaborative approach to selecting instructional materials and resources that align with district goals, state standards, and student needs. Attached you will find an overview of the curriculum adoption process where I will review our district process and include a specific update related to the most recent literacy adoption.

If you have any questions about our process, please feel free to contact me.

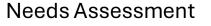
# **Curriculum Adoption**

Chelmsford Public Schools

# Key Stages of the Curriculum Adoption Process







Review of Curriculum Products



Pilot Implementation



**Evaluation and** 

Feedback

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Final Adoption

## Needs Assessment

## Student demographics and learning needs

- Changes in populations
- Identifying specific subgroups

## Alignment with state standards

- Looking at products that align with state standards
- Ex.
  - ELA Strands
  - Math Domains

### Current curriculum gaps

- Unsupported curriculum products
- Lack of resources

# **Review of Curriculum Products**

## Vendor presentations

- Scheduled Meetings with Curriculum Representatives
- Ex. ELA HMH, Cengage, Heinemann, Wilson
- Ex. Math McGraw Hill, HMH, Illustrative Math

# Essential Components of Adoptions

- Address appropriate standards
- Assessment components
- Differentiation/Multiple access points for students

## **Review for Bias**

- Invisibility
- Stereotyping
- Selectivity
- Unreality
- Fragmentation
- Linguistic Bias
- Cosmetic Bias

# **Pilot Implementation**

Test curriculum effectiveness in real classrooms Conduct site visits (Or consultation with Districts)

- Representative regular, special education teachers, and administrators, from grade levels and schools
- Math 21 teachers K-5 from each school. 3 administrators.
- ELA 26 teachers, K-6. 3 administrators.

 Ex. ELA - Field trips to Templeton and Concord Public Schools



Collaboration between
grade level pilot
teachers

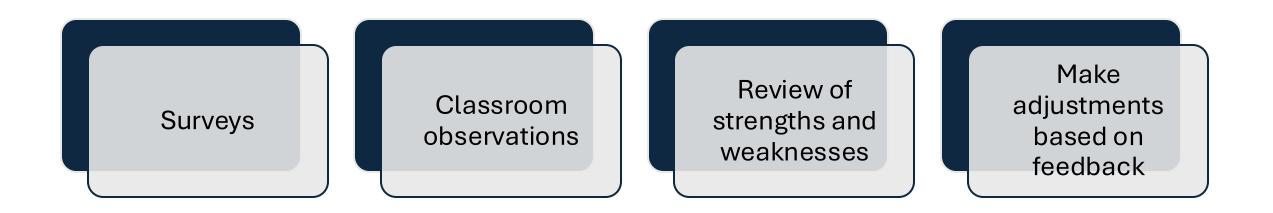
 Scheduled meetings for cross school discussion and questions of programs - i.e. committee members



- Gather initial feedback from teachers and administrators
- Surveys, discussions during pilot committee meetings

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# Final Evaluation and Feedback



# **Final Adoption**

Considerations for Decision-Making

- Pilot data review and fit
- Alignment with district goals
- Funding sources

Communication of Final Decision Coordinated communication to teachers with rational behind the decision.

# Professional Development

## Multi-year

# Initial provided through publisher

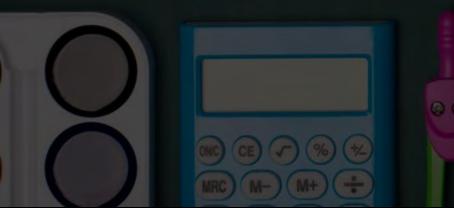
PD from outside vendors

PD from in-house personnel

## Current Instructional Materials

## Adopted Curriculum Products By Level

• <u>K-12 Curriculum Materials</u>



## Instructional Materials Adoption Timeline – <u>All Subjects</u>

SUBJECT	LATEST CONTENT STANDARDS ADOPTION DATE	CURRICULUM PRODUCT	LATEST INSTRUCTIONAL MATERIALS ADOPTION DATE	SCHEDULED ADOPTION TIMELINE	PILOT YEAR (Based on 8 Years)
SCIENCE	2016	FOSS Science	K-6: 2016	2024	2023/24
		McGraw Hill - iScience	7-8: 2017	2025	2024/2025
		Pearson Bio & Chemistry	9-10: 2019	2027	2026/27
HISTORY & SOCIAL SCIENCE	2018	Pearson My World *Moving to Investigating History	5-8: 2019	2027	2026/27
		Multiple Pearson Products	9-12: 2012-2016	2020-2024	2019-2024
ELA	2017	Fountas and Pinnell	K-4: 2020	2028	2027/28
	2012	Classroom	5-6: 2021	2029	2028/29
		Fundations	K-2: 2020 Gr. 3: 2021	2028 2029	2027/28 2028/29
		Into Literature	7-8: 2022	2030	2029/30
ELL	2017	NGEO: Reach for the Stars, Reach Higher, Life	K-12:2023	2031	2030/31
MATH	2017	Reveal Math	K-5: 2023	2031	2030/31
the second se		Big Ideas	6-HS	2031	2030/31
WORLD LANGUAGE	2021	Entre Cultras – Levels 1-AP	7-12: 2024	2032	2031/32
FINE AND PERFORMING ARTS	2019	Music: • Feierabend First Steps	K-4: 2011	2019	2018/19 *Request to keep program
		<ul> <li>Breezin' Through Theory</li> </ul>	5-8: 2020	2028	2027/2028
		Art: Art of Ed	K-8: 2018	2026	2025/26
HEALTH P.E.	2023	P.E. Metrics	K-12: 2019	2027	2026/27
		Health Education and Human Kinetics	5-12: 2019	2027	2026/27
TECH/ENGINEERING	2016	Project Lead the	K-12: 2016	Updated Annually	Updated Annual

#### **Chelmsford Adoption Upcoming Timeline Cycle**

# Feedback About The Literacy Program

## Science of Reading

### **Definition**:

• A body of research that describes how the brain learns to read, grounded in cognitive science, linguistics, and education.

### Key Components:

- **Phonemic Awareness**: Recognizing and manipulating sounds in spoken words.
- **Phonics**: Understanding the relationship between letters and their corresponding sounds.
- **Fluency**: The ability to read text smoothly and with accuracy.
- **Vocabulary**: Knowledge of word meanings and how they relate to context.
- **Comprehension**: Understanding and interpreting written text.

## Science of Reading

## **Evidence-Based Practices:**

- Explicit, systematic instruction in phonemic awareness, phonics, and decoding.
- Regular practice with fluency and vocabulary development.

## Why It Matters:

• Early, effective reading instruction is crucial for literacy success.

# Ed Reports & CURATE

#### **Overview of EdReports**

- EdReports is a non-profit organization providing independent reviews of K-12 instructional materials.
- Reviews Curriculum for the following:
  - Alignment with Standards: Reviews assess how well materials align with state standards, especially in English Language Arts (ELA), Mathematics, and Science.
  - Equity Focus: Evaluates how well resources meet the needs of diverse learners, including English learners and students with disabilities.
- Uses Rating System: (based on criteria like usability, rigor, and accessibility)
  - Meets Expectations
  - Partially Meeting Expectations
  - Does Not Meet Expectations

#### **Overview of CURATE**

- Panel of MA educators that review curricular materials already found to be partially or fully aligned to CCRS standards.
- Curriculum materials submitted by the publisher for review.

## FPC – Ed Reports/Curate

### **Ed Reports**

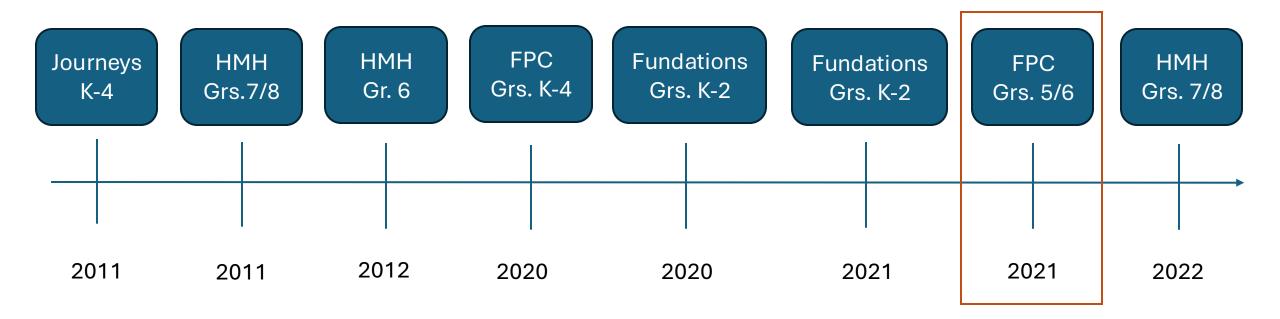
- "Did Not Meet" rating after adoption of program
- Rating based on Gateways 1 and 2 Only
  - Most notably phonemic awareness/phonics instruction
  - This was identified by pilot teachers Fundations was purchased rather than the word study portion of program
  - Because of the first two gateways, the review process stops
  - The entire program was not purchased for review
  - At the time of the review, the specific text writing mini-lessons were in publication. Publisher asked for a postponement of review and was denied.
  - We worked with our PD provider to use the Literacy Continuum section for writing and use our common assessments

### CURATE

• The publisher will not be submitting for review at this time.

Publisher's Response to Ed Report Review

## Literacy Adoption Timeline



\*Prior to 2011 – K-5 Scholastic; Grade 6 Pearson; Grs. 7/8 HMH

## Year 1 – 20/21 FPC Professional Development – Grs. K-4

Fa	antes & Pinnell ITERACY	I	CHELMSFORD PUBLIC SC MPLEMENTATION SUPPO						
DATE	GRADE	TIME	SESSION TITLE and DESCRIPTIONS	MATERIALS	October Virtual	K-4		Office hours Support as needed	
	K-2	9:00-11:30	Overview of FPC	Teachers will have:	Virtual	- <u></u>		Support as needed	
6/10/20 Virtual		Lesson Structure of IRA and SR Reading Mi		System Guide Reading Minilesson Book	11/3/20	K-2	8:30-3:00	Rotations with the following topics:	Continuum, Guided Reading text and
	3-4	9:00-11:30	RML overview Online Resource Access Planning with FPC	Continuum Online access to all FPC resources.	In-person			Guided Reading Continuum Assessment	lesson folder
	K-4		Implementation Support Course	System Guide				Assessment	
June Online			Online course to be completed independently			3-4	8:30-3:00	Rotations with the following topics:	Continuum Guided Reading text and
6/16/20 Virtual	K-4	2:30-3:30	Follow-up discussion to Implementation Support Course					Guided Reading Continuum Assessment	lesson folder
9/22/20 In-Person	K-2	TBD	Implementation Discussion based on survey results	IRA Text Set with Inquiry Card and corresponding texts and	January Virtual	K-4		Office hours Support as needed	
			Possibly Planning with FPC, Deeper Dive into IRA, SR, RML	lesson folders, RML	3/4/21	K-4	TBD	Writing within FPC	Continuum,
	3-4	Implementation Discussion based on survey results. Book Clubs and PWS		PWS Lesson Book, Book Club conferring card	In-person				Current IRA Text Set

## Year 1 – 20/21 Fundations Professional Development – Grs. K-2

#### **FUNDATIONS® INNOVATION ACTIVITY DETAILS**

The following chart includes the details of the professional learning innovation activities to be implemented throughout the school year.

P	ROFESSIONAL LEARNING ACTIVITY	WHO SHOULD ATTEND	DURATION	MAXIMUM # OF PARTICIPANTS	SCHEDULING/ TIME FRAME	REQUIRED MATERIALS FOR THE PROFESSIONAL LEARNING ACTIVITY
	Fundations Level K Innovation Workshop	Grade K: Tier 1 teachers	Half day	20	May 20,020	1 Fundations Level K manual per teacher, workshop handouts and Wilson Academy access codes, all distributed in advance of the workshop
S	Fundations Level 1 Innovation Workshop	Grade 1: Tier 1 teachers	Half day	20	May 13, 2020	1 Fundations Level 1 manual per teacher, workshop handouts and Wilson Academy access codes, all distributed in advance of the workshop
FUNDATIONS	Fundations Level 2 Innovation Workshop	Grade 2: Tier 1 teachers	Half day	20	May 27, 2020	1 Fundations Level 2 manual per teacher, workshop handouts and Wilson Academy access codes, all distributed in advance of the workshop
	Surveys and focus groups assessing each workshop and innovation and in- depth focus groups	School-Based Administrators and Tier 1 Teachers in Grades K, 1, and 2:	Approximately one hour each focus group, 10 minutes per survey	All teachers surveyed; 1 teacher per grade level per school for focus groups	Various times throughout school year 2020-2021	Survey to be distributed digitally. Focus groups to be conducted virtually
	Other Innovation activities	District and School- Based Administrators and Grades K, 1, and 2: Tier 1 Teachers	To be determined	Various Times throughout school year 2020-2021	Other Innovation activities to be determined based on WLT and CPS collaboration during the school year	TBD

### **School-Year Dates:**

- September 8<sup>th</sup>
- October 7<sup>th</sup>
- October 14<sup>th</sup>

Administrator Training

October/March

## Year 1 – 2021/22 Professional Development – Grs. 5/6

Impleme	entation Supp							
Staff	Provider and Format	Session Title and Descriptions	Materials					
Grades 5/6 Pilot Teachers	Heinemann, online	Introduction to Fountas and Pinnell Classroom with grades K-4	Literacy Continuum	October 19, 2021	All teachers and special	Lesley University, online	Introduction to Fountas and Pinnell Classroom, Using the	The F&P Literacy Continuum (Expanded Edition) The Fountas & Pinnell Classroom Materials™
All teachers and special education co-	Heinemann, online	Interactive Read Aloud, Reading Mini-Lessons, and Guided Reading	The Literacy Continuum The Reading Minilessons Book System Guide		education co- teachers, administrators		Instructional Contexts	The Reading Minilessons Book The Literacy Quick Guide
administrators	administrators		November 2, 2021	All teachers,	Lesley University,	Guided Reading Support	The F&P Literacy Continuum (Expanded Edition) The Fountas & Pinnell Classroom Materials™	
All teachers and special education co- teachers, administrators	Heinemann, online	Introduction to Fountas and Pinnell Classroom Instructional Contexts	Literacy Continuum		education co- teachers, and literacy interventionist (McCarthy),	onnie		The Fountas & Pinnell Classroom Materials <sup>1M</sup> The Literacy Quick Guide
All teachers and special education co- teachers, administrators	Heinemann, online	Phonics Word Study	Literacy Continuum and text Sampler	April 5, 2022	All teachers, special education co-	Lesley University, online	Writing Support	The F&P Literacy Continuum (Expanded Edition) The Fountas & Pinnell Classroom Materials <sup>TM</sup> The Literacy Quick Guide
All teachers and special education co- teachers, administrators	s Meghan Kennedy, Byam Reading co- Specialist How to Administer the F&P Benchmark Assessment Benchmark Assessment			literacy interventionists (Parker and McCarthy), administrators				
	Impleme Grades 5 Staff Grades 5/6 Pilot Teachers All teachers and special education co- teachers, administrators All teachers and special education co- teachers, administrators All teachers and special education co- teachers, administrators All teachers and special education co- teachers, administrators	Implementation Supplementation Sup	StaffProvider and FormatSession Title and DescriptionsGrades 5/6 Pilot TeachersHeinemann, onlineIntroduction to Fountas and Pinnell Classroom with grades K-4All teachers and special education co- teachers, administratorsHeinemann, onlineInteractive Read Aloud, Reading Mini-Lessons, and Guided ReadingAll teachers and special education co- teachers, administratorsHeinemann, onlineInteractive Read Aloud, Reading Mini-Lessons, and Guided ReadingAll teachers and special education co- teachers, administratorsHeinemann, onlineIntroduction to Fountas and Pinnell Classroom Instructional ContextsAll teachers and special education co- teachers, 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Continued K-4 FPC/Fundations Professional Development 2021/22

## FPC half day sessions K-4 by Lesley University

- October 19th: Literacy Continuum
- November 2nd: Writing and Writing about Reading
- March 3rd: Guided Reading

## Fundations (Grade 3) by Wilson

- October 28<sup>th</sup> based on pacing of lessons
- January 20<sup>th</sup> based on pacing of lessons
- February 17<sup>th</sup> based on pacing of lessons
- March 31<sup>st</sup> based on pacing of lessons

Continued K-4 FPC/Fundations Professional Development 2022/23

## FPC half day sessions K-4 by Lesley University

(Focus on Writing and Integrating WML into teaching FPC)

- October 18<sup>th</sup>
- January 10<sup>th</sup>
- March 2<sup>nd</sup>

## Fundations (Grs. K-3) by Wilson

• Implementation Check-Ins with an Implementation Specialist who visited all schools and classrooms and held debrief sessions with teachers. All classroom teachers participated in this opportunity.

## Continued K-4 FPC Professional Development 2023/24

### **FPC Afterschool Sessions K-4**

Coordinator hosted optional after school sessions for teachers to take a deeper dive into WML and integrating writing into FPC

- October 4<sup>th</sup>
- December 6<sup>th</sup>
- January 31<sup>st</sup>
- March 13<sup>th</sup>
- May 1<sup>st</sup>

Continued 5/6 FPC Professional Development 2022/23

### **Summer 2022**

• Teacher summer work to organized F & P materials and create initial pacing guide

## FPC half day sessions K-4 by Lesley University

- October 19th: Literacy Continuum
- November 2nd: Writing and Writing about Reading
- March 3rd: Guided Reading

FPC Release and Review of 180-day plan for teachers to review and use

## Continued 5/6 FPC Refinement 2023/24

## **School Building Reconfiguration:**

- 70-75 min ELA instructional time for FPC
- Gr. 5 received Writing mini-Lesson
  - Refinement of pacing guides to incorporate specific lessons
  - Additional Gr. 5 book copies purchased for physical copies identified for writing
- Gr. 6 to continue with literacy continuum writing overlay

## Continued 5/6 FPC Refinement 2024/25

- Gr. 6 received Writing mini-Lesson
  - Refinement of pacing guides to incorporate specific writing lessons
  - Identification of additional book copies purchased for physical copies identified for writing

## Standards Alignment

### Standards Alignment Document

- Part of the initial decision for purchase
- Provided by the publisher
- Grade Level Specific Standards
  - <u>Kindergarten</u>
  - Grade 1
  - Grade 2
  - <u>Grade 3</u>
  - <u>Grade 4</u>
  - <u>Grade 5</u>
  - <u>Grade 6</u>



## Literacy Grants

### DESE - Accelerating Literacy Learning through High Quality Instructional Materials FY2022 and FY2023

- Offered after our curriculum purchase
- FY2022 Grant for districts under 2,000 students only
- Does not support a pilot process Districts pick an approved product
- Priority given for "underperforming status" districts

### Partnership for Reading Success — Massachusetts (PRISM) I

- Professional Development Grant K-3
- For districts with fewer than 1,000 students K-3
- Priority given for "underperforming status" districts

## To Continue for 2024/25 and Beyond





Continued refinement of pacing guides

Addition of writing lessons from mini-lesson books



Focus on writing

Use of digital tools i.e. iReady Toolbox and Nearpod for additional lesson to fill gaps or extend learning standards





## **CHELMSFORD PUBLIC SCHOOLS**

Jay Lang, Ed.D., Superintendent

#### **Memorandum**

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

Date: November 15, 2024

Re: Net School Spending Agreement – MA DESE EOYR Indirect Cost Allocation

Attached please find an updated copy of the agreement between the Town of Chelmsford and the Chelmsford Public Schools required by the Massachusetts Department of Elementary and Secondary Education (MA DESE) to document the allowable allocation of town expenditures to support educational programs. This agreement is required and reviewed by the external audit firm conducting the town's financial audit in relation to the information provided by the Chelmsford Public Schools on the end-of-year financial report.

I have reviewed this agreement with Joanna Johnson-Collins, Town Manager Cohen, Town Finance Director John Sousa, and Town Accountant Darlene Lussier. I have highlighted the minor changes in a draft agreement and then incorporated the changes in a final version for execution. This agreement may be amended from time to time as circumstances change. I recommend the school committee vote to accept the provisions as outlined for FY2025 – FY2028 reporting and sign the agreement at the next regular meeting.

#### MEMORANDUM OF AGREEMENT BETWEEN THE TOWN OF CHELMSFORD AND THE SCHOOL DEPARTMENT REGARDING MUNICIPAL FINANCIAL ACCOUNTING & REPORTING FOR THE CHELMSFORD PUBLIC SCHOOLS

Pursuant to Chapter Seventy of the General Laws of Massachusetts, the Town of Chelmsford, hereinafter referred to as "the Town" and the Chelmsford School Department, hereinafter referred to as "the School Department," mutually agree that municipal financial accounting and reporting for indirect and direct costs attributable to the School Department shall be comprised of the items listed and calculated as indicated below. Indirect costs are calculated for and reported on Schedules 1 and 19 of the End of Year Pupil and Financial Report to the Massachusetts Department of Elementary and Secondary Education. The Town shall be reimbursed for approved Direct Costs from the appropriate revolving fund or general fund school appropriation.

#### **Indirect Costs**

- 1. Municipal Administrative Services
  - a. Accounting
  - b. Payroll Processing
  - c. Treasury
  - d. Auditing
- 2. Employee Benefits
  - a. Worker's Compensation
  - b. Unemployment Compensation
  - c. Middlesex Retirement
  - d. Medicare Withholding Tax
  - e. Health Insurance Active Employees
  - f. Health Insurance Retirees

#### 3. Other Expenses

- a. Property and Liability Insurance School Buildings
- b. Solid Waste Collection/Disposal and Snow & Ice Removal
- c. Maintenance of School Facilities and Grounds
- 4. Debt Service
  - a. Short-Term BANS
  - b. Long-Term

#### Reporting

1. Regional School Assessments (Nashoba Valley Technical High School)

#### **Direct Costs**

- 1. Health Insurance for Child Care and Food Service employees
- 2. Accounting & Payroll software support contract
- 3. Health Educator (Substance Abuse Prevention)

#### Methods of Calculation for Above Items:

- 1. Municipal Administrative Services
  - a. 25% of the annual salary for the Town Accountant, Assistant Town Accountant, and Bills Payable clerk.
  - b. 50% of the annual salary for the Payroll Administrator.
  - c. 25% of the annual salary for the Treasurer, Assistant Treasurer, and Asst. Collector.
  - d. 50% of actual expenses for the annual audit of Town finances by a qualified CPA firm.
- 2. Employee Benefits Percent share based on Town payroll and benefit system records
  - a. Estimated % share of annual Worker's Compensation expense.
  - b. Actual Unemployment Compensation costs paid by the Town of Chelmsford for School Department claimants.
  - c. Estimated % share of Middlesex County Retirement Assessment for School personnel.
  - d. Actual cost of Medicare Withholding Tax paid by the Town of Chelmsford on behalf of School personnel.
  - e. Actual % share of Health insurance costs for active school employees excluding Child Care and School Food Service employees.
  - f. Estimated % share of Health insurance costs for retired school employees.
- 3. Other Expenses
  - a. Estimated % share of property and liability insurance expense for school buildings and facilities based upon the statement of values. If the Town's insurance provider is able to provide a breakdown between Municipal and School buildings, then an actual % share will be used.
  - b. 3.5% of actual Town Solid Waste Collection/Disposal and Snow & Ice removal expenses.
  - c. 65% of actual Municipal Facilities expenditures for personnel, supplies, and services.
- 4. Debt Service The report shall provide expenditure details by issuance date.
  - a. Actual interest paid on Bond Anticipation Notes (BANS) used to finance the construction, extraordinary repair, or renovation of school buildings and facilities, textbooks, or educational equipment.
  - b. Actual principal and interest paid on General Obligation Bonds used to finance the construction, extraordinary repair, or renovation of school buildings and facilities, textbooks, or educational equipment.

Reporting – Figures shall be based on the Town Accountant's records.

- 1. The actual annual assessment for Nashoba Valley Technical High School.
- 2. The actual amount expended from the E-Rate account (023619-54000).

#### **Direct Costs**

#### Health Insurance

Health Insurance reimbursement shall be based on the actual cost of providing health insurance for Child Care and Food Service employees. A roster of Child Care and Food Service employees that participate in the Town's health insurance program and are employed as of November 1<sup>st</sup> of the current fiscal year shall be provided by the School Business Manager or designee to the Finance Director/Treasurer to assist in developing the Town budget for the ensuing fiscal year. The Finance Director will notify the School Business Manager of the charges which shall be appropriated as revenue under Available Funds in the Annual Town Budget.

#### Accounting & Payroll Software

For cost efficiency, the Town maintains a consolidated Application Service Provider/software support contract with the provider of accounting and payroll software for municipal and school users. The School Department shall reimburse the Town annually for a 50% share of this expense. The Finance Director shall annually notify the School Business Manager and Town Accountant of this charge in writing. Direct cost reimbursements to the Town will be recorded through journal entries by the Town Accountant.

#### Health Educator (Substance Abuse Prevention)

The cost of the Health Educator's salary shall be equally divided so that 50% is paid from the Board of Health salary budget and 50% is paid by the Chelmsford Public Schools. The Finance Director shall annually notify the School Business Manager and Town Accountant of this cost. Direct cost reimbursement to the Town will be recorded through a journal entry by the Town Accountant.

The Finance Director shall provide to the School Business Administrator a summary of all Indirect Cost and Reporting items for Schedule 1 (based on the previous fiscal year actual expenditures) and for Schedule 19 (budgeted figures for ensuing fiscal year) by August 31<sup>st</sup>. The School Business Manager shall contact the Finance Director by August 1<sup>st</sup> to remind the Finance Director of the data needed and allow adequate time for data compilation.

This agreement shall be effective for FY2025 - FY2028 and will be reviewed annually by both the Town and the School Department. If changes are to be incorporated then a new agreement will be signed and dated between the two parties.

Signed this 19<sup>th</sup> day of November, 2024.

#### The Chelmsford Public School Department:

Dennis F. King, II, Chairman

Maria L. Santos, Vice Chairman

On behalf of the Town of Chelmsford:

Paul E. Cohen, Town Manager

John B. Sousa, Jr., Finance Director

Diana M. Lebeaux, Secretary

Darlene R. Lussier, Town Accountant

Susan Mackinnon

John W. Moses

Jay Lang, Ed.D. Superintendent of Schools

Joanna M. Johnson-Collins Director of Business and Finance

#### MEMORANDUM OF AGREEMENT BETWEEN THE TOWN OF CHELMSFORD AND THE SCHOOL DEPARTMENT REGARDING MUNICIPAL FINANCIAL ACCOUNTING & REPORTING FOR THE CHELMSFORD PUBLIC SCHOOLS

Pursuant to Chapter Seventy of the General Laws of Massachusetts, the Town of Chelmsford, hereinafter referred to as "the Town" and the Chelmsford School Department, hereinafter referred to as "the School Department," mutually agree that municipal financial accounting and reporting for indirect and direct costs attributable to the School Department shall be comprised of the items listed and calculated as indicated below. Indirect costs are calculated for and reported on Schedules 1 and 19 of the End of Year Pupil and Financial Report to the Massachusetts Department of Elementary and Secondary Education. The Town shall be reimbursed for approved Direct Costs from the appropriate revolving fund or general fund school appropriation.

#### **Indirect Costs**

- 1. Municipal Administrative Services
  - a. Accounting
  - b. Payroll Processing
  - c. Treasury
  - d. Auditing
- 2. Employee Benefits
  - a. Worker's Compensation
  - b. Unemployment Compensation
  - c. Middlesex Retirement
  - d. Medicare Withholding Tax
  - e. Health Insurance Active Employees
  - f. Health Insurance Retirees

#### 3. Other Expenses

- a. Property and Liability Insurance School Buildings
- b. Solid Waste Collection/Disposal and Snow & Ice Removal
- c. Maintenance of School Facilities and Grounds
- 4. Debt Service
  - a. Short-Term BANS
  - b. Long-Term

#### Reporting

1. Regional School Assessments (Nashoba Valley Technical High School)

#### **Direct Costs**

- 1. Health Insurance for Child Care and Food Service employees
- 2. Accounting & Payroll software support contract
- 3. Health Educator (Substance Abuse Prevention)

#### Methods of Calculation for Above Items:

- 1. Municipal Administrative Services
  - a. 25% of the annual salary for the Town Accountant, Assistant Town Accountant, and Bills Payable clerk.
  - b. 50% of the annual salary for the Payroll Administrator.
  - c. 25% of the annual salary for the Treasurer, Assistant Treasurer, and Asst. Collector.
  - d. 50% of actual expenses for the annual audit of Town finances by a qualified CPA firm.
- 2. Employee Benefits Percent share based on Town payroll and benefit system records
  - a. Estimated % share of annual Worker's Compensation expense.
  - b. Actual Unemployment Compensation costs paid by the Town of Chelmsford for School Department claimants.
  - c. Estimated % share of Middlesex County Retirement Assessment for School personnel.
  - d. Actual cost of Medicare Withholding Tax paid by the Town of Chelmsford on behalf of School personnel.
  - e. Actual % share of Health insurance costs for active school employees excluding Child Care and School Food Service employees.
  - f. Estimated % share of Health insurance costs for retired school employees.
- 3. Other Expenses
  - a. Estimated % share of property and liability insurance expense for school buildings and facilities based upon the statement of values. If the Town's insurance provider is able to provide a breakdown between Municipal and School buildings, then an actual % share will be used.
  - b. 3.5% of actual Town Solid Waste Collection/Disposal and Snow & Ice removal expenses.
  - c. 65% of actual Municipal Facilities expenditures for personnel, supplies, and services.
- 4. Debt Service The report shall provide expenditure details by issuance date.
  - a. Actual interest paid on Bond Anticipation Notes (BANS) used to finance the construction, extraordinary repair, or renovation of school buildings and facilities, textbooks, or educational equipment.
  - b. Actual principal and interest paid on General Obligation Bonds used to finance the construction, extraordinary repair, or renovation of school buildings and facilities, textbooks, or educational equipment.

Reporting – Figures shall be based on the Town Accountant's records.

- 1. The actual annual assessment for Nashoba Valley Technical High School.
- 2. The actual amount expended from the E-Rate account (023619-54000).

#### **Direct Costs**

#### Health Insurance

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Signed this 19<sup>th</sup> day of November, 2024.

#### The Chelmsford Public School Department:

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### **CHELMSFORD PUBLIC SCHOOLS**

Office of Human Resources 230 North Road, Chelmsford, MA 01824 Telephone: (978) 251-5110 Fax: (978) 251-5110

To: Dr. Jay Lang, Superintendent of Schools

From: Robyn Corbett, Executive Assistant to the Superintendent

Date: November 13, 2024

#### Re: Personnel Report – October 2024

Please see the attached Personnel Report which includes retirements, resignations, new hires and assignment changes. Thank you for sharing this report with members of the Chelmsford School Committee.

#### Personnel Report – October 2024

#### New Hires

da Silva-McDonough, Maria Paraprofessional McCarthy Middle School Effective date: 10/28/24

#### Hugh, Barbara

Lunch Aide Chelmsford High School Effective date: 10/15/24

#### Nelanti, Pavani

Interim Paraprofessional Harrington Elementary School Effective date: 11/4/24

#### Thibault, Morgan

ABA Paraprofessional Chelmsford Integrated Preschool (CHIPs) Effective date: 11/4/24

Vigil Kaspar Dev, Amirtha Paraprofessional Parker Middle School Effective date: 11/4/24

#### **Resignations:**

Alavalappil, Anupama Lunch/Recess Aide Parker Middle School Effective date: 10/7/24

#### Decker, Shannon

ABA Paraprofessional Parker Middle School Effective date: 10/25/24

Lakshmeesha, Pavithra Paraprofessional Parker Middle School Effective date: 10/18/24

Retirements: Assignment Changes:



## Central Administration

11 Executive Park Drive, N. Billerica, MA 01862 | Tel: (978) 528-7826 | www.valleycollaborative.org

#### MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Ph.D., Executive Director
Date: November 21, 2024
Re: Quarterly Reports on Collaborative Business – FY25 First Quarter

As per 603CMR 50.00: Educational Collaboratives – Education Laws and Regulations and in accordance with the provisions of M.G.L. c. 40, § 4E, please find below Valley Collaborative Quarterly Reports on Collaborative Business:

- 1. quarterly information and updates to the programs and services provided by the collaborative and any regional collaborative efforts;
  - Please find Valley Collaborative's Newsletter attached
  - Please find Valley Collaborative's Treasurer Report attached
- 2. a report on significant changes in programs, services, budgets, and property as they arise;
  - Please find attached the Interim Statement of Revenues, Expenses, and Changes in Net Assets





We are: Adventuring

Page 2: Students at the Elementary School recently went on their first-ever overnight camping trip.



We are: Achieving

Page 4: Students in the Transitional Middle and High School Programs are excited about learning this year.



#### We are: Moving On

Page 7:Adult Services recently said farewell to several long-standing community members who are retiring.

## VALLEY COLLABORATIVE

Volume 13, Issue 1 News for the extended Valley Collaborative community Fall 2024

## A Smooth Start to the School Year



RENOWNED SCIENTIST AND AUTISM ADVOCATE TEMPLE GRANDIN WAS THE FEATURED GUEST AT THIS YEAR'S ORIENTA-TION DAY, WHERE SHE SPOKE ON THE POWER OF "VISUAL THINKING." STAFF MEMBERS, WHO RECEIVED COPIES OF DR. GRANDIN'S BOOKS, SAID THAT SHE WAS ONE OF THE MOST INSPIRATIONAL SPEAKERS VALLEY HAS EVER WEL-COMED.

Dear members of the Valley Collaborative Community:

Valley has had a smooth opening to the new school year. On Orientation Day, staff had the opportunity to hear Dr. Temple Grandin speak about Autism in education and the power of "visual thinking." Dr. Grandin was one of the most inspirational keynote speakers we have had the privilege of working with on opening day. Valley provided one of Dr. Grandin's bestselling books to every staff member. If you are looking for some great fall reading, we encourage you to read Dr. Grandin's books, Autism in Education: The Way I see It and Visual Thinking.

We were also pleased to welcome back Dr. Anthony Bent, Leadership Consultant, Massachusetts Association of School Superintendents (MASS) as our guest speaker on Orientation Day. Dr. Bent has led Valley Collaborative's leadership development program for the past decade.

As you read the school updates in this newsletter, you will see that our students have many amazing opportunities to participate in community outings that afford them activities that help to develop their social/ emotional, behavioral, and regulatory skills and instill a sense of belonging at Valley. The Elementary school just hosted their annual open house, which was well-attended by many families. Our Middle and High School are scheduled to hold their annual open house October 17, 2024.

»continued on page 7

## VALLEY COLLABORATIVE Elementary School: Bright Smiles, Fresh Starts

he Elementary School's theme for the start of this year is "Bright Smiles, Fresh Starts." This year is full of opportunities for students to explore their passions, develop new skills, and make lasting memories with their friends and teachers.

#### **New Curriculum**

This year, the Elementary School is rolling out a new ELA curriculum called EL Education. As teacher Meghan Waters explains, "EL Education focuses on building meaningful learning and background knowledge through using content-rich, authentic texts and read-alouds on real-world topics in social studies, STEM, and literature. Through their learning modules, students deep dive into topics that naturally enhance their vocabulary and comprehension skills and simultaneously their social emotional learning through building habits of character that help them contribute to a better world." **New Adventures** 

This September, the Elementary School held our first ever overnight camping trip. A small group of students and Valley staff visited the East Boston Camp on the Stony Brook Conservation Land in Westford. Students went swimming, fishing, hiking, biking, and explored the outdoors. Students cooked hotdogs and roasted marshmallows over a campfire. For most students it was their first camping adventure! Great memories were made by all and we hope that this will be the first of many successful trips. Teacher, Matt McCarthy (who spearheaded and organized the trip) says: "I wanted to give the kids an experience they might not normally have. Getting outside can be therapeutic for anyone, and I wanted to share that expeool: Bright Smiles, Fre

Here's what some of our students had to say about the adventure:

"I had fun fishing. We should do it again!" Abram Brittsan, 6th grader

"I had fun hiking, talking with my friends, sleeping and eating noodles." Patrick Carrier, 6th grader.

"Fishing, swimming, finding wood, the campfire, everything!" Keeshawn Weinert, 4th grader.

"I liked sleeping over, waking up at 6:00 and fishing right away!" William De Souza Diaz, 4th grader.

In addition to the camping trip, classes have attended field trips to The Acton Discovery Center, We Rock the Spectrum, and have gone horseback riding and hiking. We are looking forward to many more field trips and enriching experiences throughout the year.

#### **Open House**

On September 25th, over twenty families and their students visited our school for our annual Open House. The night started with a meet and greet in the cafeteria with therapists and specialists before families made their way down to classrooms for presentations and tours from teachers. FROM LEFT: 6TH GRADER PATRICK CARRIER, 4TH GRADER LANDON MAILLOUX, AND 6TH GRADER ABRAM BRITT-SAN ENJOYING MORNING HOT CHOCOLATE BY THE CAMPFIRE.

#### **Fresh Cuts**

Barber Phill McNulty came to our school in anticipation of picture day and found 28 students ready and waiting for fresh haircuts. School Nurse Kathryn Richard organized the event and says: "It's honestly amazing, everyone loves it. It is meaning-ful to see the students' smiles when they see their new haircuts. Many of our students have sensory needs that make visiting a barber a challenge for families. This opportunity is greatly appreciated by families and students."



4TH GRADER NELSON LOZADA WITH VISITING BARBER PHILL MCNULTY

rience with the students."

## VALLEY COLLABORATIVE Valley Transitional High School: Alternative Program – New Year, New Faces

he High School Alternative Program is kicking off the new vear by welcoming a number of new faces. Joining the ranks are a new STEM and engineering teacher, a history teacher, a new algebra and biology teacher and a special education assistant who is reentering the teaching profession after a break. Hands on learning

Ralph Arabian is a long-time teacher of STEM subjects but new to Valley this year. His classes combine principles of engineering and physics with hands-on projects. In recent weeks, Ralph's students have been learning about the forces of lift, thrust, drag and gravity, then applying their new knowledge to concrete exercises, including creating balloon rockets and constructing communication towers out of paper. Ralph will also be helping students work on more ambitious design projects in Valley's woodworking space. That combination of concept and real-world application draws from Ralph's own background as a structural engineer. Before he went into teaching nearly two decades ago, Ralph managed sections of the Big Dig, something that inspired him to change careers. "I'd hire kids out of high school and college and they really didn't have the STEM background they needed, so I decided to do something about it."

#### A new role at Valley

Colleen McAnespie is no stranger to Valley. She worked in the Adult Services program as a case manager for two and a half years. When Colleen shared her desire to become a teacher with program director Matt Gentile, he helped her make it happen. These days Colleen is teaching

history to Valley high schoolers, guiding them through



FROM LEFT, NEW STAFF MEMBERS AT VALLEY ALTERNATIVE MIDDLE AND HIGH SCHOOL: CRISTINA LEBBA, TIM MCDONALD, COLLEEN MCANESPIE AND RALPH ARABIAN.

lessons on the Klondike gold rush or the Euphrates River. She says that while she never imagined that she'd end up being a history teacher, her new classroom at Valley seems like exactly the right place for her. "The kids are amazing and I feel a really strong connection with them," says Colleen.

#### **Climbing great heights**

Tim McDonald has been in education for 20 years, teaching math and working as an administrator, most recently at a middle school. So when he joined Valley as a new ninth and tenth grade teacher, he hit the ground running-or rather, hiking. In addition to teaching algebra and biology, Tim has quickly become an active part of the outdoor education program here, joining students and staff for hiking trips, trail walks, beach outings and apple picking. "We hiked Wachusett one week, followed by a trip to Purgatory Chasm," says Tim, noting that the opportunity to see students outside of the classroom

has been really rewarding. Tim also applauds the cohesive culture among staff and administrators at Valley. "We're all here working together to support the social and emotional needs of these kids and that's just a great feeling."

#### Back from a break

Cristina Lebba recently began working at Valley as a special education assistant. While her role supporting Valley's special education staff is new, Cristina says that it also feels deeply familiar. "I started my career working with individuals at Methuen High School and absolutely fell in love with it." As she embarks on a new education adventure, Cristina says she couldn't be happier with her new position. "This is absolutely the right place for me."

## VALLEY COLLABORATIVE Excited to Learn at Valley Middle School

n the Transitional Middle School. 'welcome back' has an extra spe-L cial meaning for teacher Shana Dunlevy. Shana, who is celebrating her 10th year of teaching, began her career at Valley as a paraprofessional while she attended school to earn her master's degree and teacher licensure. When asked to reflect on the key to her longevity, she points to the synergism of the Transitional Middle School Program. "We have a supportive administrative team who sees the potential for growth and encourages staff development. Then it's the collaboration between my team: therapies, special education assistants, transitional aides, they are always open to problem solving, even the most difficult of situations," says Shana. Then, of course, there are her amazing students. "After all, middle school is 2-3 years, that's a significant amount of time together and we really become a family."

During a recent history class, Shana reviewed a lesson on early civilizations and the role of hunters and gatherers, a topic that captivated student Keegan Graham's attention. History is one of his favorite subjects, especially when given the opportunity to discuss nomadic empires. Keegan, an eighth grade student, is looking forward to finishing out his middle school career with a year full of his favorite things including swimming, reading the book Wonder, making a class song in music, field trips, hiking, and earning PBIS dojo points to buy sports cards in the school store.

Next door in Victoria Clauson's classroom, students are putting the final touches on a unique ELA assignment: writing letters to their future selves. Presented with a writing prompt and graphic organizer, students wrote letters reflecting on their favorite subjects and setting goals for



TEACHER HANNAH MORIARTY DURING AN ELA LESSON WITH STUDENTS HAILEY HAMILTON, DINITRI SCOTT AND ELIJAH TONG-ROUSSEAU

the future. Eighth grade student Rose Morin is looking forward to expanding her reading comprehension skills and learning new recipes in cooking class this year. She would also like to see the class learn and incorporate Spanish vocabulary words. Having met her previous goal of identifying coins, Rose would like to focus this year on learning how to set her alarm clock in order to wake up for school on time–an important life skill that will benefit her as she transitions into high school and adulthood.

In the Alternative Middle School, ELA teacher Hannah Moriarty, who is also celebrating her tenth year at Valley, is thrilled to have found a genre that the students enjoy. "This year the students are really into mysteries. We're currently reading *The Curious Vanishing of Beatrice Willoughby* as a group," explains Hannah. "When you find the right genre or series that gives the students that all important 'buy-in,' the possibilities are endless. It's gratifying to watch the students grow each year as readers and writers."

Just down the hall, math teacher Kristen Saunders-Brown is in her first year teaching at Valley. Ms. Saunders-Brown began the year with a holistic approach toward teaching math. The first initiative was to fa-

miliarize the students with academic language and build the foundational skills that they will need beyond mathematics. "Now when students see an objective such as 'determine the proportional relationships between two quantities using ratio tables' they're not overwhelmed with the complex language. They are not only able to understand the language being used but they can apply their knowledge to solve the problem," explains Kristen. Her goal for the year is to "push the students beyond the boundary of what they think they can do. They are capable of more than they think."

Kristen encourages students to utilize a multi-modal, layered approach to committing things to memory. To aid in this process, students have created individualized resource binders, which will assist them with self-advocacy and improve their executive functioning. Among the students in her class is eighth grade student Aydin Kelley. When asked how his school year is going so far he noted, "I never enjoyed school. I didn't usually make it through the day and I'd ask to go home. That hasn't happened since I started in September."

## VALLEY COLLABORATIVE Valley Transitional High School: Transitional Programs – Planning for the Future

This year, students in the Transitional High School Programs are excited about working in the community, graduating, reading and school council. School and Life Skills student Anna Burnett is looking forward to attending field trips this year where she can continue to build her community living skills to support her long-term goal of attending college. Upon graduation,

Cassidy Dufault would like to utilize her vocational training and experiences at Valley to transition to a job at an animal shelter.

In the School and Vocational Training (SVT) classrooms, many students were thrilled to check the MCAS off of their "to-do" lists when results came in at the beginning of the school year. Scott Delano is feeling "secure and hopeful for my future" after learning the exciting news that he had met a passing score on the test he took last spring. "I have Valley staff to thank for my success!" he exclaimed.

Lori Escolas, who has been a teacher for nearly twenty-five years, five of which have been at Valley, credits the students with their successes. "My students work very hard in school and learn test taking strategies and MCAS academic content. I am very proud of them and delighted that each student will be able to graduate with a diploma." Gavin Wargo and Taejon Vilela-Martinez are also celebrating MCAS victories. "At first, I genuinely didn't think I would pass but once my teacher told me that I passed I was really happy. I feel like

5

I overcame a huge milestone in my life and I don't have to worry about that part any-



TEACHER LORI ESCOLAS CREDITS THE HARD WORK OF HER STUDENTS IN REACHING THEIR GOAL OF PASSING THE MCAS TEST.

more," said Gavin. Taejon added, "I feel great! I am really happy that I passed the Bio as that was really a struggle. Jake (HS literacy coach) really helped me and I am really happy he did." Jillian Gould is "feeling proud" to have achieved her goal and is excited "to tell others about it."

For the high school freshmen. the work is just beginning. In the School and Vocational Training program, students are studying the literary classic To Kill a Mockingbird by Harper Lee. This coming-of-age novel is told from the perspective of a young girl and helps the students understand the themes and concepts of this complex story from the 1930s. The plot revolves around an attornev defending a black man who was wrongfully accused of assaulting a white woman. The book emphasizes the importance of understanding and compassion, values we stress in class here at Valley Collaborative. Explains Lori: "Teaching is not just about imparting knowledge, but inspiring change. That's the mantra I try to live by."

The '24-25 Transitional High School Student Council held elections in early October. Eleven stu-

dents campaigned for the positions of President, Vice President, Secretary, and Treasurer. Each candidate brings a unique perspective and exciting ideas. High School senior and presidential hopeful Corey Erickson described his motivation for running for student government. "I see the school and I see a lot of great people. I want to build a strong, diverse committee that is reflective of our student body." Student Nicholas Porcaro, also a senior, envisions "a school with less problems and a positive future ahead." His campaign flyers note the need for a "talented, creative president" with a focus on positive school change and fun. Caiden Berthet, a sophomore running for Vice President, highlighted his kindness, sense of humor, and responsibility as the personal traits that would make him an outstanding VP. Having been a Student Representative last year, Caiden enjoyed attending meetings and participating in charitable initiatives throughout the year. The Student Council will kick off its first event later this month with a Holiday Canned Goods Drive to benefit the Merrimack Valley Food Bank. "

# VALLEY COLLABORATIVE Adult Services: A Season of Change

alley Collaborative's Adult Services Program continued pushing forward this summer with a number of new opportunities for the individuals served, as well as an end point for a couple of our longstanding Adult Services community members.

Donald Bugden retired this summer after more than 30 years with the Adult Program. Donald was a popular member of the community, endearing himself to all the different staff and individuals who passed through our doors. Through all of Donald's experiences with Valley, he acted as a stabilizing face of Valley through programmatic and administrative changes. Donald's positive attitude never wavered in his time at Valley, and his presence throughout our surrounding communities, and out at different volunteer and work sites, helped to continuously show Valley in a positive light and embodied what Valley has to offer as a program, while more importantly highlighting what he personally had to offer as an employee and a person.

Julia McNally was part of the Valley community for just over 25 years before retiring from the program earlier this summer. Julia's infectious attitude and passion for opportunities to connect with her community through employment and volunteering will be missed as she had been a long-standing ambassador for the Adult Program as a whole.

Valley also lost a long-standing staff member to retirement as Sean Curran moved onto his next stage in life at the end of the summer. Sean was with Valley for over 30 years and impacted countless lives while connecting individuals with opportunities for competitive, individualized employment. Sean will leave his lasting impression on the program as many of the connections Valley



FROM LEFT: SEAN CURRAN (RETIRED) WITH MARK FITTS AND MEG CROUCHER.



DONALD BUGDEN (RETIRED) WITH JULIA MCNALLY (RETIRED)

maintains in the community were established through Sean's hard work and personability. Sean has long followed the Valley mission of empowering individuals to highlight and access opportunities that help to grow and create their own individualized path. While Sean's experience and personality will be missed, Valley is thrilled that he has decided to stay on in a consultant role, as we could think of no greater wealth of knowledge to help push us into the future.

### VALLEY COLLABORATIVE

### **Provider Staff Recognition Night**



FROM LEFT: KELLY LAWLESS (DDS REGIONAL DIRECTOR), ELIZABETH MORSE (FORMER DEPU-TY DDS COMMISSIONER), DR. CHRIS SCOTT, MATT GENTILE, KATLYN WINCH, HOLLY TIERNEY, JANE RYDER (FORMER DDS COMMISSIONER).

This year DDS reinstituted its Provider Staff Recognition Evening. At this event, DDS will be recognizing provider staff who have gone above and beyond to positively impact the lives of the individuals they work with. Valley nominated three staff who supported an individual, who is part of the Adult Services Program, during a difficult time when his mother passed away, leaving him living alone in their apartment with limited supports.

These three staff, Holly Tierney, Katlyn Winch, and Angela Fisette, all stepped outside of their roles with Valley and supported the individual to help pick up the pieces and get his life back in order. From supporting him through the grieving process, to helping him to clean his apartment after program hours, to taking him to get a haircut on the weekend, these staff stepped up and supported the individual in his greatest time of need; simply out of the kindness of

their own hearts.

No one asked them to do what they did, but they immediately went into action when they saw that an individual we serve was at a difficult point in life with limited supports to help him navigate the unknown. These three women personify what it means to work at Valley and to fully embrace the mission of supporting the individuals we serve.

Valley congratulates Holly Tierney, Katlyn Winch and Angela Fisette for having their outstanding service recognized by DDS. We're all proud of you! A Smooth Start to the School Year

»continued from cover

In our Central Office, our small but mighty team has been busy with audits, five in total, over the last few months. Good thing that our team excels under pressure and tight timelines.

Valley Collaborative received the draft results from the Department of Elementary and Secondary Education (DESE) Collaborative Financial Review performed by MARCUM Accounting for DESE (May 2024). Because of our model systems and procedures that have been developed and implemented over the past decade, we were selected to be one of the pilots for this draft financial review protocol. I am pleased to report that Valley received an 'exemplary' score with no findings. MARCUM presented at Massachusetts Organization of Educational Collaborative's (MOEC) general membership meeting in October 7, 2024 and Valley was the case study/exemplar.

Valley is undergoing its DESE Coordinated Program Review -Mid-Cvcle Review. We successfully submitted our self-assessment materials on September 20, 2024. We look forward to welcoming DESE on-site to perform the fieldwork portion of this review the week of November 4th, 2024. Special thanks to Joia Mercurio, Deputy Director, for her leadership on this project and the Principals, Nicole Noska, Nick LeClair, and Heather Murphy, for their cooperation and assistance. We will update the Board at the November Board of Director's Meeting.

»continued on back page

### Valley Collaborative Leadership Team



#### Chris A. Scott. PhD

Executive Director, Finance and Operations cscott@valleycollaborative.org



#### James George

Joia Mercurio

**Deputy Director** 

Kari Morrin

504 Coordinator

Business Manager/Accountant jgeorge@valleycollaborative.org

jmercurio@valleycollaborative.org



#### **Heather Mackay**

Principal, Valley **Elementary School** hmackay@valleycollaborative.org

#### Nicole Noska

Principal Valley Middle School, Valley Transitional High School Transitional Programming nnoska@valleycollaborative.or8

#### Nick LeClair

Principal Valley Transitional High School Alternative Programming nleclair@valleycollaborative.org

#### Matthew Gentile

Director of DDS Services mgentile@valleycollaborative.org

#### Jessica Scalzi

Lead Nurse jscalzi@valleycollaborative.org

### A Smooth Start to the School Year

»continued from previous page

To ensure compliance with Nicky's Law, the Disabled Persons Protection Commission (DPPC) is authorized to conduct periodic reviews of Department of Developmental Services (DDS) and agencies defined as Employers (Valley Collaborative). Valley has just completed its first compliance review on September 6, 2024. This review included DDS staff hired after July 1. 2023, along with their signed DPPC Consent Form and Valley's internal policies and procedures to adhere to M.G.L. c. 19C § 15. We are pleased

to report that Valley received an 'exemplary' score.

On September 24, 2024, DDS performed a first-time CORI audit to ensure Valley Collaborative is in

compliance with all procedures and protocols. The reviewer, Mitchell Greenblatt, provided excellent feedback to us on the organization of our systems and procedural steps. Valley received an 'exemplary' evaluation. Special thanks to Kari Morrin, Director of Human Resources and Kathleen Diaz, HR Generalist, for ensuring the integrity of Valley's data and systems are

### **Valley Collaborative Board**

Chair: Dr. Jay Lang Superintendent, Chelmsford Public Schools

**Dr. Kerry Clery** Superintendent, Billerica Public Schools

**Mr. Steven Stone** Superintendent, Dracut Public Schools

**Dr. Geoff Bruno** Superintendent, Groton-Dunstable Regional School District

**Dr. Denise Pigeon** Superintendent, Nashoba Valley Technical School District

Mr. Brad Morgan Superintendent, North Middlesex **Regional School District** 

Ms. Brenda Theriault-Regan Superintendent, Tewksbury Public Schools

**Dr. Michael Flanagan** Superintendent, Tyngsborough Public Schools

**Dr. Christopher Chew** Superintendent, Westford Public Schools

continuously maintained.

Currently, Valley is undergoing our annual DESE Independent Financial Audit, completed by Dan Schaffner and Jeff Banville from Fritz DeGuglielmo, LLC. Both auditors were on site at Central Office for a few days over the summer to collect many artifacts required for this review. This annual audit is going very well and we are hoping to be able to share the final results of this audit in November.

Please reach out if you have any questions or if I can assist in any way. My door is always open.

Chris A. Scott. **Executive Director** 







### Mazyar Moshtaghi

Director of HR. Title IX and

kmorrin@valleycollaborative.org

Chief Technology Officer mmoshtaghi@valleycollaborative.org



#### Valley Collaborative

#### Interim Statement of Revenues, Expenses and Changes in Net Assets For the Period Ending September 30, 2024 50 of 210 (23.8%) School Days

ED			
Al			ACTUAL
\$		\$	4,769,350
	4,900,000		1,091,721
	700,000		130,821
			10,314
	24,830,000		<b>6,002,206</b> 24.179
	17,173,652		4,629,572
	2,931,619		852,719
	2,788,200		738,828
	593,247		243,137
	751,000		187,750
	24,237,718		<b>6,652,006</b> 27.4%
\$	592,282	\$	(649,800)
	-		
	(575,000)		(844,701)
S	17,282	\$	(1,494,501)
	A <u>F</u> \$	AMENDED         BUDGET         \$ 19,200,000         4,900,000         700,000         30,000         24,830,000         17,173,652         2,931,619         2,788,200         593,247         751,000         24,237,718         \$ 592,282	AMENDED         BUDGET         \$ 19,200,000         \$ 19,200,000         4,900,000         700,000         30,000         24,830,000         17,173,652         2,931,619         2,788,200         593,247         751,000         24,237,718         \$ 592,282         \$

Substantially all disclosures and the Statement of Cash Flows required by GAAP are omitted. No assurance is provided on these financial statements.

#### Valley Collaborative Interim Statement of Net Assets For the Period Ended September 30, 2024

Cash and Cash Equivalents Restricted Investments - OPEB Accounts Receivable, Net Prepaid Expenses and Other Assets Cash Held for Member Districts <b>Total Current Assets</b> <b>Non-Current Assets</b> Land & Building Furniture, Equipment, and Leasehold Improvements, Net of Depreciation Construction in Progress	\$	5,360,274 7,855,739 4,269,746 929,022 18,414,781 4,345,014 2,092,431
Restricted Investments - OPEB Accounts Receivable, Net Prepaid Expenses and Other Assets Cash Held for Member Districts <b>Total Current Assets</b> <b>Non-Current Assets</b> Land & Building Furniture, Equipment, and Leasehold Improvements, Net of Depreciation Construction in Progress	\$	7,855,739 4,269,746 929,022 18,414,781 4,345,014 2,092,431
Restricted Investments - OPEB Accounts Receivable, Net Prepaid Expenses and Other Assets Cash Held for Member Districts <b>Total Current Assets</b> Non-Current Assets Land & Building Furniture, Equipment, and Leasehold Improvements, Net of Depreciation	\$	7,855,739 4,269,746 929,022 18,414,781 4,345,014 2,092,431
Accounts Receivable, Net Prepaid Expenses and Other Assets Cash Held for Member Districts <b>Total Current Assets</b> <b>Non-Current Assets</b> Land & Building Furniture, Equipment, and Leasehold Improvements, Net of Depreciation Construction in Progress		4,269,746 929,022 18,414,781 4,345,014 2,092,431
Prepaid Expenses and Other Assets Cash Held for Member Districts <b>Total Current Assets</b> Non-Current Assets Land & Building Furniture, Equipment, and Leasehold Improvements, Net of Depreciation Construction in Progress		929,022 18,414,781 4,345,014 2,092,431
Cash Held for Member Districts <b>Total Current Assets</b> <b>Non-Current Assets</b> Land & Building Furniture, Equipment, and Leasehold Improvements, Net of Depreciation Construction in Progress		18,414,781 4,345,014 2,092,431
Total Current Assets Non-Current Assets Land & Building Furniture, Equipment, and Leasehold Improvements, Net of Depreciation Construction in Progress		18,414,781 4,345,014 2,092,431
Non-Current Assets Land & Building Furniture, Equipment, and Leasehold Improvements, Net of Depreciation Construction in Progress		4,345,014 2,092,431
Land & Building Furniture, Equipment, and Leasehold Improvements, Net of Depreciation Construction in Progress		2,092,431
Furniture, Equipment, and Leasehold Improvements, Net of Depreciation Construction in Progress		2,092,431
Improvements, Net of Depreciation Construction in Progress		-
Net of Depreciation Construction in Progress		-
Construction in Progress		-
e		
Total Non-Current Assets		
		6,437,445
TOTAL ASSETS	\$	24,852,226
LIABILITIES AND NET ASS	ETS	
Current Liabilities		
Accounts Payable and Accrued Liabilities	\$	1,789,863
Other Liabilities		2,516,129
Member District Accounts (Settlement)		929,022
Total Current Liabilities		5,235,014
Total Liabilities		5,235,014
Net Assets		
Operating - Unrestricted		5,433,962
Restricted - Student Activities		34,561
Reserved - OPEB Trust		5,366,543
Reserved - Capital		1,500,000
Invested in Capital Assets, Net of Related Debt		7,282,146
Total Net Assets		19,617,212
TOTAL LIABILITIES AND NET ASSETS	\$	24,852,226

Substantially all disclosures and the Statement of Cash Flows required by GAAP are omitted. No assurance is provided on these financial statements.

#### VALLEY COLLABORATIVE TREASURER'S REPORT SEPTEMBER 30, 2024

			Beginning					Accounts						Ending
			Balance		Receipts	Payroll		Payable		Earnings		Transfers		Balance
ENTERPISE BANK ACCOUNTS														
Operating	a/c 493426	\$	3,945,829.64	\$	1,327,351.65		\$	(568,456.50)			\$	(1,444,000.00)	\$	3,260,724.79
Payroll	a/c 795823	\$	447,403.21			\$ (1,512,239.56)					\$	1,450,000.00	\$	385,163.65
Joe's Bistro	a/c 531401	\$	6,184.73	\$	1,726.03						\$	(6,000.00)	\$	1,910.76
ICS MMDA	a/c 856490	\$	4,759.11						\$	1.94			\$	4,761.05
Capital Reserve	a/c 4063467	\$	1,500,000.00										\$	1,500,000.00
Independence Project	a/c 821315	\$	114.36	\$	-	<u>\$ -</u>	\$	-	\$	-	\$	-	\$	114.36
TOTAL ENTERPRISE BANK	ACCOUNTS	<u>\$</u>	5,904,291.05	\$	1,329,077.68	<u>\$ (1,512,239.56)</u>	<u>\$</u>	(568,456.50)	<u>\$</u>	1.94	<u>\$</u>		<u>\$</u>	5,152,674.61
MMDT	a/c 0044263747	<u>\$</u>	1,112,804.73	\$		<u>\$ -</u>	<u>\$</u>		\$	4,873.53	<u>\$</u>		<u>\$</u>	1,117,678.26
Total Unrestricted Cash		\$	7,017,095.78	\$	1,329,077.68	<u>\$ (1,512,239.56)</u>	\$	(568,456.50)	\$	4,875.47	\$		<u>\$</u>	6,270,352.87
PARS OPEB Trust		\$	7,706,567.74	<u>\$</u>		<u>\$</u>	\$	(2,074.15)	\$	151,245.09	\$		<u>\$</u>	7,855,738.68
TOTAL CASH		<u>\$</u>	14,723,663.52	\$	1,329,077.68	<u>\$ (1,512,239.56)</u>	\$	(570,530.65)	\$	156,120.56	\$		<u>\$</u>	14,126,091.55