



# Chelmsford School Department School Committee

## *Notice of Public Meeting*

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

Filed with Town Clerk:

As required by G.L. c. 30 A, §18-25

**DATE:** Tuesday June 16, 2020 **TIME:** 6:00 p.m. **ROOM:** Virtual Meeting

**PLACE:** Virtual Remote GoToMeeting **ADDRESS:** On-Line Meeting

The Chelmsford School Committee intends to conduct a virtual remote meeting using the GoToMeeting electronic platform. All participation will take place remotely, not in-person. The meeting will be live-streamed by Chelmsford Telemedia and posted to the CPS website for interested community members to access and watch. Interested community members may submit comments through either the School Committee Chair, Mr. Dennis King, via e-mail to [kingd@chelmsford.k12.ma.us](mailto:kingd@chelmsford.k12.ma.us), or Superintendent of Schools, Dr. Jay Lang, via e-mail to [langj@chelmsford.k12.ma.us](mailto:langj@chelmsford.k12.ma.us) during the meeting. Comments submitted will be read under the public participation portion(s) of the agenda.

### **CALL TO ORDER**

### **CHAIR OPENING STATEMENT**

### **CONSENT AGENDA**

1. Approval of the minutes of the regular school committee meeting of June 2, 2020

### **CHS STUDENT REPRESENTATIVE ANNOUNCEMENTS**

### **GOOD NEWS**

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

### **NEW BUSINESS**

1. School Committee Reorganization
  - a. Election of School Committee Chair
  - b. Election of School Committee Vice Chair
  - c. Election of School Committee Secretary
2. Update on the Status of the Schools
3. Diversity and Equity Focus and Working Groups
4. Kindergarten Parent Survey Results
5. Discussion on Student Transportation & Fees

6. School Committee Approved FY2021 Budget – Revised
7. FY21 Non-Affiliated Rate/Salary Increases
8. Recommended FY2020 Budget Transfers
9. 2020/21 Superintendent’s Evaluation Process
10. Personnel Report – May 2020
11. School Committee Policy Updates

**REPORTS**

1. Liaison Reports

**ACTION/NEW ITEMS**

1. Request for Reports & Updates

**PUBLIC COMMENTS:**

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

**ADJOURNMENT**

**CHELMSFORD SCHOOL COMMITTEE**  
**All Members Attended Remotely by Logging on to**  
**GoToMeeting.com**  
**June 2, 2020**  
**Meeting Minutes**

**Members Present:** Mr. Dennis King (Chair), Mr. John Moses (Vice Chair), Ms. Maria Santos (Secretary), Mr. Jeffrey Doherty and Ms. Donna Newcomb. Attendance taken by roll call.

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

**Call to Order**

6:06 p.m.

**Chair Opening Statement**

The meeting is taking place using GoToMeeting.com electronic platform. All are attending the meeting remotely. The meeting is being televised and recorded by Chelmsford Telemedia. Community members are encouraged to watch and submit comments via email to Dr. Lang or Mr. King. The comments will be read during the "Public Comments" portions of the meeting agenda.

**Consent Agenda**

1. **Approval of the minutes of the regular school committee meeting of May 19, 2020**

**Mr. Moses motioned to approve the meeting minutes from the regular school committee meeting on May 19, 2020. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.**

**CHS Student Representative Announcements**

Sudeep shared that he went to the senior cap and gown pickup today. Many teachers attended, and social distancing was observed. It went very well. In school things are starting to wrap up as the end of the year approaches.

Katrina added that the Student Council will be taking a survey of all students regarding remote learning. This data will be useful to have if remote learning extends into next school year.

**Good News**

Dr. Hirsch shared that a parade was held today for the seniors. Other events are taking place and are highlighted in the weekly newsletter from Dr. Lang. Harrington had a send off for their fourth graders in the parking lot. Lots of celebrations will be happening with everyone keeping friendly social distancing.

Ms. Santos raved about an incredible painted sign which was put up on the grass at CHS and a banner from the PTO, along with gifts given to seniors as they drove by. The parking lot was full of CHS staff congratulating the seniors. "Thank you"!

## **Public Comments**

Ms. Santos said the content of emails may be shared as they relate to specific parts of the agenda.

Ms. Newcomb spoke as a Committee member and a Chelmsford citizen about her “concern, frustration and anger for the recent events”. The murders of Ahmaud Arbery and George Floyd would have been discussed at school, but the school closure has made that impossible. She is hoping the Committee and the Chelmsford community can find ways to provide opportunities for students and community members to express their thoughts and feelings. She would like to consider providing a forum to meet this need.

Mr. Moses, tearfully, expressed support for Ms. Newcomb’s idea. He shared how difficult it has been for him as a parent of two small children to discuss topics like: rioting; peaceful protests; murder and what is happening in the world. This is a time for our country to do better and for our school district to provide for our students.

Ms. Santos expressed how difficult this week has been for her. She has been dealing with this for years as an immigration attorney. Her own daughters have questioned how we can come through this and why we are not caring for people just because they are people. “Diversity is what makes us strong”. We need to address these issues soon. She is thankful to all in the Chelmsford school district who have done such good work reaching out to meet the needs of our community during this difficult time. It is so important that The District continues its support of diversity and provides education for our students in many facets of life.

Mr. King and Mr. Doherty echoed the concerns shared by the other Committee members.

## **New Business**

### **1. Update on the Status of the Chelmsford Public Schools Closure**

Dr. Lang shared that the links from the individual schools are on the District’s website and that those are keeping everyone up to date at all schools. Also, his weekly online newsletter provides additional coverage. Plans for a graduation which would take in person are being worked on by the CHS staff as well as The Student Council and advisors. Saturday, August 8, 2020 is the graduation date and, in the event of rain, it would be held on Sunday, August 9, 2020. It will be held outdoors on the football field but depending on the status of the State due to Covid 19 guidelines and Governor Baker’s decisions on public gathering decisions will have to be made on social distancing requirements and number of family members who are able to attend for each student. If it must be smaller than the whole class of 2020 then there may be separate ceremonies for each of the three houses. If, the Governor will not allow events of this size by then, the graduation will have to be a virtual one. Ms. Santos shared that there are special online events happening to help celebrate senior week, as well.

Dr. Lang then addressed summer programming. Special Ed summer programs will need to be held remotely. It is possible that by summer’s end face-to-face evaluations and IEP meetings might take place. There might also be small group tutoring by then. Most out-of-district placements will also be held remotely and there will be no bus transportation provided. There will be no in-person Community Ed courses offered this summer. There will be some remote programs offered online by Community Ed this summer for students and adults.

The food program officially ends Friday, June 12<sup>th</sup> as far as CHS goes. Those families are being provided with information on other places they may receive meals and food during the summer. The Table of Plenty will be offering “Grab and Go” meals on Tuesday nights this summer.

Transitions for students heading to the middle schools and high school (grades 4 and 8) are being addressed in the newsletters from the principals. Some schools are preparing introduction videos where students meet the team teachers. Since the plan for school reopening is not decided, teacher and team assignments will be made later this summer. If schools are reopening at summer's end, there will be additional live tours scheduled for the schools. CHS mentoring program for freshmen will be part of this coming school year.

## **2. Fall 2020 Re-Entry Planning**

Dr. Lang shared that The Town is being granted money under the federal "Cares Act" in the amount of \$1.3 million plus. This money may be used from March-June 30<sup>th</sup> for FY2020 OR from July 1<sup>st</sup> through the end of December for FY21. For FY20 the only need for the schools is reimbursement for the adult portion of the meals provided since the closure of school. The amount will be close to \$60,000. The funding must be used specifically for COVID19 expenses. The District will work with The Town to use the rest of the money during FY21.

An elementary and secondary "Emergency Relief Fund" will bring an added \$311,000 to our District. We will apply for the funding after July 1<sup>st</sup> and use the funding for FY21. The guidelines for the use of this money are very flexible!

The State has formed a 30-person working group dedicated to exploring the reopening of schools. By mid-June The State will be forwarding guidelines to the school districts. We will be creating "The Chelmsford Return to School Working Group" which will include advisory groups on: the physical learning environment; SEL; teaching and learning and operations. Surveys will be sent (including middle and high school students and all parents) and information will be provided seeking staff who would like to be a part of these groups. The CHS Student Council will also be doing a survey which will provide additional helpful data. Our groups will be looking at the state frameworks and "Chelmsfordizing" them! Our groups will convene starting the end of June and continue to work through July and early August. The School Committee, families and staff will be updated as this process proceeds. There will be a large steering committee of 12 to 15 people and working sub groups of six to eight people. Dr. Lang plans for panels to record updating sessions for the public starting in late July. A lot of work is being shared amongst the Merrimack Valley superintendents, who meet regularly.

Ms. Santos stated that she received an email from Esther MacKinnon, a retired Chelmsford elementary teacher, who favors a return to schools. She is concerned about the social impact of remote learning especially for our younger students.

Dr. Hirsch added that PD is ongoing and larger courses may be offered through Fitchburg State. The technology department and TIS staff provided training for all staff once the schools were closed to make remote learning work, especially supporting Google Classroom. TIS staff have offered new PD sessions each week for our staff during the past 13 weeks. They continue to update staff on web sites and applications that are beneficial and appropriate for Chelmsford students. As the plans for re-entry to school progress, additional PD will be offered.

Transportation will be studied for the possible return to school. The district provides bus transportation for 3,400 students K-12. The busses have not been used since March 16<sup>th</sup> saving The District \$1.1 million. Issues will arise with re-opening depending on what The State says about social distancing on the busses. The State requires only that the districts provide transportation for students in grades K-6. Dr. Lang plans to survey parents this summer to determine which families would choose to use the busses when school reopens. Due to COVID19 many parents may choose to transport the children themselves. More discussion on this topic will take place at future School Committee meetings.

### **3. Recommended 2020/2021 Employee Handbook Revisions**

Ms. Kirkpatrick has provided the updated employee handbook for The Committee to see and highlighted the changes from last year. The policies are now linked to the MASC policies online. Dr. Lang recommends accepting the changes as presented.

**Mr. Moses motioned to approve the 2020/2021 teachers' handbook as presented. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.**

### **4. Student Transportation Registration and Program Fees: 2020/21 School Year**

Ms. Johnson-Collins reviewed her memorandum included in tonight's packet detailing the bus rates as well as the online informational booklet provided to parents for registration purposes. All students who will ride the bus need to register, even if they are not required to pay a fee. School is scheduled to open on September 1<sup>st</sup> as of now. The early-bird discount will be available until July 5, 2020. Ms. Santos expressed concern that many families would not opt for the early discount because it will not be determined yet if schools reopen in September and what bus rides will look like. She does not expect parents to do early registration, unless they may receive refunds if they are not happy. Dr. Lang believes the data on bus riders will be helpful to the planning process. If the policy changes for which grade levels receive transportation and it eliminates bussing for already registered students, those families will be entitled to a refund.

**Mr. Moses motioned to approve the 2021 transportation fees and schedule for the collection calendar. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 4-1 with Ms. Santos voting in the negative.**

### **5. Preliminary Kindergarten Enrollment: 2020/21 School Year**

Dr. Lang thanked the workers in Central Office for putting together a drive-in procedure to facilitate kindergarten registration during the pandemic. Dr. Lang is surveying 336 families who have registered to ascertain if they are considering withdrawing because of the pandemic. Accurate numbers will inform the decision of whether each elementary school will need four or five sections of kindergarten. No action is required tonight. Dr. Lang will share the survey results later for The Committee to decide on the number of sections needed for each school.

### **6. Superintendent's Recommended FY2021 Revised Budget**

Dr. Lang shared a memorandum in tonight's agenda packet. The original budget proposal was for a total amount of \$63,000 million. Because of the pandemic less money is expected to be received from The State. The Town has requested the school proposed budget be reduced by 1.09%, bringing the total budget to \$61,667,000. Dr. Lang is recommending specific changes to the original budget to meet this request, without a reduction in staff or student services. On June 16<sup>th</sup>, the Committee will be able to vote on the revised budget for FY2021.

### **7. Recommended FY2020 Budget Transfers**

**Mr. Moses motioned for the School Committee to approve from the FY2020 local operating budget a transfer of \$120,928.25 from the Transportation Category to the Employee Separation Costs Category as presented. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.**

**Mr. Moses motioned for the school committee to authorize the prepayment of FY2021 tuitions in accordance with MGL Chapter 71, Section 71D, and MGL Chapter 40, Section 4E. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.**

**Mr. Moses motioned for the school committee vote to approve the FY2020 local operating budget transfer of up to \$ 1,100,000 from the Transportation Category to the Prepaid Tuitions Category as referenced. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.**

**Mr. Moses motioned to approve the new bottom line budget number for FY20/21 school year in the amount of \$61,667,000. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.**

#### 8. FY21 Valley Collaborative Board Member Appointment

**Mr. Moses motioned to appoint Dr. Jay Lang as the FY21 board member for the Valley Collaborative. Ms. Newcomb seconded. A roll call vote was taken. Motion carries 5-0.**

#### Action/New Items

Emma Walsh a CHS junior will be holding a vigil to honor George Floyd and the other black lives that have been lost and to support The Black Lives Matter Movement this Friday evening from 6:00 to 7:00 p.m. on The Town Common. Community Services Coordinator, Jen Melanson, and Deputy Police Chief, Dan Ahearn have assisted in the planning and logistics in response to this request. Everyone in attendance is requested to wear a face mask and remain socially distant.

The Chair congratulated Mr. Doherty on his election to the School Committee today. The Committee also congratulated Mr. King on his re-election. Reorganization of The Committee will take place at the next meeting on June 16, 2020.

#### Public Comments

Hanna Barker emailed to thank The Committee for their dedication to planning for “back-to-school” however it transpires in September.

#### Adjournment

**Mr. Moses motioned to adjourn tonight’s meeting at 8:52 p.m. Ms. Newcomb seconded. A roll call vote was taken Motion carries 5-0.**

*Respectfully submitted,  
Sharon Giglio*

# CHELMSFORD PUBLIC SCHOOLS

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Jay Lang, Ed.D., Superintendent

## **Memorandum**

To: Members of the School Committee  
From: Jay Lang, Ed.D., Superintendent of Schools  
Date: June 15, 2020  
Re: Diversity and Equity Focus and Working Groups

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Attached please find a communication I sent this past weekend pertaining to the conversations that are occurring across the country and in our community related to racism, inequities, and social justice within our society. In the coming weeks, our district and school leaders will be engaging our current students and recent alumni in conversations to better understand their educational experience and how we may best support the needs of all students in our schools.

I have also attached a memo and PowerPoint presentation (PPT) from Assistant Superintendent Hirsch that outlines the current process the district uses to review curriculum for bias and diversity. I will ask Assistant Superintendent Hirsch to review the PPT at the school committee meeting tomorrow evening to provide you with an overview of the process currently followed in the district related to the evaluation of curriculum for bias. As an aside, this is also a requirement of the MA DESE Coordinated Program Review.





# CHELMSFORD PUBLIC SCHOOLS

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Dr. Linda Hirsch, Assistant Superintendent

## MEMORANDUM

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

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

Date: June 16, 2020

RE: CPS Curriculum Programs, Diversity, and Bias Evaluation

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The CPS administration is creating plans to re-exam our current curriculum in middle and high school, in order to identify any lack of diversity or presence of bias. The process will begin this summer and be a continuous process in each school year. The steps that have been identified for this process, so far, are as follows:

1. Create a document with a collection of materials used by title, genre, and author for middle and high school ELA.
2. Create a document with a collection of artifacts used for history by topic and author for middle and high school History and Social Sciences.
3. Establish working groups (to include teachers from outside the discipline) to review curriculum materials for equity and balance, and any recommendations, using the curriculum bias process (See attached PPT.)
4. Creation of PD around literature circles/book clubs uses for HS ELA, which will allow for more integration of materials as needed.
5. Review of recommended readings for potential teacher professional development around diversity and race.

### What CPS can do in addition to a curriculum review:

1. Potential Town Hall Meeting Forum (Virtual)
  - Run by the administration with the school committee in attendance.
  - Assemble a panel of current CHS students and recent alumni to help field concerns, hear opinions, etc.
2. Provide specific professional development in the areas of race, diversity, and bias.

There are many research articles about how to increase acceptance and celebration of diversity. One common theme in the readings is the fact that there needs to be direct, explicit instruction on diversity rather than hoping that students "pick it up naturally," because the students have read a diverse piece of work. This instructional practice can easily be incorporated into lessons even with more classic works read





# CHELMSFORD PUBLIC SCHOOLS

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Dr. Linda Hirsch, Assistant Superintendent

by students. Teachers may focus on author studies to examine why an author wrote about the topic, which is due to the time period, and how that time period influenced who was able to write at the time and how they wrote about topics compared to today, whether it a fiction or non-fiction piece. Additionally, the contrary or complementary piece may be incorporated into lessons. A good example of fiction to non-fiction paring is reading *To Kill a Mocking Bird* by Harper Lee and then comparing it to the autobiography, *Black Boy* by Richard Wright. Also, there is the opportunity to link curriculums together from different disciplines. This was nicely done in the past between a HS ELA teacher and a HS biology teacher when the students read, *The Immoral Life of Henrietta Lacks*, by Rebecca Sloop in ELA, which was connected to student learnings by the biology teacher about the impact on life balance.

Also identified in the reading on diversity in curriculum materials was the guidelines of Universal Design for Learning (UDL), in order to give voice and choice to how students learn, which inherently lends itself to the diversity of student's backgrounds and how students approach and express their learning. UDL is a familiar strategy at CPS, and as a district, we may revisit the guidelines of multiple means of representation, engagement, and expression for lessons. With the use of a learning walk protocol, implementation of these teaching strategies and their success may be monitored and also help to identify additional changes to practice needed.

CPS is in a strong position to review and adopt changes to pedagogy and materials, since there is a heavy emphasis on curriculum materials and fiscal support for updating new curriculum (this is currently the case with our new elementary literacy program). Although all of our curriculum material has gone through an approval process, it would be a good practice to review them again and apply any changes necessary.

Other resources available to us is the list of genres and authors that are listed at the end of the MA State Standards documents, which are very diverse.

## **Final comments:**

Reviewing the curriculum is a very deliberate act that takes time. Also, there are several grade levels (middle school in particular) that are up for new materials in the adoption cycle. Any new adoption would be required to have diverse literature to even be piloted in our district and would also go through an internal process to be sure the literature is free from bias based on the criteria developed in order to be adopted. It will be important to keep this in mind during the curriculum review if grade levels are approaching the timeline for new materials, so that we make fiscally responsible decisions with any purchases to enhance what we currently offer and also, do not fragment our materials with only certain units of study addressed. However, it is worth noting again that without implicit instruction, acceptance of diversity may be lost on students during instruction no matter the materials used for instruction, making this review and awareness for our staff important.

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





# Curriculum Bias Evaluation

CHELMSFORD PUBLIC SCHOOLS

MARCH 12, 2018

# Invisibility

## Specific Group Exclusion

- Ex. Omission in books prior to 1960 (hopefully your curriculum is not this dated!☺)
  - African Americans
  - Latinos
  - Asian
  - Woman
  - Genders
  - People with Disabilities

Current textbooks are better but still need improvement

# Stereotyping

- ▶ Racial Stereotypes
  - ▶ Asians are good at math
  - ▶ Jewish people are rich
  - ▶ African Americans are poor
- ▶ Gender Stereotypes
  - ▶ Men as strong and successful
  - ▶ Women as primary caregiver
  - ▶ Men are messy
  - ▶ Girls are not good at sports
- ▶ Sexual Stereotypes
  - ▶ Feminine men are gay
  - ▶ Masculine women are lesbians

Selectivity

Presenting  
one side of  
an issue

- ▶ Woman were “given” a vote without the work and sacrifices that “won” the vote
- ▶ Literature only from western, male authors
- ▶ Math and science courses with reference to Eastern European discoveries

- ▶ Materials missing/ignoring unpleasant facts:

- ▶ Prejudice

- ▶ Racism

- ▶ Discrimination

- ▶ Exploitations

- ▶ Oppression

- ▶ Sexism

- ▶ Real-life Example:

- ▶ Affirmative Action makes African Americans and women equal with everyone

Unreality

# Fragmentation

1

Special chapters  
and inserts in  
books

2

Racial and ethnic  
groups physically  
or visually  
separate from  
other cultural  
groups

3

Portrays a non-  
dominate group  
as less important  
in society



# Linguistic Bias

Language as bias by impacting:

- Race
- Ethnicity
- Gender
- Accents
- Age Disability
- Sexual Orientation

Examples include:

- Native Americans roam or wander – White Americans travel or settle
- Words such as: forefathers, mankind, businessman minimize women
- All bias against non-English Speaking people

## Cosmetic Bias

- ▶ Shiny, glossy covers photos and posters
  - ▶ Examples include:
    - ▶ Science book cover with female scientist without written narrative of any female contributions in the main text
    - ▶ Music book with an eye-catching, multiethnic cover that shows diverse songs and symphonies that only has male composers inside the main text

# Investigative Activities for Bias

Strategies for identifying bias in curriculum (can be completed as an administrative team or with students)

Using the 7 forms of curriculum bias, identify these forms of bias in our current textbooks. Use the "Evaluating Curriculum" form with your groups (Groups can include curriculum teams, principal groups, or same or mixed-group content teachers)

Share an example of curriculum bias or equity (Examples can be captured with Google Forms)

## References

Sadker, D. & Sadker, M. (n.d.). *Seven Forms of Bias in Instructional Materials*. Retrived by

<https://www.sadker.org/curricularbias.html>

Washington Models for the Evaluation of Bias Content in Instructional Materials (2009). Retrieved by

<http://www.k12.wa.us/Equity/pubdocs/WashingtonModelsfortheEvaluationofBias.pdf>



# Questions

CURRICULUM BIAS EVALUATION

# CHELMSFORD PUBLIC SCHOOLS

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Jay Lang, Ed.D., Superintendent

## Memorandum

To: Members of the School Committee  
From: Jay Lang, Ed.D., Superintendent of Schools  
Date: June 13, 2020  
Re: Kindergarten Parent Survey Results

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I recently sent a survey to the parents of incoming Kindergarten students to better understand their thought process at this time about sending their children to Kindergarten in the fall with the many unknowns due to the COVID-19 health pandemic. Below is the text of the message to parents in [BLUE](#) and a graph displaying the responses received from 312 of 352 possible respondents.

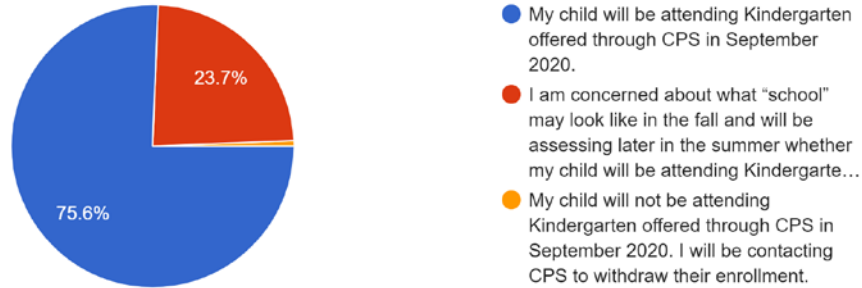
[Good Morning “Soon To Be” Kindergarten Parents:](#)

[We have received and processed your child’s registration to attend Kindergarten this coming September in the Chelmsford Public Schools \(CPS\). Over the summer, you will receive school-specific welcome information pertaining to screenings, meet-and-greets, and class assignments. We concluded our spring registration last week, and I am in the process of making final decisions on Kindergarten staffing levels \(i.e. the number of classrooms we will open in each school\) for the fall. I have received a few calls over the past weeks from parents of incoming Kindergarten students concerned with the uncertainty of what “school” may look like in the fall and how Kindergarten may be affected. We are beginning to convene working groups to plan for a range of scenarios. I anticipate direction and guidance related to what school may look like in the fall to be fluid throughout the summer. I will communicate our planning with you along the way.](#)

[I am reaching out at this time to gauge your commitment level to send your child to school in the fall with the COVID-19 health pandemic and to-be-determined health and safety guidelines for schools to operate that are being developed. I need to obtain a sense of whether parents are contemplating not sending their child to Kindergarten in the fall given recent public health events. This information will be valuable to guide my staffing decisions. I would greatly appreciate it if you would take the one-question survey at the link below to provide me with your best thinking at this time. Your answers are non-binding, however, will help frame my decision-making process.](#)

Which statement below best describes your thinking at this point in time with regard to your child and attending Kindergarten in September, 2020?

312 responses



236 parents (75.6%) responded they will be sending their child(ren) to Kindergarten offered through the Chelmsford Public Schools in September, 2020.

74 parents (23.7) responded they are concerned about what "school" may look like in the fall and will be assessing later in the summer whether their child(ren) will be attending Kindergarten offered through the Chelmsford Public Schools in September, 2020.

2 parents (0.6%) responded they will not be sending their child(ren) to Kindergarten offered through the Chelmsford Public Schools in September, 2020.

# CHELMSFORD PUBLIC SCHOOLS

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## Memorandum

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

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

DATE: June 12, 2020

RE: Transportation Fees: 2020/2021 School Year - Revision to extend early bird discount

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At the June 2, 2020 school committee meeting, the fees were established for student transportation for the 2020/2021 school year. This memo is a recommendation to extend the date for the registration period for the early bird discount beyond July 5, 2020 and continue the discount to the end of July. This will give families a little more time to make their transportation decision and still receive the discount of \$ 25.00 per student and \$ 100 per family on the annual bus fee.

I recommend the school committee adopt the fee structure noted below for the 2020/2021 school year and vote to establish the regular, early, late and half year registration rates as follows:

<b><u>Early Registration Period</u></b>	June 1, 2020 – July 31, 2020
Per Student Fee	\$175.00
Maximum Family Cap:	\$400.00
<b><u>Regular Registration Period</u></b>	August 1, 2020 – August 31, 2020
Per Student Fee	\$200.00
Maximum Family Cap:	\$500.00
<b><u>Late Registration Period</u></b>	September 1, 2020 – January 31, 2021
Per Student Fee	\$225.00
Maximum Family Cap:	\$500.00
<b><u>Half Year Registration Period</u></b>	February 1, 2021 –
Per Student Fee	\$100.00
Maximum Family Cap:	\$500.00



# CHELMSFORD PUBLIC SCHOOLS

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Jay Lang, Ed.D., Superintendent

## **Memorandum**

To: Members of the School Committee  
From: Jay Lang, Ed.D., Superintendent of Schools  
Date: June 13, 2020  
Re: School Committee Approved FY2021 Budget - Revised

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Attached please find a copy of the final FY2021 revised budget that was reviewed at the June 2, 2020 regular meeting of the school committee. I have incorporated the three (3) reductions discussed and voted at the June 2, 2020 meeting bringing the bottom-line budget request to \$ 161,667,000 as reflected on page 52 of the document. I recommend the school committee vote to accept the summary level budget line item totals, listed in accordance with MA DESE function codes, on page 16 of the document.

This budget will be presented to Town Meeting on Monday June 22, 2020. Once approved Tuesday evening by the Chelmsford School Committee, I will e-mail a link to the revised budget document to all town meeting representatives and have copies printed for distribution at town meeting.



# CHELMSFORD PUBLIC SCHOOLS FY2021 SCHOOL COMMITTEE APPROVED BUDGET

## SCHOOL COMMITTEE MEMBERS

Dennis F. King, II, Chair  
John W. Moses., Vice-Chair  
Maria L. Santos, Secretary  
Jeffrey D. Doherty  
Donna M. Newcomb

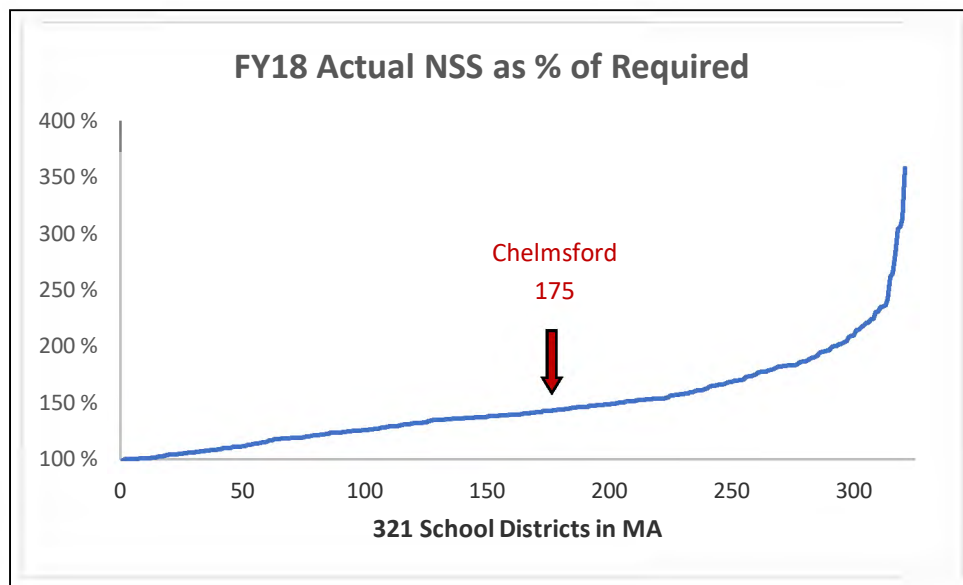
## CENTRAL ADMINISTRATION

Dr. Jay Lang, Superintendent  
Dr. Linda Hirsch, Assistant Superintendent  
Joanna Johnson-Collins, Director of Business & Finance

*June 16, 2020*

## Chelmsford Public Schools General Fund Operating Budget Overview

The Massachusetts Department of Elementary and Secondary Education (DESE) tracks budgeted and actual spending in districts from year to year. DESE's most recently published actual figures are for FY2018, which ended June 30, 2018. From the reported and audited actual figures for each district, DESE determines each district's compliance with its net school spending obligation in dollars and in percentage of required spending. DESE annually publishes required net school spending and actual net school spending for each district in Massachusetts. In FY2018, 1 district spent less than their required net school spending as computed by DESE; 320 districts exceeded their required net school spending. Chelmsford exceeded its required net school spending by 42.8% in FY2018, which is above the state median value of 25.8%. Across the state, 174 communities spent less than Chelmsford, whereas 146 communities spent more than Chelmsford as a percentage of total spending in excess of required net school spending, as illustrated in the graph below.



### What Is Net School Spending?

The Massachusetts school finance statute, Chapter 70 of the General Laws, establishes an annual net school spending requirement for each school district. Net school spending includes each town school department's general fund expenditures (operating budget) as well as the

town's direct spending for schools, but it excludes capital expenditures, transportation, grants, and revolving funds. Required net school spending is the annual *minimum* that must be spent on schools, including carryover from previous years. As stated previously, Chelmsford exceeded its required net school spending requirement by 42.8% in FY2018 and in FY2019 is budgeted to exceed its required net school spending requirement by 36.4%.

To determine net school spending for the upcoming school year, the state uses school department enrollment data as of October 1 of the current school year (i.e., the October 1, 2019 student headcount is the basis for determining the FY2021 foundation budget and net school spending requirement). This is called foundation enrollment and is used to calculate the district's foundation budget. The foundation budget is the state's estimate of the *minimum* funding level needed in each district to provide an adequate educational program.

Massachusetts uses a complex formula that considers many factors, including each district's grade-level configuration, programs, and demographics. The formula also considers each community's relative wealth and determines each community's “required local contribution” toward the educational program.

**Comparable Community Analysis: Demographic Data**

Although it is important to compare Chelmsford to the state average with regard to spending and academic performance, it is also necessary to assess Chelmsford’s academic performance with its most comparable peer communities across the state. Table I provides general demographic data for Chelmsford and its ten most comparable districts as determined by DESE.

**Table I. DESE Comparable Districts: General Demographic Data**

District	Total Enrollment	Econ. Dis. (%)	SWD (%)	ELL (%)
Ashland	2,845	13.0	16.5	5.4
Billerica	4,764	15.6	17.0	1.5
Chelmsford	4,961	12.2	16.9	3.6
Easton	3,632	12.9	18.3	1.8
Mansfield	3,784	13.4	15.8	1.8
Marshfield	4,060	11.8	17.0	1.1
Melrose	3,945	10.5	14.4	4.6
Natick	5,540	9.1	14.2	3.6
North Andover	4,769	14.6	15.3	2.2
North Attleborough	4,155	16.6	16.0	3.1
Wakefield	3,485	12.2	15.8	2.3

With regard to the number of economically disadvantaged students enrolled, Chelmsford falls in the bottom half of its most comparable districts. Seven districts have a higher percentage of students and three districts have a lower percentage of students designated economically disadvantaged. Some 12.2% of all Chelmsford Public School students are identified as economically disadvantaged. This is a decrease from last year (2017-18), when 12.9% of all students were identified as economically disadvantaged, however an increase from just a few years ago (2014-15) when 8.2% of all Chelmsford Public School students were identified as economically disadvantaged.

With respect to the number of students identified with disabilities (SWD), Chelmsford falls in the top half of its most comparable districts. Of all Chelmsford Public School students, 16.9% have disabilities and require special education services, as outlined in their Individual Education Plan (IEP). Seven districts have a lower percentage of students and three districts have a higher percentage of students identified with disabilities.

The percentage of students classified as English language learners (ELL) in the Chelmsford Public Schools is higher than seven, tied with one, and less than two of its ten most comparable communities. In Chelmsford, 3.6% of all students are classified as ELL.

### **Comparable Community Analysis: Financial Support**

Within the last few years, DESE has tried to make district and school demographic and performance data more accessible to district staff and the general public. The District Analysis and Review Tools (DARTs) provided by DESE allow users to track and analyze data over time to make comparisons to state and comparable districts. The DARTs select the ten most comparable school districts in the state based on student enrollment characteristics, special populations, and grade-span groupings (i.e., K-12, elementary, secondary). Grade-span groupings are an important point of comparison because districts are often compared with their neighbors based solely on geography. However, a district's comparison to similar districts across the state is often more valuable when balancing programs and services against level of spending and student achievement.

Table II highlights actual net school spending in FY2018 as a percentage of required net school spending for the ten most comparable districts to Chelmsford, as determined by DESE.

**Table II. DESE Comparable Districts: Actual Percentage of Required Net School Spending**

<b>District</b>	<b>FY2018 Actual % of Required NSS</b>
<b>Natick</b>	143.0
<b>Chelmsford</b>	138.6
<b>Wakefield</b>	135.5
<b>Billerica</b>	135.0
<b>Ashland</b>	134.6
<b>Easton</b>	126.1
<b>State</b>	125.8
<b>Mansfield</b>	122.7
<b>North Andover</b>	117.1
<b>North Attleborough</b>	17.5
<b>Marshfield</b>	17.2
<b>Melrose</b>	13.8

Table II shows that nine comparable districts—Wakefield, Billerica, Ashland, Easton, Mansfield, North Andover, North Attleborough, Marshfield, and Melrose—spent less than Chelmsford in FY2018 as a percentage in excess of the district's required net school spending. One comparable district—Natick—spent more than Chelmsford in FY2018 as a percentage in excess of the district's required net school spending. In addition to the ten comparable districts as determined by DESE, the FY2018 state median is listed at 25.8% as a percentage in excess of required net school spending.

DARTs also analyze other aspects of comparable districts, including staff-to-student ratios. DESE reports the most recent staff-to-student data for FY2019, which ended June 30, 2019. Table III presents the overall student-teacher ratio in Chelmsford, its ten most comparable districts as determined by DESE, and the state average.

**Table III. DESE Comparable Districts: FY2019 Student-Teacher Ratio**

District	Student : Teacher Ratio
Mansfield	12.5 : 1
Marshfield	12.5 : 1
State	12.9 : 1
Billerica	13.2 : 1
Natick	13.3 : 1
Chelmsford	13.4 : 1
Wakefield	13.4 : 1
Easton	13.4 : 1
Ashland	14.0 : 1
North Attleborough	14.7 : 1
Melrose	14.7 : 1
North Andover	15.7 : 1

Table III shows that among its most comparable districts in the state, Chelmsford's student-teacher ratio is better than six of its peer communities (Wakefield, Easton, Ashland, North Attleborough, Melrose and North Andover). However, four of its peer communities (Natick, Billerica, Marshfield and Mansfield) have a better student-teacher ratio than Chelmsford. The average student-teacher ratio among all Massachusetts school districts is also lower than Chelmsford's. Even though Chelmsford has had an enrollment decline of 469 students in its foundation enrollment between FY2008 and FY2019, its current student-teacher ratio is still higher than the state average.

The student-teacher ratio is helpful for gauging a district's overall standing with regard to its comparable communities, but it does not give a true picture of the district's student-teacher ratio. This calculation takes all students reported on the October 1 headcount and divides them by the number of teachers in the district. The ratio does not consider special programs with lower-than-average class size (i.e., self-contained special education programs). At the regular meeting of the Chelmsford School Committee on November 5, 2019, grade-by-grade breakdowns of student enrollment at each elementary and middle school in the district were reported. These figures are more useful for budgeting purposes because they depict actual homeroom class size. The October 1, 2019 student enrollment report is included as Appendix A.

Another measure commonly referred to when reviewing spending among school districts is average teacher salaries. Table IV lists the data for each comparable district and the state. These data show that Chelmsford's average teacher salary is higher than six of its peer communities (Easton, North Andover, Natick, North Attleborough, Marshfield and Melrose) and lower than four peer communities (Ashland, Wakefield, Billerica and Mansfield). The average teacher salary for all school districts in the state is higher than Chelmsford's average.

**Table IV. DESE Comparable Districts: FY2018 Average Teacher Salary**

District	Average Teacher Salary
Mansfield	\$ 86,935
Billerica	\$ 83,185
State	\$ 80,222
Wakefield	\$ 79,963
Ashland	\$ 79,628
Chelmsford	\$ 78,671
Easton	\$ 77,666
North Andover	\$ 77,641
Natick	\$ 77,049
North Attleborough	\$ 76,504
Marshfield	\$ 75,523
Melrose	\$ 65,624

Another measure often used to compare districts is the amount of money spent to educate each student in the district, often referred to as the per-pupil expenditure. This cumulative figure includes all district expenditures on administration; instructional leadership; teachers; teaching services; professional development; instructional materials and equipment (including technology); guidance, counseling, and testing services; pupil services; operations and maintenance; and employee benefits. Table V presents the FY2018 in-district per-pupil expenditure for each of Chelmsford’s comparable districts.

**Table V. DESE Comparable Districts: FY2018 Per-Pupil Expenditures**

District	Per-Pupil Expenditure
Billerica	\$ 16,094
State	\$ 15,953
Mansfield	\$ 15,676
Natick	\$ 15,367
Wakefield	\$ 14,543
Chelmsford	\$ 13,724
Ashland	\$ 13,571
Easton	\$ 13,280
Marshfield	\$ 13,186
North Attleborough	\$ 12,360
North Andover	\$ 12,122
Melrose	\$ 11,816



DESE provides the per-pupil expenditures for in-district students. As Table V shows, four of our comparable districts (Billerica, Mansfield, Natick, and Wakefield) spent more overall per pupil than Chelmsford, and six comparable districts (Ashland, Easton, Marshfield, North Attleborough, North Andover and Melrose) spent less. The median per-pupil expenditure for all districts in the state is \$2,229 higher than Chelmsford.

**Comparable Community Analysis: Academic Performance**

Given this analysis of financial conditions affecting the Chelmsford Public Schools and its comparable districts across the state, it is clear that Chelmsford is using its resources to provide an exceptional education to its 5,000 students. Academically, students in the Chelmsford Public Schools outperform their counterparts across the state. To illustrate the academic impact of the funding available for students, I provide the following analysis.

During the spring of 2019, districts across the state participated in the computer-based Next-Generation MCAS assessment. Students in grades 3 – 8 were assessed in English language arts (ELA) and mathematics. Students in Grade 5 and 8 were also assessed in science, technology and engineering (STE). Chelmsford High School students in Grade 10 were assessed in English language arts (ELA) and mathematics. I will report on how Chelmsford performed in relation to our most comparable communities and students statewide on the 2019 MCAS exam.

Table VI shows the performance of third through eighth-grade students enrolled in the Chelmsford Public Schools on the 2019 English language arts MCAS exam with respect to our comparable districts and students statewide.

**Table VI. Grades 3 – 8 English Language Arts Performance**

District	Gr 3-8 ELA % meet / exceed expectations
Marshfield	73%
Melrose	73%
Chelmsford	<b>68%</b>
Natick	68%
Ashland	66%
Easton	66%
North Andover	61%
Mansfield	59%
North Attleborough	59%
MA State Average	55%
Wakefield	55%
Billerica	54%

At the third through eighth-grade levels, 68% of all Chelmsford students attained a score in either the Meets or Exceeds Expectations category on the 2019 English language arts MCAS exam. Chelmsford students outperformed their peers in seven of the comparable communities (Ashland, Easton, North Andover, Mansfield, North Attleborough, Wakefield and Billerica) and tied one community (Natick) on the English language arts exam. Chelmsford students also significantly exceeded the state average (55%) of all third through eighth-grade students. Students in two comparable communities (Marshfield and Melrose) scored higher than Chelmsford on the exam.

Table VII shows the performance of third through eighth-grade students enrolled in the Chelmsford Public Schools on the 2019 mathematics MCAS exam with respect to our comparable districts and students statewide.

**Table VII. Grades 3 – 8 Mathematics Performance**

District	Gr 3-8 Math % meet / exceed expectations
Marshfield	71%
Natick	66%
Melrose	65%
Ashland	64%
Easton	64%
Chelmsford	<b>63%</b>
North Andover	62%
Mansfield	59%
North Attleborough	55%
Wakefield	52%
MA State Average	50%
Billerica	49%

At the third through eighth-grade levels, 63% of all Chelmsford students attained a score in either the Meets or Exceeds Expectations category on the 2019 mathematics MCAS exam. Chelmsford students outperformed their peers in five of the comparable communities (North Andover, Mansfield, North Attleborough, Wakefield and Billerica). Chelmsford students also significantly exceeded the state average (50%) of all third through eighth-grade students. Students in five comparable communities (Marshfield, Natick, Melrose, Ashland and Easton) scored higher than Chelmsford on the exam.

Table VIII outlines the performance of fifth and eighth-grade students enrolled in the Chelmsford Public Schools on the 2019 science, technology and engineering MCAS exam with respect to our comparable districts and students statewide.

**Table VIII. Grades 5 – 8 Science Performance**

District	Gr 5-8 Science % meet / exceed expectations
<b>Chelmsford</b>	<b>65%</b>
<b>Easton</b>	65%
<b>North Attleborough</b>	64%
<b>Marshfield</b>	62%
<b>Melrose</b>	61%
<b>Natick</b>	61%
<b>Ashland</b>	61%
<b>Mansfield</b>	54%
<b>North Andover</b>	53%
<b>Wakefield</b>	50%
<b>MA State Average</b>	50%
<b>Billerica</b>	49%

At the fifth and eighth-grade levels, 65% of all Chelmsford students attained a score in either the Meets or Exceeds Expectations category on the 2019 science (science, technology and engineering) MCAS exam. Chelmsford students outperformed all of their peers in the ten most comparable communities (Easton, North Attleborough, Marshfield, Melrose, Natick, Ashland, Mansfield, North Andover, Wakefield and Billerica). Chelmsford students also significantly exceeded the state average (50%) of all fifth and eighth-grade students.

Table IX outlines the performance of tenth-grade students enrolled in the Chelmsford Public Schools on the 2019 English language arts MCAS exam with respect to our comparable districts and students statewide.

**Table IX. Grade 10 English Language Arts Performance**

<b>District</b>	<b>Gr 10 ELA % meet/ exceed expectations</b>
<b>Ashland</b>	82%
<b>Chelmsford</b>	<b>81%</b>
<b>Mansfield</b>	78%
<b>Marshfield</b>	78%
<b>North Attleborough</b>	78%
<b>Natick</b>	77%
<b>Melrose</b>	76%
<b>Easton</b>	75%
<b>North Andover</b>	75%
<b>Wakefield</b>	70%
<b>Billerica</b>	68%
<b>MA State Average</b>	63%

As shown in Table IX, 81% of all Chelmsford students attained a score in either the Meets or Exceeds Expectations category on the 2019 English language arts MCAS exam. Students in one of our comparable districts (Ashland) scored slightly higher, with 82% of its tenth-grade students attaining a score in either the Meets or Exceeds Expectations category on the English language arts exam. Chelmsford outperformed nine comparable communities (Mansfield, Marshfield, North Attleborough, Natick, Melrose, Easton, North Andover, Wakefield and Billerica) on the tenth-grade English language arts exam and far exceeded the percentage of tenth-grade students across the state (63%) who attained a score in either the Meets or Exceeds Expectations category on the English language arts exam.

Table X outlines the performance of tenth-grade students enrolled in the Chelmsford Public Schools on the 2019 mathematics MCAS exam with respect to our comparable districts and students statewide.

**Table X. Grade 10 Mathematics Performance**

District	Gr 10 Math % meet / exceed expectations
Ashland	81%
Chelmsford	<b>80%</b>
Natick	79%
Mansfield	78%
North Attleborough	77%
Easton	74%
Marshfield	73%
North Andover	71%
Melrose	68%
Wakefield	68%
Billerica	64%
MA State Average	60%

As Table X shows, 80% of all tenth-grade Chelmsford students attained a score in either the Meets or Exceeds Expectations category on the 2019 mathematics MCAS exam. Students in one of our comparable districts (Ashland), scored slightly higher, with 81% of its tenth-grade students attaining a score in either the Meets or Exceeds Expectations category on the mathematics MCAS exam. Chelmsford outperformed nine comparable communities (Natick, Mansfield, North Attleborough, Easton, Marshfield, North Andover, Melrose, Wakefield and Billerica) on the tenth-grade mathematics MCAS exam, and far exceeded the percentage of tenth-graders across the state (60%) who attained a score in either the Meets or Exceeds Expectations category on the mathematics exam.

### **Conclusion**

The Chelmsford Public School District provides an exceptional education to the students entrusted to our care. The district effectively uses the resources appropriated annually by Town Meeting to serve the needs of an ever-diversifying student population. Although Chelmsford exceeds minimum net school spending on public education, and spends slightly more than the state average of district spending above net school spending, Chelmsford spends \$ 2,229 less per-pupil than the state median per-pupil expenditure statewide. In Chelmsford, average teacher salaries are lower and student-teacher ratios are higher than the state average, but

they are in the mid-range of comparable districts. Per-pupil spending is lower than the state average but in the mid-range of per-pupil spending in comparable districts.

Additional funding would enhance the educational experience of Chelmsford students, but the programs and services currently provided yield exceptional results, as demonstrated by standardized testing measures. Overall, our students' academic achievement makes it clear that the town of Chelmsford is receiving a positive return on its investment in public education. Chelmsford's students are also involved in athletics, community service, and fine and performing arts, thereby fulfilling the roles of productive and valued members of the community.

### **FY2021 Budget Overview**

Several budget assumptions underlie the FY2021 budget. The town manager has included a \$ 2 million increase in funding for the Chelmsford Public Schools, an increase from \$ 61 million to \$ 63 million in the Town of Chelmsford FY2021 general operating budget. Following is a list of the assumptions that have been incorporated in the FY2021 superintendent's recommended budget.

- All FY2021 salaries have been increased in accordance with the applicable collective bargaining and individual employment agreements. "Step" increases and "lane changes" have been incorporated in the FY2021 recommended budget figures. Anticipated teacher vacancies from announced retirements have been budgeted at \$58,641 (Step 3 on the master's degree salary schedule).
- The FY2021 budget reflects a decrease of \$ 225,000 in anticipated out-of-district special education tuition costs, an increase of \$375,000 in anticipated circuit-breaker reimbursement, offset by a decrease of \$ 175,000 in school choice funds, resulting in a net decrease of approximately \$400,000 in out-of-district special education tuition costs.
- The FY2021 budget reallocates 2.0 middle school teacher (8<sup>th</sup> grade) positions at McCarthy Middle School. During the 2017/18 school year 2.0 middle school teacher (5<sup>th</sup> grade) positions were reallocated from McCarthy Middle School. During the 2018/19 school year 2.0 middle school teacher (6<sup>th</sup> grade) positions were reallocated from McCarthy Middle School. During the 2019/20 school year 2.0 middle school teacher (7<sup>th</sup> grade) positions were reallocated from McCarthy Middle School. We are continuing to reduce two sections (classes) at McCarthy Middle School making it possible to add other

positions in the district while maintaining student:staff ratios in-line with district policy. After this final budget reallocation is complete, McCarthy and Parker Middle Schools will have identical grade level configurations, eight (8) classrooms/sections of each grade level in each school.

- The FY2021 budget adds a 1.0 Instructional Technology Specialist position and 2.0 Technology Assistant positions to provide direct support services to students, and support and professional development to staff, as we enter year 2 of the 1:1 technology initiative to provide all incoming 5<sup>th</sup> grade students at McCarthy and Parker Middle Schools and 9<sup>th</sup> grade students at Chelmsford High School with a district-provided computer (Chromebook) for use at home and in school. At the start of the 2020/21 school year, over 1,500 students and staff will have district issued devices under this initiative.
- The FY2021 budget adds 3.0 Special Education Teacher positions at the elementary level (Byam, Center and Harrington Elementary Schools) to provide direct instruction, services and support to students on Individual Education Plans (IEPs) reducing current student:staff ratios for special education students that are not within specialized (i.e. ASD, LifeSkills, STRIVE) programs.
- The FY2021 budget adds a 1.0 Board Certified Behavior Analyst (BCBA) position and a 1.0 Special Education Teacher position at the McCarthy Middle School to establish a middle school level therapeutic program (STRIVE) to provide a continuum of programming at the middle school level from the elementary school level therapeutic program (STRIVE) located at the South Row Elementary School.
- The FY2021 budget adds a 1.0 School Psychologist position to support students at the McCarthy and Parker Middle Schools. The addition of a School Psychologist position will allow for clinical support of the middle school level therapeutic program (STRIVE) to be located at McCarthy Middle School in addition to alleviating the testing caseloads at the middle school level.
- The FY2021 budget adds a 1.0 Board Certified Behavior Analyst (BCBA) position at the elementary school level (Center and Harrington Elementary Schools) to assist staff in developing strategies to support all learners to develop a proactive approach to social emotional learning (SEL) and behavioral interventions.

- The FY2021 budget adds a .7 School Nurse (LPN) position at Chelmsford High School. The addition of a 0.7 School Nurse (LPN) position will bring the student:nurse ratio in-line with state guidelines and our district nurse staffing ratio at the elementary and middle school levels.
- The FY2021 budget adds a 1.0 World Language Teacher position at Chelmsford High School for American Sign Language (ASL) in response to a parent/student/staff survey to identify a third language choice in addition to French and Spanish.
- The FY2021 budget adds a 1.0 Elementary School Teacher (4<sup>th</sup> Grade) at the Center Elementary School to reduce current/projected class size. The FY2021 budget also includes funding to support two (2) additional Kindergarten Teacher positions at the elementary school level to maintain desired class size, if after the registration process it is determined additional classes/sections beyond the current Kindergarten grade level configuration (4 classrooms per school) are necessary.
- The FY2021 budget includes funding to support a tutoring support service model at the elementary and middle school levels to augment grant funding that supports interventionist positions providing small group, Tier II, instruction to students identified in need of targeted academic interventions and academic supports.
- The FY2021 budget includes funding to support an increase in the day-to-day substitute teacher rate from \$ 75/day to \$ 90/day more in-line with neighboring communities in an effort to attract quality candidates and increase the daily fill rate. Further, the budget includes funding to support an increase in the daily nurse substitute rate from \$ 130/day to \$ 150/day.
- In addition to the staffing enhancements, the FY2021 budget further supports families and students in a few significant ways:
  - Funding for the second year of implementation of the 1:1 computer initiative is incorporated to provide all incoming 5<sup>th</sup> grade students at McCarthy and Parker Middle Schools and 9<sup>th</sup> grade students at Chelmsford High School with a district-provided computer (Chromebook) for use at home and in school.
  - Funding to support a reduction in student activity and club fees has been incorporated in the FY2021 budget. A reduction from \$ 75/year to \$ 50/year is proposed at McCarthy and Parker Middle Schools.



The FY2021 school committee approved budget continues to include Circuit Breaker, School Choice, and the Valley Collaborative reimbursement as revenue offsets in support of the Chelmsford Public Schools. The school committee approved FY2021 budget was crafted in support of the district's strategic plan, specifically the academic and social emotional goals and initiatives that have been and will continue to be the focus of our collective work in the years to come.

On January 27, 2020, Town Manager Cohen released his recommended FY2021 budget for the Town of Chelmsford. Included in his recommended budget was a \$2 million increase, \$ 61 million to \$ 63 million, to support the Chelmsford Public Schools. The superintendent's recommended budget was prepared to meet Town Manager Cohen's original recommendation. The COVID-19 pandemic hit in mid-March and resulted in Town Manager Cohen recommending a reduction to the original budget plans for all Town departments, including the Chelmsford Public Schools. An assumed 20% reduction in local state aid (Chapter 70 and unrestricted general funds) and downward adjusted of local receipts as a result of the COVID-19 pandemic resulted in the Chelmsford Public Schools budget being reduced to \$ 61,667,000. To accomplish this budget reduction and maintain the integrity of the programs, services and staffing originally planned for FY21, the school committee has taken the following actions:

- (\$ 250,000) Reduction in the FY21 curriculum adoption line item as the elementary literacy purchase was made with FY20 surplus local operating budget funds.
- (\$ 120,928) Reduction in the FY21 employee separation line item as costs previously budgeted in FY21 will be paid with FY20 surplus local operating budget funds.
- (962,072) Reduction in the FY21 out-of-district student tuition account as previously budgeted FY21 expenses will be pre-paid with FY20 surplus local operating budget funds as a result of savings in regular and special education student transportation from the school closure and non-performance of service.

I look forward to working with the school committee to review and present to town meeting an FY2021 local operating budget for the Chelmsford Public Schools that not only maintains the integrity of the programs and services we offer, but continues to align our available resources to meet the identified district goals and objectives for the 2020/21 school year.

Yours truly,



Jay Lang, Ed.D.  
Superintendent of Schools

Chelmsford Public School District  
 FY2021 School Committee Approved Budget  
 June 16, 2020

Summary Level Totals

	2018-19 FPE	2018-19 ACTUAL	2019-20 FPE	2019-20 BUDGET	2020-21 FPE	2020-21 BUDGET
1110 SCHOOL COMMITTEE	0.0	26,724	0.0	29,900	0.0	33,400
1210 SUPERINTENDENT	2.0	305,618	3.0	378,903	3.0	436,400
1220 ASST. SUPERINTENDENT	2.0	226,948	2.0	234,784	2.0	244,000
1230 DISTRICT WIDE	0.0	509,172	0.0	570,700	0.0	375,700
1410 BUSINESS AND FINANCE	6.0	374,686	6.0	397,916	6.0	414,558
1420 HUMAN RESOURCES	3.7	240,464	3.7	301,807	3.7	310,687
1430 - 1435 LEGAL SERVICES & SETTLEMENTS	0.0	105,543	0.0	140,000	0.0	140,000
1450 DISTRICTWIDE MIS	9.0	1,084,043	9.0	1,261,747	9.0	1,331,822
2110 CURRICULUM DIRECTORS - REGULAR EDUCATION	11.0	1,070,500	12.0	1,257,838	12.0	1,285,956
2110 CURRICULUM DIRECTORS - SPECIAL EDUCATION	8.0	751,024	9.0	855,817	9.0	891,441
2210 SCHOOL LEADERSHIP	39.0	2,343,376	41.0	2,650,802	41.0	2,745,005
2300 - 2305 CLASSROOM TEACHERS - REGULAR EDUCATION	290.6	22,337,684	288.6	23,433,930	288.9	23,676,757
2310 TEACHERS SPECIALISTS - REGULAR EDUCATION	20.0	1,538,145	20.0	1,535,799	20.0	1,858,180
2310 TEACHERS SPECIALISTS - SPECIAL EDUCATION	77.5	5,693,309	79.0	5,760,385	85.0	6,378,441
2320 MEDICAL/THERAPEUTIC SERVICES	5.4	360,215	5.4	372,797	5.4	399,456
2325 SUBSTITUTES	0.0	480,676	0.0	581,000	0.0	590,000
2330 PARAPROFESSIONALS	214.5	3,786,831	219.5	3,954,960	219.5	4,148,244
2340 LIBRARY/MEDIA CENTER	13.0	657,030	13.0	680,849	15.0	761,187
2357 PROFESSIONAL DEVELOPMENT	0.0	110,104	0.0	157,925	0.0	165,775
2410 - 2415 TEXTBOOKS & INSTRUCTIONAL MATERIALS	0.0	609,287	0.0	522,350	0.0	545,727
2420 INSTRUCTIONAL EQUIPMENT	0.0	189,144	0.0	171,650	0.0	153,050
2430 GENERAL SUPPLIES	0.0	498,691	0.0	540,725	0.0	552,425
2440 OTHER INSTRUCTIONAL SERVICES - SPECIAL ED	0.0	73,365	0.0	215,150	0.0	192,000
2451 - 2455 CLASSROOM INST TECHNOLOGY & SOFTWARE	0.0	862,803	0.0	512,000	0.0	625,000
2710 - 2800 GUIDANCE & PSYCHOLOGICAL SERVICES	27.0	2,063,266	28.0	2,183,530	29.0	2,383,701
3200 MEDICAL & HEALTH SERVICES	9.9	725,790	9.9	790,244	10.6	843,152
3300 TRANSPORTATION	4.0	3,519,789	4.0	3,715,533	4.0	3,842,529
3400 FOOD SERVICES	1.0	109,901	1.0	117,512	1.0	119,362
3510 ATHLETIC DEPARTMENT	3.4	652,897	3.4	638,592	3.4	660,502
3520 OTHER STUDENT ACTIVITIES	0.0	96,831	0.0	153,940	0.0	182,690
3600 SCHOOL SECURITY	4.0	192,281	4.0	201,279	4.0	206,916
4110 - 4210 - 4230 CUSTODIAL SERVICES	11.3	1,611,004	11.3	1,720,247	11.3	1,730,207
4120 - 4130 HEATING OF BUILDINGS & UTILITY SERVICES	0.0	1,123,278	0.0	1,173,250	0.0	1,200,515
5150 EMPLOYEE SEPARATION COSTS	0.0	80,672	0.0	228,486	0.0	42,926
9300 TUITIONS	0.0	4,588,911	0.0	3,557,653	0.0	2,199,289
<b>Grand Total</b>	<b>762.3</b>	<b>59,000,000</b>	<b>772.8</b>	<b>61,000,000</b>	<b>782.8</b>	<b>61,667,000</b>

Chelmsford Public School District  
 FY2021 School Committee Approved Budget  
 June 16, 2020

Category Level Detail

	FY2018 ACTUAL	FY2019 ACTUAL	FY20 FPE	FY2020 BUDGET	FY21 FPE	FY2021 BUDGET
<b>1110 SCHOOL COMMITTEE</b>						
RECORDING SECRETARY	\$ 3,910	\$ 3,740	-	\$ 5,200	-	\$ 5,200
Total Personnel	\$ 3,910	\$ 3,740	0.0	\$ 5,200	0.0	\$ 5,200
OTHER EXPENSES	\$ 16,477	\$ 22,877	-	\$ 24,500	-	\$ 28,000
SUPPLIES	\$ 213	\$ 106	-	\$ 200	-	\$ 200
Total Non-Personnel	\$ 16,690	\$ 22,984	0.0	\$ 24,700	0.0	\$ 28,200
<b>Total 1110 SCHOOL COMMITTEE</b>	<b>\$ 20,600</b>	<b>\$ 26,724</b>	<b>0.0</b>	<b>\$ 29,900</b>	<b>0.0</b>	<b>\$ 33,400</b>

Category Level Detail

	FY2018 ACTUAL	FY2019 ACTUAL	FY20 FPE	FY2020 BUDGET	FY21 FPE	FY2021 BUDGET
<b>1210 SUPERINTENDENT</b>						
SUPERINTENDENT OF SCHOOLS	\$ 180,000	\$ 192,500	1.0	\$ 196,350	1.0	\$ 200,277
SUPERINTENDENT - PERFORMANCE BONUS & BUYBACK	\$ 12,895	\$ 17,664	-	\$ 18,918	-	\$ 20,176
ADMINISTRATIVE ASSISTANT	\$ 53,428	\$ 54,496	1.0	\$ 55,586	1.0	\$ 56,698
COMMUNICATIONS & MEDIA DIRECTOR	\$ -	\$ -	1.0	\$ 50,769	1.0	\$ 61,200
<b>Total Personnel</b>	<b>\$ 246,323</b>	<b>\$ 264,661</b>	<b>3.0</b>	<b>\$ 321,623</b>	<b>3.0</b>	<b>\$ 338,351</b>
CONTRACTED SERVICES	\$ -	\$ -	-	\$ 9,231	-	\$ 50,000
OTHER EXPENSES	\$ 31,054	\$ 36,940	-	\$ 38,049	-	\$ 38,049
SUPPLIES	\$ 4,298	\$ 4,017	-	\$ 10,000	-	\$ 10,000
<b>Total Non-Personnel</b>	<b>\$ 35,352</b>	<b>\$ 40,957</b>	<b>0.0</b>	<b>\$ 57,280</b>	<b>0.0</b>	<b>\$ 98,049</b>
<b>Total 1210 SUPERINTENDENT</b>	<b>\$ 281,674</b>	<b>\$ 305,618</b>	<b>3.0</b>	<b>\$ 378,903</b>	<b>3.0</b>	<b>\$ 436,400</b>

Notes:

The "contracted services" line item contains funding to enhance the CPS website.

Category Level Detail

	FY2018 ACTUAL	FY2019 ACTUAL	FY20 FPE	FY2020 BUDGET	FY21 FPE	FY2021 BUDGET
<b>1220 ASSISTANT SUPERINTENDENT</b>						
ASSISTANT SUPERINTENDENT OF SCHOOLS	\$ 140,000	\$ 145,000	1.0	\$ 150,000	1.0	\$ 153,000
ASST. SUPERINTENDENT - PERFORMANCE BONUS & BUYBACK	\$ 11,140	\$ 11,360	-	\$ 11,579	-	\$ 11,711
ADMINISTRATIVE ASSISTANT	\$ 52,100	\$ 53,142	1.0	\$ 54,205	1.0	\$ 55,289
<b>Total Personnel</b>	<b>\$ 203,240</b>	<b>\$ 209,501</b>	<b>2.0</b>	<b>\$ 215,784</b>	<b>2.0</b>	<b>\$ 220,000</b>
OTHER EXPENSES	\$ 14,416	\$ 14,373	-	\$ 15,000	-	\$ 19,000
SUPPLIES	\$ 1,500	\$ 3,074	-	\$ 4,000	-	\$ 5,000
<b>Total Non-Personnel</b>	<b>\$ 15,916</b>	<b>\$ 17,447</b>	<b>0.0</b>	<b>\$ 19,000</b>	<b>0.0</b>	<b>\$ 24,000</b>
<b>Total 1220 ASSISTANT SUPERINTENDENT</b>	<b>\$ 219,156</b>	<b>\$ 226,948</b>	<b>2.0</b>	<b>\$ 234,784</b>	<b>2.0</b>	<b>\$ 244,000</b>

Chelmsford Public School District  
 FY2021 School Committee Approved Budget  
 June 16, 2020

Category Level Detail

	FY2018 ACTUAL	FY2019 ACTUAL	FY20 FPE	FY2020 BUDGET	FY21 FPE	FY2021 BUDGET
<b>1230 DISTRICT WIDE</b>						
ADVERTISING	\$ 1,014	\$ 1,487	-	\$ 1,500	-	\$ 1,500
COPIERS	\$ 288,632	\$ 282,585	-	\$ 325,000	-	\$ 120,000
DUES & CONFERENCES (COORDINATORS)	\$ 9,507	\$ 10,982	-	\$ 13,000	-	\$ 13,000
POSTAGE	\$ 30,551	\$ 35,823	-	\$ 36,200	-	\$ 36,200
ADMINISTRATIVE SOFTWARE	\$ 176,264	\$ 178,295	-	\$ 195,000	-	\$ 205,000
Total Non-Personnel	\$ 505,969	\$ 509,172	0.0	\$ 570,700	0.0	\$ 375,700
<b>Total 1230 DISTRICT WIDE</b>	<b>\$ 505,969</b>	<b>\$ 509,172</b>	<b>0.0</b>	<b>\$ 570,700</b>	<b>0.0</b>	<b>\$ 375,700</b>

Notes:

The previous 5-year contract for the lease of photocopier equipment and print services expired in August, 2019. A new fleet of photocopiers was purchased in FY20 and includes a 3-year maintenance and support agreement. Therefore, photocopier and print service costs significantly decrease in FY21.

Chelmsford Public School District  
 FY2021 School Committee Approved Budget  
 June 16, 2020

Category Level Detail

	FY2018 ACTUAL	FY2019 ACTUAL	FY20 FPE	FY2020 BUDGET	FY21 FPE	FY2021 BUDGET
<b>1410 BUSINESS AND FINANCE</b>						
DIRECTOR OF BUSINESS & FINANCE	\$ 117,300	\$ 119,646	1.0	\$ 125,222	1.0	\$ 127,726
BUSINESS OFFICE STAFF	\$ 232,557	\$ 238,491	5.0	\$ 242,878	5.0	\$ 256,146
Total Personnel	\$ 349,857	\$ 358,137	6.0	\$ 368,100	6.0	\$ 383,872
CONTRACTED SERVICES	\$ 9,500	\$ 10,500	-	\$ 15,000	-	\$ 15,000
OTHER EXPENSES	\$ 1,043	\$ 3,765	-	\$ 11,716	-	\$ 12,586
SUPPLIES	\$ 2,229	\$ 2,284	-	\$ 3,100	-	\$ 3,100
Total Non-Personnel	\$ 12,772	\$ 16,549	0.0	\$ 29,816	0.0	\$ 30,686
<b>Total 1410 BUSINESS AND FINANCE</b>	<b>\$ 362,629</b>	<b>\$ 374,686</b>	<b>6.0</b>	<b>\$ 397,916</b>	<b>6.0</b>	<b>\$ 414,558</b>

Notes:

The "contracted services" line item contains funding associated with the MA DESE End-of-Year Report financial audit and one (1) student activity account audit annually.

Category Level Detail

	FY2018 ACTUAL	FY2019 ACTUAL	FY20 FPE	FY2020 BUDGET	FY21 FPE	FY2021 BUDGET
<b>1420 HUMAN RESOURCES</b>						
DIRECTOR OF PERSONNEL & PROFESSIONAL LEARNING	\$ 120,360	\$ 122,767	1.0	\$ 128,222	1.0	\$ 131,726
HUMAN RESOURCES OFFICE STAFF	\$ 86,695	\$ 84,701	2.0	\$ 85,746	2.0	\$ 87,461
SUBSTITUTE COORDINATOR	\$ 29,131	\$ 29,714	0.7	\$ 30,308	0.7	\$ 30,914
Total Personnel	\$ 236,186	\$ 237,182	3.7	\$ 244,276	3.7	\$ 250,101
CONTRACTED SERVICES	\$ -	\$ -	-	\$ 45,000	-	\$ 45,000
OTHER EXPENSES	\$ 2,080	\$ 1,228	-	\$ 10,531	-	\$ 13,586
SUPPLIES	\$ 1,601	\$ 2,054	-	\$ 2,000	-	\$ 2,000
Total Non-Personnel	\$ 3,680	\$ 3,282	0.0	\$ 57,531	0.0	\$ 60,586
<b>Total 1420 HUMAN RESOURCES</b>	<b>\$ 239,867</b>	<b>\$ 240,464</b>	<b>3.7</b>	<b>\$ 301,807</b>	<b>3.7</b>	<b>\$ 310,687</b>

Notes:

A "contracted services" line item was included in FY19 and FY20 to provide for the costs associated with providing staff employment accommodations necessitated by medical documentation.

The "contracted services" line item contains funding to provide for consulting services related to the upgrade of the personnel management (SchoolSpring) software system utilized by the Chelmsford Public Schools.



Category Level Detail

	FY2018	FY2019	FY20	FY2020	FY21	FY2021
	ACTUAL	ACTUAL	FPE	BUDGET	FPE	BUDGET

1430 - 1435 LEGAL SERVICES & SETTLEMENTS

LEGAL FEES - GENERAL & COLLECTIVE BARGAINING COUNSEL	\$ 109,838	\$ 63,171	-	\$ 75,000	-	\$ 75,000
LEGAL FEES - SPECIAL EDUCATION COUNSEL	\$ 17,164	\$ 39,573	-	\$ 45,000	-	\$ 45,000
LEGAL SETTLEMENTS - SPECIAL EDUCATION	\$ 1,182	\$ 2,799	-	\$ 20,000	-	\$ 20,000
Total Non-Personnel	\$ 128,184	\$ 105,543	0.0	\$ 140,000	0.0	\$ 140,000

<b>Total 1430 - 1435 LEGAL SERVICES &amp; SETTLEMENTS</b>	<b>\$ 128,184</b>	<b>\$ 105,543</b>	<b>0.0</b>	<b>\$ 140,000</b>	<b>0.0</b>	<b>\$ 140,000</b>
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Chelmsford Public School District  
 FY2021 School Committee Approved Budget  
 June 16, 2020

Category Level Detail

	FY2018 ACTUAL	FY2019 ACTUAL	FY20 FPE	FY2020 BUDGET	FY21 FPE	FY2021 BUDGET
<b>1450 DISTRICTWIDE MIS</b>						
DIRECTOR OF INFO., COMM., & TECHNOLOGY SERVICES	\$ 120,360	\$ 122,767	1.0	\$ 125,222	1.0	\$ 127,726
NETWORK OFFICE STAFF	\$ 182,793	\$ 189,262	3.0	\$ 188,977	3.0	\$ 192,757
TECHNOLOGY OFFICE STAFF	\$ 244,100	\$ 286,819	5.0	\$ 357,048	5.0	\$ 363,253
Total Personnel	\$ 547,252	\$ 598,848	9.0	\$ 671,247	9.0	\$ 683,736
CONTRACTED SERVICES	\$ 59,834	\$ 46,916	-	\$ 60,000	-	\$ 80,000
OTHER EXPENSES	\$ -	\$ -	-	\$ 7,500	-	\$ 8,086
EQUIPMENT	\$ 30,383	\$ 43,563	-	\$ 40,000	-	\$ 50,000
NETWORK SERVICES	\$ 327,314	\$ 302,487	-	\$ 389,000	-	\$ 389,000
SECURITY	\$ 25,169	\$ 72,060	-	\$ 75,000	-	\$ 100,000
SUPPLIES	\$ 3,327	\$ 12,000	-	\$ 10,000	-	\$ 12,000
TRAVEL	\$ 4,780	\$ 8,169	-	\$ 9,000	-	\$ 9,000
Total Non-Personnel	\$ 450,807	\$ 485,196	0.0	\$ 590,500	0.0	\$ 648,086
<b>Total 1450 DISTRICTWIDE MIS</b>	<b>\$ 998,060</b>	<b>\$ 1,084,043</b>	<b>9.0</b>	<b>\$ 1,261,747</b>	<b>9.0</b>	<b>\$ 1,331,822</b>

Category Level Detail

	FY2018 ACTUAL	FY2019 ACTUAL	FY20 FPE	FY2020 BUDGET	FY21 FPE	FY2021 BUDGET
<b>2110 CURRICULUM DIRECTORS</b>						
CURRICULUM COORDINATORS	\$ 798,019	\$ 979,977	11.0	\$ 1,144,290	11.0	\$ 1,174,151
CURRICULUM STIPENDS	\$ 23,000	\$ 5,000	-	\$ 9,000	-	\$ 5,000
SECRETARY FOR CURRICULUM COORDINATORS	\$ 35,339	\$ 35,869	1.0	\$ 36,048	1.0	\$ 37,805
<b>Total Personnel</b>	<b>\$ 856,358</b>	<b>\$ 1,020,846</b>	<b>12.0</b>	<b>\$ 1,189,338</b>	<b>12.0</b>	<b>\$ 1,216,956</b>
CONTRACTED SERVICES	\$ 14,456	\$ 27,664	-	\$ 35,000	-	\$ 35,000
EQUIPMENT	\$ 1,255	\$ 908	-	\$ 5,000	-	\$ 5,000
PROFESSIONAL DEVELOPMENT	\$ 9,961	\$ 9,340	-	\$ 10,000	-	\$ 10,000
SOFTWARE	\$ 745	\$ -	-	\$ -	-	\$ -
SUPPLIES	\$ 1,439	\$ 1,528	-	\$ 1,500	-	\$ 2,000
TRANSLATION SERVICES	\$ -	\$ 6,714	-	\$ 7,000	-	\$ 7,000
TUITION REIMBURSEMENT	\$ 6,236	\$ 3,500	-	\$ 10,000	-	\$ 10,000
<b>Total Non-Personnel</b>	<b>\$ 34,091</b>	<b>\$ 49,653</b>	<b>0.0</b>	<b>\$ 68,500</b>	<b>0.0</b>	<b>\$ 69,000</b>
<b>Total 2110 CURRICULUM DIRECTORS</b>	<b>\$ 890,449</b>	<b>\$ 1,070,500</b>	<b>12.0</b>	<b>\$ 1,257,838</b>	<b>12.0</b>	<b>\$ 1,285,956</b>

Category Level Detail

	FY2018 ACTUAL	FY2019 ACTUAL	FY20 FPE	FY2020 BUDGET	FY21 FPE	FY2021 BUDGET
<b>2110 CURRICULUM DIRECTORS - SPECIAL EDUCATION</b>						
DIRECTOR OF STUDENT SUPPORT SERVICES	\$ 120,360	\$ 122,767	1.0	\$ 125,222	1.0	\$ 130,726
ASSISTANT DIRECTOR OF STUDENT SUPPORT SERVICES	\$ -	\$ 102,510	1.0	\$ 104,560	1.0	\$ 106,651
SECRETARIES - SPECIAL EDUCATION	\$ 79,708	\$ 83,208	2.0	\$ 84,250	2.0	\$ 81,803
SPECIAL EDUCATION ADMINISTRATIVE CHAIRPERSON	\$ 295,814	\$ 310,030	4.0	\$ 407,174	4.0	\$ 421,907
COORDINATOR OF INTEGRATED PRE-SCHOOL (CHIPS)	\$ 90,090	\$ 104,462	1.0	\$ 107,861	1.0	\$ 110,018
<b>Total Personnel</b>	<b>\$ 585,973</b>	<b>\$ 722,977</b>	<b>9.0</b>	<b>\$ 829,067</b>	<b>9.0</b>	<b>\$ 851,105</b>
COMPUTER EQUIPMENT	\$ 3,989	\$ 1,000	-	\$ 3,500	-	\$ 3,500
DUES/OTHER	\$ 13,954	\$ 15,511	-	\$ 15,000	-	\$ 22,186
PAC EXPENSES	\$ 450	\$ 600	-	\$ 750	-	\$ 750
SUPPLIES	\$ 1,439	\$ 4,470	-	\$ 4,500	-	\$ 5,000
TRAVEL	\$ 5,540	\$ 6,466	-	\$ 3,000	-	\$ 8,900
<b>Total Non-Personnel</b>	<b>\$ 25,372</b>	<b>\$ 28,047</b>	<b>0.0</b>	<b>\$ 26,750</b>	<b>0.0</b>	<b>\$ 40,336</b>
<b>Total 2110 CURRICULUM DIRECTORS - SPECIAL EDUCATION</b>	<b>\$ 611,344</b>	<b>\$ 751,024</b>	<b>9.0</b>	<b>\$ 855,817</b>	<b>9.0</b>	<b>\$ 891,441</b>

Chelmsford Public School District  
 FY2021 School Committee Approved Budget  
 June 16, 2020

Category Level Detail

	FY2018 ACTUAL	FY2019 ACTUAL	FY20 FPE	FY2020 BUDGET	FY21 FPE	FY2021 BUDGET
<b>2210 SCHOOL LEADERSHIP</b>						
PRINCIPALS	\$ 821,869	\$ 840,107	7.0	\$ 856,669	7.0	\$ 878,561
ASSISTANT PRINCIPALS - ELEMENTARY	\$ -	\$ 196,487	4.0	\$ 403,370	4.0	\$ 416,614
ASSISTANT PRINCIPALS - MIDDLE	\$ 212,490	\$ 203,189	2.0	\$ 212,933	2.0	\$ 218,426
DEANS	\$ 312,749	\$ 321,430	3.0	\$ 331,410	3.0	\$ 339,252
SECRETARIES	\$ 423,245	\$ 415,883	12.0	\$ 415,860	12.0	\$ 440,454
SCHOOL CLERKS	\$ 224,115	\$ 229,263	11.0	\$ 226,863	11.0	\$ 236,932
COPY CENTER CLERKS	\$ 32,345	\$ 33,379	2.0	\$ 33,705	2.0	\$ 34,974
<b>Total Personnel</b>	<b>\$ 2,026,813</b>	<b>\$ 2,239,739</b>	<b>41.0</b>	<b>\$ 2,480,810</b>	<b>41.0</b>	<b>\$ 2,565,213</b>
ADMIN INST, CONFERENCES & DUES	\$ 15,675	\$ 18,708	-	\$ 40,740	-	\$ 40,740
COMPUTER SUPPLIES & MAINTENANCE	\$ 17,245	\$ 17,997	-	\$ 28,000	-	\$ 36,000
CHS GRADUATION	\$ 21,192	\$ 21,121	-	\$ 24,234	-	\$ 24,234
PRINTING	\$ 17,135	\$ 9,564	-	\$ 21,543	-	\$ 21,293
SOFTWARE	\$ 30,807	\$ 21,652	-	\$ 31,000	-	\$ 31,000
SUPPLIES	\$ 19,196	\$ 14,597	-	\$ 24,475	-	\$ 26,525
<b>Total Non-Personnel</b>	<b>\$ 121,249</b>	<b>\$ 103,638</b>	<b>0.0</b>	<b>\$ 169,992</b>	<b>0.0</b>	<b>\$ 179,792</b>
<b>Total 2210 SCHOOL LEADERSHIP</b>	<b>\$ 2,148,062</b>	<b>\$ 2,343,376</b>	<b>41.0</b>	<b>\$ 2,650,802</b>	<b>41.0</b>	<b>\$ 2,745,005</b>

Chelmsford Public School District  
 FY2021 School Committee Approved Budget  
 June 16, 2020

Category Level Detail

	FY2018 ACTUAL	FY2019 ACTUAL	FY20 FPE	FY2020 BUDGET	FY21 FPE	FY2021 BUDGET
<b>2300 - 2305 CLASSROOM TEACHERS - REGULAR EDUCATION</b>						
LONGEVITY	\$ 50,626	\$ 60,339	-	\$ 39,280	-	\$ 31,120
SALARY RESERVE FOR LEVEL (LANE) CHANGES	\$ -	\$ -	-	\$ 110,096	-	\$ 108,985
SALARY RESERVE FOR COLA	\$ -	\$ -	-	\$ 827,574	-	\$ -
ELEMENTARY TEACHERS	\$ 5,109,334	\$ 5,170,551	70.0	\$ 5,291,635	71.0	\$ 5,449,775
KINDERGARTEN TEACHERS	\$ 1,105,299	\$ 1,113,051	18.0	\$ 1,255,082	18.0	\$ 1,420,333
MIDDLE SCHOOL TEACHERS - GRADES 5 & 6	\$ 2,713,161	\$ 2,598,768	32.0	\$ 2,581,346	32.0	\$ 2,763,020
TEACHERS - ART	\$ 902,350	\$ 898,732	11.4	\$ 882,974	10.4	\$ 832,058
TEACHERS - BUSINESS	\$ 238,479	\$ 239,079	2.0	\$ 157,177	2.0	\$ 165,980
TEACHERS - ENGLISH	\$ 1,892,937	\$ 1,966,904	24.5	\$ 1,963,015	24.0	\$ 2,027,588
TEACHERS - FAMILY CONSUMER SCIENCE	\$ 81,840	\$ 81,902	1.0	\$ 81,902	1.0	\$ 86,489
TEACHERS - HEALTH	\$ 551,136	\$ 552,834	7.0	\$ 555,742	7.0	\$ 588,713
TEACHERS - MATHEMATICS	\$ 2,085,525	\$ 2,148,931	25.5	\$ 2,089,332	25.0	\$ 2,135,786
TEACHERS - MUSIC	\$ 1,094,235	\$ 1,102,138	14.4	\$ 1,117,805	14.5	\$ 1,168,483
TEACHERS - PHYSICAL EDUCATION	\$ 1,009,440	\$ 994,685	13.2	\$ 1,032,800	13.4	\$ 1,109,948
TEACHERS - SCIENCE	\$ 1,923,013	\$ 1,919,433	24.5	\$ 1,889,758	24.0	\$ 1,989,341
TEACHERS - SOCIAL STUDIES	\$ 1,786,175	\$ 1,855,754	22.5	\$ 1,825,683	22.0	\$ 1,886,518
TEACHERS - TECHNOLOGY	\$ 552,938	\$ 486,195	8.0	\$ 585,006	9.0	\$ 665,816
TEACHERS - WORLD LANGUAGE	\$ 1,120,064	\$ 1,086,433	14.6	\$ 1,083,916	15.6	\$ 1,179,436
STIPENDS - PRINCIPAL DESIGNEE (ELEMENTARY & MIDDLE)	\$ 7,074	\$ 7,218	-	\$ 7,362	-	\$ 7,218
STIPENDS - TEAM LEADERS & SPECIALISTS (ELEMENTARY)	\$ 28,296	\$ 28,271	-	\$ 29,449	-	\$ 33,684
STIPENDS - TEAM LEADERS & FACILITATORS (MIDDLE)	\$ 25,938	\$ 26,466	-	\$ 26,995	-	\$ 26,466
Total Personnel	\$ 22,277,860	\$ 22,337,684	288.6	\$ 23,433,930	288.9	\$ 23,676,757
<b>Total 2300 - 2305 CLASSROOM TEACHERS - REGULAR EDUCATION</b>	<b>\$ 22,277,860</b>	<b>\$ 22,337,684</b>	<b>288.6</b>	<b>\$ 23,433,930</b>	<b>288.9</b>	<b>\$ 23,676,757</b>

Notes:

The "elementary teachers" line item contains funding to add 1.0 elementary school teacher (4th grade) at the Center Elementary School due to current/projected class size enrollment.

The "kindergarten teachers" line item contains funding to support 2.0 additional teachers, if after the enrollment period concludes, it is determined additional classrooms/sections of kindergarten are necessary to meet recommended class size guidelines.

2.0 Teacher (8th Grade) positions have been reduced at the McCarthy Middle School due to the projected 2020/21 student enrollment. Class sizes will continue to be within the adopted school committee guidelines and will not affect grade level programming.

The "teachers - technology" line item contains funding to add a 1.0 technology integration specialist position in support of the 1:1 computer initiative at the McCarthy and Parker Middle Schools and Chelmsford High School.

The "teachers - world language" line item contains funding to add a 1.0 world language teacher position to expand the current language offerings of French and Spanish to include American Sign Language (ASL) as a course offering.

Category Level Detail

	FY2018	FY2019	FY20	FY2020	FY21	FY2021
	ACTUAL	ACTUAL	FPE	BUDGET	FPE	BUDGET

**2310 TEACHER SPECIALISTS - REGULAR EDUCATION**

TUTORING	\$ 12,222	\$ 17,898	-	\$ 15,000	-	\$ 209,400
TEACHERS - ENGLISH LANGUAGE LEARNERS	\$ 396,967	\$ 459,859	7.0	\$ 476,774	7.0	\$ 503,344
TEACHERS - READING	\$ 1,036,066	\$ 1,060,388	13.0	\$ 1,044,025	13.0	\$ 1,145,436
Total Personnel	\$ 1,445,255	\$ 1,538,145	20.0	\$ 1,535,799	20.0	\$ 1,858,180

<b>Total 2310 TEACHERS SPECIALIST - REGULAR EDUCATION</b>	<b>\$ 1,445,255</b>	<b>\$ 1,538,145</b>	<b>20.0</b>	<b>\$ 1,535,799</b>	<b>20.0</b>	<b>\$ 1,858,180</b>
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Notes:

The "tutoring" line item contains funding to provide ten (10) part-time instructional staff positions to augment grant funding in support of the elementary and middle school interventionist staffing/model.

Category Level Detail

	FY2018 ACTUAL	FY2019 ACTUAL	FY20 FPE	FY2020 BUDGET	FY21 FPE	FY2021 BUDGET
<b>2310 TEACHER SPECIALISTS - SPECIAL EDUCATION</b>						
OUT-OF-DISTRICT COORDINATOR	\$ 64,704	\$ -	-	\$ -	-	\$ -
BOARD CERTIFIED BEHAVIOR ANALYST (BCBA)	\$ 164,358	\$ 240,165	3.0	\$ 242,936	5.0	\$ 379,843
TEACHERS - INTEGRATED PRE-SCHOOL	\$ 494,422	\$ 530,638	8.0	\$ 580,552	8.0	\$ 614,969
Less: Offset to CHIPS Revolving Fund	\$ -		-	\$ (115,000)	-	\$ (115,000)
TEACHERS - SPECIAL EDUCATION	\$ 3,598,402	\$ 3,780,015	54.0	\$ 3,889,898	58.0	\$ 4,298,991
TEACHERS - SPEECH LANGUAGE PATHOLOGIST	\$ 1,046,797	\$ 1,046,020	14.0	\$ 1,065,499	14.0	\$ 1,103,138
TEACHERS - SUMMER SCHOOL	\$ 105,430	\$ 96,471	-	\$ 96,500	-	\$ 96,500
Total Personnel	\$ 5,474,113	\$ 5,693,309	79.0	\$ 5,760,385	85.0	\$ 6,378,441
<b>Total 2310 TEACHER SPECIALISTS - SPECIAL EDUCATION</b>	<b>\$ 5,474,113</b>	<b>\$ 5,693,309</b>	<b>79.0</b>	<b>\$ 5,760,385</b>	<b>85.0</b>	<b>\$ 6,378,441</b>

Notes:

The "board certified behavior analyst (bcba)" line item contains funding to add 2.0 BCBA positions to support the elementary (Center and Harrington) and middle (McCarthy) school programming.

The "teachers - integrated pre-school" line item is offset by \$ 115,000 (in FY20 and FY21) allocated to the CHIPS Revolving Fund.

The "teachers - special education" line item contains funding to add 4.0 special education teacher positions to support the elementary (Byam, Center, Harrington) and middle (McCarthy) school programming.



Category Level Detail

	FY2018 ACTUAL	FY2019 ACTUAL	FY20 FPE	FY2020 BUDGET	FY21 FPE	FY2021 BUDGET
<b>2320 MEDICAL/THERAPEUTIC SERVICES</b>						
PHYSICAL THERAPISTS	\$ 97,562	\$ 94,053	1.4	\$ 102,772	1.4	\$ 111,200
OCCUPATIONAL THERAPISTS	\$ 212,843	\$ 215,829	4.0	\$ 270,025	4.0	\$ 288,256
CERTIFIED OCCUPATIONAL THERAPY ASSISTANT (COTA)	\$ 47,241	\$ 50,334	-	\$ -	-	\$ -
Total Personnel	\$ 357,646	\$ 360,215	5.4	\$ 372,797	5.4	\$ 399,456
<b>Total 2320 MEDICAL/THERAPEUTIC SERVICES</b>	<b>\$ 357,646</b>	<b>\$ 360,215</b>	<b>5.4</b>	<b>\$ 372,797</b>	<b>5.4</b>	<b>\$ 399,456</b>

Category Level Detail

	FY2018	FY2019	FY20	FY2020	FY21	FY2021
	ACTUAL	ACTUAL	FPE	BUDGET	FPE	BUDGET

**2325 SUBSTITUTES**

SUBSTITUTES - PARAS AND SECRETARIES	\$ 90,821	\$ 102,697	-	\$ 136,000	-	\$ 140,000
SUBSTITUTE TEACHERS - DAY-TO-DAY	\$ 246,777	\$ 254,867	-	\$ 320,000	-	\$ 325,000
SUBSTITUTE TEACHERS - LONG TERM	\$ 216,893	\$ 123,113	-	\$ 125,000	-	\$ 125,000
Total Personnel	\$ 554,490	\$ 480,676	0.0	\$ 581,000	0.0	\$ 590,000
<b>Total 2325 SUBSTITUTES</b>	<b>\$ 554,490</b>	<b>\$ 480,676</b>	<b>0.0</b>	<b>\$ 581,000</b>	<b>0.0</b>	<b>\$ 590,000</b>

Notes:

The "substitute teachers - day-to-day" line item contains funding to increase the day-to-day substitute teacher rate from \$ 75.00/day to \$ 90.00/day.

Category Level Detail

	FY2018	FY2019	FY20	FY2020	FY21	FY2021
	ACTUAL	ACTUAL	FPE	BUDGET	FPE	BUDGET

**2330 PARAPROFESSIONALS**

LUNCH & RECESS AIDES	\$ 395,357	\$ 410,385	50.0	\$ 426,066	50.0	\$ 434,329
PARAPROFESSIONALS - SPECIAL EDUCATION	\$ 3,226,547	\$ 3,362,345	169.5	\$ 3,517,294	169.5	\$ 3,699,915
PARAPROFESSIONALS - TOILETING STIPEND	\$ 8,550	\$ 14,100	-	\$ 11,600	-	\$ 14,000
<b>Total Personnel</b>	<b>\$ 3,630,454</b>	<b>\$ 3,786,831</b>	<b>219.5</b>	<b>\$ 3,954,960</b>	<b>219.5</b>	<b>\$ 4,148,244</b>

<b>Total 2330 PARAPROFESSIONALS</b>	<b>\$ 3,630,454</b>	<b>\$ 3,786,831</b>	<b>219.5</b>	<b>\$ 3,954,960</b>	<b>219.5</b>	<b>\$ 4,148,244</b>
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Chelmsford Public School District  
 FY2021 School Committee Approved Budget  
 June 16, 2020

Category Level Detail

	FY2018 ACTUAL	FY2019 ACTUAL	FY20 FPE	FY2020 BUDGET	FY21 FPE	FY2021 BUDGET
<b>2340 LIBRARY/MEDIA CENTER</b>						
LIBRARIANS	\$ 223,341	\$ 228,205	3.0	\$ 231,252	3.0	\$ 251,392
LIBRARY AIDES	\$ 179,545	\$ 188,828	4.0	\$ 198,899	4.0	\$ 182,336
LIBRARY CLERKS - CIRCULATION	\$ 46,673	\$ 48,409	2.0	\$ 49,362	2.0	\$ 52,413
TECHNOLOGY ASSISTANTS	\$ 181,649	\$ 191,588	4.0	\$ 201,336	6.0	\$ 275,046
Total Personnel	\$ 631,209	\$ 657,030	13.0	\$ 680,849	15.0	\$ 761,187
<b>Total 2340 LIBRARIANS/MEDIA CENTER</b>	<b>\$ 631,209</b>	<b>\$ 657,030</b>	<b>13.0</b>	<b>\$ 680,849</b>	<b>15.0</b>	<b>\$ 761,187</b>

Notes:

The "technology assistants" line item contains funding to add 2.0 technology assistants in support of the 1:1 computer initiative at the McCarthy and Parker Middle Schools and Chelmsford High School.

Category Level Detail

	FY2018 ACTUAL	FY2019 ACTUAL	FY20 FPE	FY2020 BUDGET	FY21 FPE	FY2021 BUDGET
<b>2357 PROFESSIONAL DEVELOPMENT</b>						
MENTOR STIPENDS	\$ 35,075	\$ 20,008	-	\$ 28,000	-	\$ 35,000
Total Personnel	\$ 35,075	\$ 20,008	0.0	\$ 28,000	0.0	\$ 35,000
COURSE REIMBURSEMENT - SECRETARIES & PARAPROFESSIONALS	\$ 5,000	\$ 1,950	-	\$ 5,000	-	\$ 5,000
COURSE REIMBURSEMENT - TEACHERS	\$ 60,000	\$ 58,366	-	\$ 75,000	-	\$ 75,000
DUES & CONFERENCES	\$ 29,100	\$ 29,781	-	\$ 49,925	-	\$ 50,775
Total Non-Personnel	\$ 94,100	\$ 90,096	0.0	\$ 129,925	0.0	\$ 130,775
<b>Total 2357 PROFESSIONAL DEVELOPMENT</b>	<b>\$ 129,175</b>	<b>\$ 110,104</b>	<b>0.0</b>	<b>\$ 157,925</b>	<b>0.0</b>	<b>\$ 165,775</b>

Category Level Detail

	FY2018 ACTUAL	FY2019 ACTUAL	FY20 FPE	FY2020 BUDGET	FY21 FPE	FY2021 BUDGET
<b>2410 - 2415 TEXTBOOKS &amp; INSTRUCTIONAL MATERIALS</b>						
CONTRACTED SERVICES - REBINDING	\$ 1,586	\$ 1,040	-	\$ 4,000	-	\$ 4,000
CONTRACTED SERVICES - LIBRARY	\$ 10,948	\$ 9,914	-	\$ 11,000	-	\$ 11,000
CURRICULUM EXPENSE - SPECIAL EDUCATION	\$ 29,868	\$ 24,250	-	\$ 35,000	-	\$ 35,000
EXTENDED YEAR / SUMMER CURRICULUM DEVELOPMENT	\$ 56,060	\$ 52,945	-	\$ 50,000	-	\$ 50,000
SUPPLIES - LIBRARY	\$ 34,978	\$ 35,170	-	\$ 33,000	-	\$ 33,000
TEXTBOOK ADOPTIONS - DISTRICT-WIDE	\$ 135,062	\$ 160,776	-	\$ 155,000	-	\$ 140,000
TEXTS - GENERAL	\$ 1,669	\$ -	-	\$ 11,000	-	\$ 11,000
TEXTS - BUSINESS	\$ 11,990	\$ 4,000	-	\$ 4,000	-	\$ 5,000
TEXTS - ENGLISH LANGUAGE LEARNERS	\$ 2,516	\$ 2,458	-	\$ 3,000	-	\$ 3,000
TEXTS - ENGLISH LANGUAGE ARTS	\$ 31,906	\$ 42,247	-	\$ 38,800	-	\$ 26,000
TEXTS - FOREIGN LANGUAGE	\$ 849	\$ 1,421	-	\$ 11,800	-	\$ 9,800
TEXTS - HEALTH	\$ 1,019	\$ -	-	\$ -	-	\$ -
TEXTS - MATHEMATICS	\$ 50,498	\$ 88,272	-	\$ 93,000	-	\$ 101,127
TEXTS - MUSIC	\$ 7,545	\$ 7,300	-	\$ 8,000	-	\$ 9,200
TEXTS - READING	\$ 5,187	\$ 11,100	-	\$ 5,750	-	\$ 35,500
TEXTS - SCIENCE	\$ 114,475	\$ 140,439	-	\$ 35,000	-	\$ 25,000
TEXTS - SOCIAL STUDIES	\$ 14,355	\$ 27,956	-	\$ 24,000	-	\$ 47,100
Total Non-Personnel	\$ 510,510	\$ 609,287	0.0	\$ 522,350	0.0	\$ 545,727
<b>Total 2410 - 2415 TEXTBOOKS &amp; INSTRUCTIONAL MATERIALS</b>	<b>\$ 510,510</b>	<b>\$ 609,287</b>	<b>0.0</b>	<b>\$ 522,350</b>	<b>0.0</b>	<b>\$ 545,727</b>

Notes:

Funds were originally budgeted for a new elementary literacy program in the FY21 "textbook adoption" line item. Surplus FY20 budget funds were used to complete the adoption and the "textbook adoption" line item has been reduced accordingly.

Category Level Detail

	FY2018	FY2019	FY20	FY2020	FY21	FY2021
	ACTUAL	ACTUAL	FPE	BUDGET	FPE	BUDGET

**2420 INSTRUCTIONAL EQUIPMENT**

EQUIPMENT & MAINTENANCE - GENERAL (SCHOOL)	\$ 49,143	\$ 45,630	-	\$ 71,000	-	\$ 81,000
EQUIPMENT & MAINTENANCE - ART	\$ 1,128	\$ 1,057	-	\$ 1,500	-	\$ 1,500
EQUIPMENT & MAINTENANCE - INDUSTRIAL ARTS	\$ -	\$ -	-	\$ 11,750	-	\$ 9,300
EQUIPMENT & MAINTENANCE - PHYSICAL EDUCATION	\$ 25,009	\$ 79,654	-	\$ 44,100	-	\$ 18,500
EQUIPMENT & MAINTENANCE - SCIENCE	\$ 16,644	\$ 36,715	-	\$ 21,350	-	\$ 25,750
EQUIPMENT & MAINTENANCE - TECHNOLOGY	\$ 792	\$ 26,087	-	\$ 21,950	-	\$ 17,000
<b>Total Non-Personnel</b>	<b>\$ 92,716</b>	<b>\$ 189,144</b>	<b>0.0</b>	<b>\$ 171,650</b>	<b>0.0</b>	<b>\$ 153,050</b>
<b>Total 2420 INSTRUCTIONAL EQUIPMENT</b>	<b>\$ 92,716</b>	<b>\$ 189,144</b>	<b>0.0</b>	<b>\$ 171,650</b>	<b>0.0</b>	<b>\$ 153,050</b>

Category Level Detail

	FY2018 ACTUAL	FY2019 ACTUAL	FY20 FPE	FY2020 BUDGET	FY21 FPE	FY2021 BUDGET
<b>2430 GENERAL SUPPLIES</b>						
SUPPLIES - COPY PAPER	\$ 48,008	\$ 66,824	-	\$ 77,000	-	\$ 74,000
SUPPLIES - ENGLISH LANGUAGE LEARNERS	\$ 3,000	\$ 2,682	-	\$ 2,500	-	\$ 2,500
SUPPLIES - EVALUATIONS - SPECIAL EDUCATION	\$ 44,063	\$ 42,098	-	\$ 42,500	-	\$ 42,500
SUPPLIES - GENERAL (SCHOOL/CLASSROOM)	\$ 113,597	\$ 141,696	-	\$ 156,825	-	\$ 148,825
SUPPLIES - ART	\$ 49,369	\$ 50,203	-	\$ 50,550	-	\$ 50,550
SUPPLIES - BUSINESS	\$ 2,000	\$ 3,999	-	\$ 7,500	-	\$ 7,500
SUPPLIES - ENGLISH LANGUAGE ARTS	\$ 13,470	\$ 16,878	-	\$ 14,000	-	\$ 2,000
SUPPLIES - FOREIGN LANGUAGE	\$ 5,004	\$ 3,346	-	\$ 6,800	-	\$ 7,000
SUPPLIES - HEALTH	\$ 3,506	\$ 3,787	-	\$ 4,000	-	\$ 4,000
SUPPLIES - INDUSTRIAL ARTS	\$ -	\$ -	-	\$ 5,500	-	\$ 6,500
SUPPLIES - MATHEMATICS	\$ 18,216	\$ 17,451	-	\$ 18,350	-	\$ 18,350
SUPPLIES - MUSIC	\$ 38,296	\$ 52,473	-	\$ 41,750	-	\$ 40,550
SUPPLIES - PHYSICAL EDUCATION	\$ 113	\$ 200	-	\$ 200	-	\$ 200
SUPPLIES - READING	\$ 4,390	\$ 6,522	-	\$ 5,250	-	\$ 15,250
SUPPLIES - SCIENCE	\$ 44,021	\$ 48,802	-	\$ 50,000	-	\$ 74,500
SUPPLIES - SOCIAL STUDIES	\$ 11,430	\$ 14,079	-	\$ 18,000	-	\$ 17,200
SUPPLIES - TECHNOLOGY	\$ 25,369	\$ 27,650	-	\$ 40,000	-	\$ 41,000
Total Non-Personnel	\$ 423,848	\$ 498,691	0.0	\$ 540,725	0.0	\$ 552,425
<b>Total 2430 GENERAL SUPPLIES</b>	<b>\$ 423,848</b>	<b>\$ 498,691</b>	<b>0.0</b>	<b>\$ 540,725</b>	<b>0.0</b>	<b>\$ 552,425</b>



Category Level Detail

	FY2018	FY2019	FY20	FY2020	FY21	FY2021
	ACTUAL	ACTUAL	FPE	BUDGET	FPE	BUDGET

**2440 OTHER INSTRUCTIONAL SERVICES - SPECIAL EDUCATION**

CONTRACTED SERVICES - SPECIAL EDUCATION	\$ 118,905	\$ 27,586	-	\$ 142,150	-	\$ 127,000
CRISIS INTERVENTION/CONTINGENCY - SPECIAL EDUCATION	\$ 17,632	\$ 33,626	-	\$ 45,000	-	\$ 45,000
TUTORING - SPECIAL EDUCATION	\$ 30,925	\$ 12,153	-	\$ 28,000	-	\$ 20,000
Total Non-Personnel	\$ 167,462	\$ 73,365	0.0	\$ 215,150	0.0	\$ 192,000

<b>Total 2440 OTHER INSTRUCTIONAL SERVICES - SPECIAL ED</b>	<b>\$ 167,462</b>	<b>\$ 73,365</b>	<b>0.0</b>	<b>\$ 215,150</b>	<b>0.0</b>	<b>\$ 192,000</b>
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Category Level Detail

	FY2018	FY2019	FY20	FY2020	FY21	FY2021
	ACTUAL	ACTUAL	FPE	BUDGET	FPE	BUDGET

**2451 - 2455 CLASSROOM INSTRUCTIONAL TECHNOLOGY & SOFTWARE**

COMPUTER EQUIPMENT & SUPPLIES	\$ 213,368	\$ 677,309	-	\$ 257,000	-	\$ 300,000
CONTRACTED SERVICES - 1:1 LAPTOP INITIATIVE LEASE	\$ -	\$ -	-	\$ 75,000	-	\$ 125,000
Less: School Choice Funds Offset	\$ -	\$ -	-	\$ (75,000)	-	\$ (125,000)
COMPUTER SUPPLIES - FOREIGN LANGUAGE	\$ 10,000	\$ 10,000	-	\$ 10,000	-	\$ 10,000
INSTRUCTIONAL SOFTWARE	\$ 137,000	\$ 175,494	-	\$ 245,000	-	\$ 315,000
Total Non-Personnel	\$ 360,368	\$ 862,803	0.0	\$ 512,000	0.0	\$ 625,000
<b>Total 2451 - 2455 CLASSROOM INST TECHNOLOGY &amp; SOFTWARE</b>	<b>\$ 360,368</b>	<b>\$ 862,803</b>	<b>0.0</b>	<b>\$ 512,000</b>	<b>0.0</b>	<b>\$ 625,000</b>

Notes:

The "contracted services - 1:1 laptop initiative lease" line item contains funding for the costs associated with the lease/purchase of laptops for all incoming 5th grade students at McCarthy and Parker Middle Schools and incoming 9th grade students at Chelmsford High School. The annual lease expense is offset to the School Choice Revolving fund.

The "instructional software" line item contains funding to provide for the per-student license fees associated with diagnostic universal screening/intervention software programs.

Category Level Detail

	FY2018 ACTUAL	FY2019 ACTUAL	FY20 FPE	FY2020 BUDGET	FY21 FPE	FY2021 BUDGET
<b>2710 - 2800 GUIDANCE &amp; PSYCHOLOGICAL SERVICES</b>						
GUIDANCE COUNSELORS	\$ 1,137,410	\$ 1,161,610	16.0	\$ 1,195,825	16.0	\$ 1,281,217
GUIDANCE COUNSELORS - STIPEND - EXTENDED YEAR CHS	\$ 8,888	\$ 9,312	-	\$ 10,800	-	\$ 10,800
GUIDANCE SECRETARIES	\$ 75,716	\$ 75,411	2.0	\$ 75,786	2.0	\$ 74,167
MTSS/SEL BUILDING LEADER STIPENDS	\$ -	\$ 42,500	-	\$ 45,000	-	\$ 42,500
PSYCHOLOGISTS	\$ 714,743	\$ 727,952	9.0	\$ 742,675	10.0	\$ 866,495
SOCIAL WORKERS	\$ -	\$ -	1.0	\$ 56,967	1.0	\$ 58,641
<b>Total Personnel</b>	<b>\$ 1,936,757</b>	<b>\$ 2,016,784</b>	<b>28.0</b>	<b>\$ 2,127,053</b>	<b>29.0</b>	<b>\$ 2,333,820</b>
GUIDANCE SUPPLIES	\$ 16,056	\$ 46,482	-	\$ 56,477	-	\$ 49,881
<b>Total Non-Personnel</b>	<b>\$ 16,056</b>	<b>\$ 46,482</b>	<b>0.0</b>	<b>\$ 56,477</b>	<b>0.0</b>	<b>\$ 49,881</b>
<b>Total 2710 - 2800 GUIDANCE &amp; PSYCHOLOGICAL SERVICES</b>	<b>\$ 1,952,814</b>	<b>\$ 2,063,266</b>	<b>28.0</b>	<b>\$ 2,183,530</b>	<b>29.0</b>	<b>\$ 2,383,701</b>

Notes:

The "psychologists" line item contains funding to add a 1.0 school psychologist position to support our middle (McCarthy and Parker) school programming.

Category Level Detail

	FY2018 ACTUAL	FY2019 ACTUAL	FY20 FPE	FY2020 BUDGET	FY21 FPE	FY2021 BUDGET
<b>3200 MEDICAL &amp; HEALTH SERVICES</b>						
SCHOOL NURSES	\$ 691,135	\$ 637,839	9.9	\$ 698,449	10.6	\$ 736,835
SCHOOL NURSES - SUBSTITUTE COVERAGE	\$ 51,089	\$ 35,053	-	\$ 38,000	-	\$ 45,000
SCHOOL NURSES - STIPENDS	\$ -	\$ -	-	\$ -	-	\$ 1,000
TOWN HEALTH EDUCATOR	\$ 21,937	\$ 22,935	-	\$ 23,979	-	\$ 25,166
<b>Total Personnel</b>	<b>\$ 764,160</b>	<b>\$ 695,826</b>	<b>9.9</b>	<b>\$ 760,428</b>	<b>10.6</b>	<b>\$ 808,001</b>
CONTRACT SERVICES - INTERFACE & AED SUPPORT	\$ 7,707	\$ 8,895	-	\$ 9,300	-	\$ 12,583
COURSE REIMBURSEMENT (NURSE)	\$ 1,028	\$ 2,227	-	\$ 4,000	-	\$ 4,000
EQUIPMENT & MAINTENANCE (NURSE)	\$ 2,100	\$ 1,885	-	\$ 2,600	-	\$ 2,000
INSURANCE (NURSE)	\$ 645	\$ 723	-	\$ 1,375	-	\$ 1,375
SUPPLIES (NURSE)	\$ 9,251	\$ 13,734	-	\$ 9,341	-	\$ 11,993
TRAVEL (NURSE)	\$ 25	\$ -	-	\$ 700	-	\$ 700
SCHOOL DOCTOR	\$ 2,100	\$ 2,500	-	\$ 2,500	-	\$ 2,500
<b>Total Non-Personnel</b>	<b>\$ 22,855</b>	<b>\$ 29,964</b>	<b>0.0</b>	<b>\$ 29,816</b>	<b>0.0</b>	<b>\$ 35,151</b>
<b>Total 3200 MEDICAL &amp; HEALTH SERVICES</b>	<b>\$ 787,015</b>	<b>\$ 725,790</b>	<b>9.9</b>	<b>\$ 790,244</b>	<b>10.6</b>	<b>\$ 843,152</b>

Notes:

The "school nurses" line item contains funding to add a .7 school nurse (LPN) position at Chelmsford High School.

The "school nurses - substitute coverage" line item contains funding to increase the day-to-day substitute nurse rate from \$ 130.00/day to \$ 150.00/day.

Chelmsford Public School District  
 FY2021 School Committee Approved Budget  
 June 16, 2020

Category Level Detail

	FY2018 ACTUAL	FY2019 ACTUAL	FY20 FPE	FY2020 BUDGET	FY21 FPE	FY2021 BUDGET
<b>3300 TRANSPORTATION</b>						
CROSSING GUARDS	\$ 3,751	\$ 3,912	3.0	\$ 10,800	3.0	\$ 10,800
TRANSPORTATION COORDINATOR	\$ 45,000	\$ 45,900	1.0	\$ 46,818	1.0	\$ 47,754
Total Personnel	\$ 48,751	\$ 49,812	4.0	\$ 57,618	4.0	\$ 58,554
REGULAR TRANSPORTATION: BASE CONTRACT	\$ 1,719,743	\$ 1,812,654	-	\$ 1,863,540	-	\$ 1,915,740
Less: Offset to Transportation Revolving Fund	\$ (337,705)	\$ (301,430)	-	\$ (266,700)	-	\$ (266,700)
REGULAR TRANSPORTATION: LATE BUS RUNS	\$ 33,442	\$ 38,218	-	\$ 52,080	-	\$ 55,800
REGULAR TRANSPORTATION: FOSTER	\$ -	\$ 24,872	-	\$ 10,000	-	\$ 40,140
REGULAR TRANSPORTATION: HOMELESS	\$ 44,918	\$ 10,850	-	\$ 45,000	-	\$ 45,000
SPECIAL EDUCATION TRANSPORTATION	\$ 1,997,850	\$ 1,879,819	-	\$ 1,949,000	-	\$ 1,989,000
SOFTWARE	\$ 4,995	\$ 4,995	-	\$ 4,995	-	\$ 4,995
Total Non-Personnel	\$ 3,463,243	\$ 3,469,977	0.0	\$ 3,657,915	0.0	\$ 3,783,975
<b>Total 3300 TRANSPORTATION</b>	<b>\$ 3,511,994</b>	<b>\$ 3,519,789</b>	<b>4.0</b>	<b>\$ 3,715,533</b>	<b>4.0</b>	<b>\$ 3,842,529</b>

Notes:

Fees collected for student riders (Grades 7 - 12 AND all students living under 2 miles from school) offset the cost of contracted student transportation.

The "special education transportation" line item contains funding to provide additional buses associated with the projected enrollment in the CHIPS integrated pre-school program.

Category Level Detail

	FY2018 ACTUAL	FY2019 ACTUAL	FY20 FPE	FY2020 BUDGET	FY21 FPE	FY2021 BUDGET
<b>3400 FOOD SERVICES</b>						
DIRECTOR OF SCHOOL NUTRITION	\$ 85,459	\$ 79,560	1.0	\$ 92,512	1.0	\$ 94,362
SUPPORT STAFF	\$ 120,000	\$ -	-	\$ -	0.0	\$ -
<b>Total Personnel</b>	<b>\$ 205,459</b>	<b>\$ 79,560</b>	<b>1.0</b>	<b>\$ 92,512</b>	<b>1.0</b>	<b>\$ 94,362</b>
CONTRACTED SERVICES	\$ 9,734	\$ 9,264	-	\$ 25,000	-	\$ 25,000
OTHER EXPENSES - UNCOLLECTED DEBT	\$ 16,169	\$ 21,077	-	\$ -	-	\$ -
<b>Total Non-Personnel</b>	<b>\$ 25,903</b>	<b>\$ 30,341</b>	<b>0.0</b>	<b>\$ 25,000</b>	<b>0.0</b>	<b>\$ 25,000</b>
<b>Total 3400 FOOD SERVICES</b>	<b>\$ 231,362</b>	<b>\$ 109,901</b>	<b>1.0</b>	<b>\$ 117,512</b>	<b>1.0</b>	<b>\$ 119,362</b>

Chelmsford Public School District  
 FY2021 School Committee Approved Budget  
 June 16, 2020

Category Level Detail

	FY2018 ACTUAL	FY2019 ACTUAL	FY20 FPE	FY2020 BUDGET	FY21 FPE	FY2021 BUDGET
<b>3510 ATHLETIC DEPARTMENT</b>						
ATHLETIC DIRECTOR	\$ 99,894	\$ 99,487	1.0	\$ 102,745	1.0	\$ 106,094
ATHLETIC TRAINER	\$ 47,205	\$ 48,149	1.0	\$ 49,113	1.0	\$ 50,095
SECRETARY SALARY	\$ 18,653	\$ 22,622	1.0	\$ 23,712	1.0	\$ 25,713
ATHLETIC STUDENT ASSISTANT	\$ 9,838	\$ 9,873	0.4	\$ 12,344	0.4	\$ 12,972
ATHLETIC COACH STIPENDS	\$ -	\$ -	-	\$ 366,180	-	\$ 366,180
Less: Offset to Athletic Revolving Fund (Athletic Fees & Gate Receipts)	\$ -	\$ -	-	\$ (345,000)	-	\$ (345,000)
<b>Total Personnel</b>	<b>\$ 175,589</b>	<b>\$ 180,132</b>	<b>3.4</b>	<b>\$ 209,094</b>	<b>3.4</b>	<b>\$ 216,054</b>
ATHLETICS DEPARTMENT STADIUM LIGHTS	\$ 927	\$ 1,024	-	\$ 2,000	-	\$ 2,000
INSURANCE	\$ 26,721	\$ 26,860	-	\$ 27,935	-	\$ 27,935
EQUIPMENT RECONDITIONING	\$ 12,274	\$ 17,399	-	\$ 18,963	-	\$ 18,963
MEDICAL SUPPLIES	\$ 5,884	\$ 5,169	-	\$ 6,000	-	\$ 7,500
GAME OFFICIALS/POLICE DETAILS	\$ 69,650	\$ 68,068	-	\$ 95,000	-	\$ 100,000
OTHER EXPENSES	\$ 56,701	\$ 114,486	-	\$ 38,600	-	\$ 42,000
POOL & ICE RENTALS	\$ 60,987	\$ 61,381	-	\$ 74,000	-	\$ 79,000
SUPPLIES	\$ 25,207	\$ 71,827	-	\$ 60,000	-	\$ 68,000
TRANSPORTATION	\$ 104,471	\$ 106,552	-	\$ 107,000	-	\$ 99,050
<b>Total Non-Personnel</b>	<b>\$ 362,823</b>	<b>\$ 472,765</b>	<b>0.0</b>	<b>\$ 429,498</b>	<b>0.0</b>	<b>\$ 444,448</b>
<b>Total 3510 ATHLETIC DEPARTMENT</b>	<b>\$ 538,412</b>	<b>\$ 652,897</b>	<b>3.4</b>	<b>\$ 638,592</b>	<b>3.4</b>	<b>\$ 660,502</b>

Notes:

The projected student athletic participation fees and estimated revenue from athletic contests (gate receipts) is included as an offset to the Athletic Department budget to provide a more complete picture of the overall operating costs associated with the Chelmsford High School interscholastic athletic program.

Category Level Detail

	FY2018 ACTUAL	FY2019 ACTUAL	FY20 FPE	FY2020 BUDGET	FY21 FPE	FY2021 BUDGET
<b>3520 OTHER STUDENT ACTIVITIES</b>						
MIDDLE SCHOOL REGIONAL KNOWLEDGE BOWL ADVISORS	\$ -	\$ 2,000	-	\$ 3,000	-	\$ 3,000
NIGHT SCHOOL INSTRUCTORS	\$ 15,698	\$ 3,237	-	\$ 5,000	-	\$ 5,000
STUDENT ACTIVITY ADVISORS	\$ 82,712	\$ 81,752	-	\$ 132,990	-	\$ 152,990
<b>Total Personnel</b>	<b>\$ 98,410</b>	<b>\$ 86,989</b>	<b>0.0</b>	<b>\$ 140,990</b>	<b>0.0</b>	<b>\$ 160,990</b>
OTHER EXPENSES - CHS NEWSPAPER	\$ -	\$ -	-	\$ 1,000	-	\$ 2,000
OTHER EXPENSES - CULTURAL EXCHANGE PROGRAM	\$ -	\$ -	-	\$ -	-	\$ 7,500
OTHER EXPENSES - DESTINATION IMAGINATION	\$ 2,300	\$ 2,300	-	\$ 2,300	-	\$ 2,300
OTHER EXPENSES - MATHEMATICS TEAM	\$ 2,010	\$ 2,549	-	\$ 2,750	-	\$ 2,750
OTHER EXPENSES - NATIONAL HONOR SOCIETY	\$ 1,772	\$ 3,032	-	\$ 4,900	-	\$ 4,900
OTHER EXPENSES - SCIENCE CLUB	\$ 1,993	\$ 1,961	-	\$ 2,000	-	\$ 2,250
<b>Total Non-Personnel</b>	<b>\$ 8,076</b>	<b>\$ 9,842</b>	<b>0.0</b>	<b>\$ 12,950</b>	<b>0.0</b>	<b>\$ 21,700</b>
<b>Total 3520 OTHER STUDENT ACTIVITIES</b>	<b>\$ 106,486</b>	<b>\$ 96,831</b>	<b>0.0</b>	<b>\$ 153,940</b>	<b>0.0</b>	<b>\$ 182,690</b>

Notes:

The "student activity advisors" line item contains funding to decrease the student activity fees at the middle school level. A reduction from \$ 75/year to \$ 50/year is proposed at McCarthy and Parker Middle Schools.



Category Level Detail

	FY2018	FY2019	FY20	FY2020	FY21	FY2021
	ACTUAL	ACTUAL	FPE	BUDGET	FPE	BUDGET

**3600 SCHOOL SECURITY**

SUPERVISOR OF STUDENTS	\$ 196,182	\$ 183,281	4.0	\$ 192,279	4.0	\$ 197,916
CPS COURT LIAISON	\$ -	\$ 9,000	-	\$ 9,000	-	\$ 9,000
Total Personnel	\$ 196,182	\$ 192,281	4.0	\$ 201,279	4.0	\$ 206,916
<b>Total 3600 SCHOOL SECURITY</b>	<b>\$ 196,182</b>	<b>\$ 192,281</b>	<b>4.0</b>	<b>\$ 201,279</b>	<b>4.0</b>	<b>\$ 206,916</b>

Chelmsford Public School District  
 FY2021 School Committee Approved Budget  
 June 16, 2020

Category Level Detail

	FY2018 ACTUAL	FY2019 ACTUAL	FY20 FPE	FY2020 BUDGET	FY21 FPE	FY2021 BUDGET
<b>4110 - 4210 - 4230 CUSTODIAL SERVICES</b>						
DIRECTOR OF FACILITY SERVICES	\$ 96,900	\$ 101,745	1.0	\$ 106,832	1.0	\$ 112,238
SECRETARY - FACILITY SERVICES	\$ 12,485	\$ 12,735	0.3	\$ 12,989	0.3	\$ 13,249
DAYTIME LEAD BUILDING CUSTODIANS	\$ 393,720	\$ 413,933	10.0	\$ 412,965	10.0	\$ 430,706
CUSTODIAL OVERTIME - GENERAL	\$ 14,312	\$ 7,365	-	\$ 15,000	-	\$ 15,000
CUSTODIAL OVERTIME - SNOW & ICE REMOVAL	\$ 7,971	\$ 5,924	-	\$ 10,000	-	\$ 10,000
<b>Total Personnel</b>	<b>\$ 525,387</b>	<b>\$ 541,703</b>	<b>11.3</b>	<b>\$ 557,786</b>	<b>11.3</b>	<b>\$ 581,193</b>
CONTRACTUAL SERVICES	\$ 784,702	\$ 812,019	-	\$ 883,811	-	\$ 860,036
OTHER EXPENSES	\$ -	\$ -	-	\$ 6,500	-	\$ 6,500
<b>Less: Offset to Community Education Revolving Fund</b>	<b>\$ (33,474)</b>	<b>\$ (29,678)</b>	<b>-</b>	<b>\$ (32,050)</b>	<b>-</b>	<b>\$ (32,050)</b>
SUPPLIES - AUDITORIUM & PAC	\$ 12,000	\$ 11,941	-	\$ 12,000	-	\$ 12,000
SUPPLIES - CUSTODIAL	\$ 179,365	\$ 220,315	-	\$ 232,200	-	\$ 239,528
GENERAL MAINTENANCE	\$ 5,000	\$ 25,967	-	\$ 30,000	-	\$ 30,000
EQUIPMENT	\$ 13,654	\$ 23,758	-	\$ 24,000	-	\$ 27,000
CLOTHING ALLOWANCE	\$ 5,104	\$ 4,979	-	\$ 6,000	-	\$ 6,000
<b>Total Non-Personnel</b>	<b>\$ 966,351</b>	<b>\$ 1,069,301</b>	<b>0.0</b>	<b>\$ 1,162,461</b>	<b>0.0</b>	<b>\$ 1,149,014</b>
<b>Total 4110 - 4210 - 4230 CUSTODIAL SERVICES</b>	<b>\$ 1,491,738</b>	<b>\$ 1,611,004</b>	<b>11.3</b>	<b>\$ 1,720,247</b>	<b>11.3</b>	<b>\$ 1,730,207</b>

Category Level Detail

	FY2018	FY2019	FY20	FY2020	FY21	FY2021
	ACTUAL	ACTUAL	FPE	BUDGET	FPE	BUDGET

**4120 - 4130 HEATING OF BUILDINGS & UTILITY SERVICES**

UTILITIES - FUEL	\$ 343,888	\$ 344,957	-	\$ 350,000	-	\$ 372,300
UTILITIES - ELECTRICITY	\$ 549,761	\$ 569,534	-	\$ 570,000	-	\$ 605,400
UTILITIES - TELEPHONE	\$ 233,419	\$ 198,323	-	\$ 240,000	-	\$ 211,400
UTILITIES - WATER	\$ 8,876	\$ 10,464	-	\$ 13,250	-	\$ 11,415
Total Non-Personnel	\$ 1,135,943	\$ 1,123,278	0.0	\$ 1,173,250	0.0	\$ 1,200,515

<b>Total 4120 - 4130 HEATING OF BUILDINGS &amp; UTILITY SERVICES</b>	<b>\$ 1,135,943</b>	<b>\$ 1,123,278</b>	<b>0.0</b>	<b>\$ 1,173,250</b>	<b>0.0</b>	<b>\$ 1,200,515</b>
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Category Level Detail

	FY2018	FY2019	FY20	FY2020	FY21	FY2021
	ACTUAL	ACTUAL	FPE	BUDGET	FPE	BUDGET

**5150 EMPLOYEE SEPARATION COSTS**

RETIREMENT INCENTIVE/SICK LEAVE BUY-BACK	\$ 237,742	\$ 80,672	-	\$ 228,486	-	\$ 42,926
Total Personnel	\$ 237,742	\$ 80,672	0.0	\$ 228,486	0.0	\$ 42,926
<b>Total 5150 EMPLOYEES SEPARATION COSTS</b>	<b>\$ 237,742</b>	<b>\$ 80,672</b>	<b>0.0</b>	<b>\$ 228,486</b>	<b>0.0</b>	<b>\$ 42,926</b>

Notes:

Originally budgeted employee separation costs in FY21 have been paid with surplus FY20 funds. The "retirement incentive/sick-leave buy-back" account has been adjusted accordingly.

Category Level Detail

	FY2018 ACTUAL	FY2019 ACTUAL	FY20 FPE	FY2020 BUDGET	FY21 FPE	FY2021 BUDGET
<b>9300 TUITIONS</b>						
TUITIONS - OUT OF DISTRICT	\$ 7,435,378	\$ 7,424,815	-	\$ 6,650,000	-	\$ 6,418,645
Less: Circuit Breaker Funds	\$ (2,557,348)	\$ (2,274,416)	-	\$ (2,750,000)	-	\$ (3,125,000)
Less: School Choice Funds Offset	\$ -	\$ -	-	\$ (175,000)	-	\$ -
Less: Valley Collaborative Tuition Credit/Refund	\$ (528,817)	\$ (561,488)	-	\$ (167,347)	-	\$ (132,284)
Less: Pre-Paid Student Tuition (FY20 Surplus Funding)	\$ -	\$ -	-	\$ -	-	\$ (962,072)
Total Non-Personnel	\$ 4,349,212	\$ 4,588,911	0.0	\$ 3,557,653	0.0	\$ 2,199,289
<b>Total 9300 TUITIONS</b>	<b>\$ 4,349,212</b>	<b>\$ 4,588,911</b>	<b>0.0</b>	<b>\$ 3,557,653</b>	<b>0.0</b>	<b>\$ 2,199,289</b>

Notes:

The District anticipates receiving a credit from Valley Collaborative in FY2021, as Valley is projecting revenue in excess of the amount they are able to retain at fiscal yearend. The amount above the allowable retainable limit must either be returned or credited to Valley's partner districts in proportion to the amount paid over the fiscal year. Chelmsford anticipates a credit of approximately \$ 132,284 in FY2021. I recommend the amount be used to offset the FY2021 local operating budget as it directly relates to special education tuition.

Chelmsford Public School District  
 FY2021 School Committee Approved Budget  
 June 16, 2020

Category Level Detail

	FY2018 ACTUAL	FY2019 ACTUAL	FY20 FPE	FY2020 BUDGET	FY21 FPE	FY2021 BUDGET
<b>Grand Total</b>	<b>\$ 57,000,000</b>	<b>\$ 59,000,000</b>	<b>772.8</b>	<b>\$ 61,000,000</b>	<b>782.8</b>	<b>\$ 61,667,000</b>

# Staff Salary Book

Last Name	First Name	Position	FPE	Location / School	FY2021 Salary
GIGLIO	SHARON	Recording Secretary to the School Committee		Central Administration	\$ 5,200
LANG	JAY	Superintendent of Schools	1	Central Administration	\$ 200,277
LANG	JAY	Performance Bonus & Vacation Buyback		Central Administration	\$ 20,176
PHILLIPS	DEBORAH	Administrative Assistant to the Superintendent	1	Central Administration	\$ 56,698
LUKSHA	JODIE	Communications & Media Director	1	Central Administration	\$ 61,200
HIRSCH	LINDA	Assistant Superintendent of Curriculum & Instruction	1	Central Administration	\$ 153,000
HIRSCH	LINDA	Performance Bonus & Vacation Buyback		Central Administration	\$ 11,711
MERCIER	KATHERINE	Administrative Assistant to the Assistant Superintendent	1	Central Administration	\$ 55,289
JOHNSON-COLLINS	JOANNA	Director of Business & Finance	1	Central Administration	\$ 127,726
PACELLI	DONNA	Accounts Payable/Receivable Specialist	1	Central Administration	\$ 40,326
WOODMAN	KAREN	Accounts Payable/Receivable Specialist	1	Central Administration	\$ 40,326
DEAN	KATHRINE	Financial Analyst	1	Central Administration	\$ 57,120
ROSE	WIOLETTKA	Payroll Coordinator	1	Central Administration	\$ 59,534
MCDONALD	JANE	Student Enrollment Registrar	1	Central Administration	\$ 58,841
			<b>5</b>		<b>\$ 256,146</b>
KIRKPATRICK	CHERYL	Director of Personnel & Professional Learning	1	Central Administration	\$ 131,726
BERGLUND	KAREN	Administrative Assistant - Personnel	1	Central Administration	\$ 44,163
WEBBER	RUTH	Administrative Assistant - Personnel	1	Central Administration	\$ 43,297
			<b>2</b>		<b>\$ 87,461</b>
PANNETON	SHERRI	Substitute Teacher Coordinator	0.7	Central Administration	\$ 30,914
SILVER	WILLIAM	Director of Information, Communication & Technology Services	1	Central Administration	\$ 127,726
HEFFERNAN	LISA	Districtwide Data Management Assistant	1	Central Administration	\$ 51,998
RIGOLI	PAMELA	Districtwide Data Management Officer	1	Central Administration	\$ 75,813
WYMAN	JOSEPH	ICTS Service Manager	1	Central Administration	\$ 64,946
			<b>3</b>		<b>\$ 192,757</b>
PEREIRA	ANTONIO	ICTS Network Administrator	1	Central Administration	\$ 90,203
WEDEL	PAUL	ICTS Solutions Engineer	1	Central Administration	\$ 85,313
SHIN	DONG	Computer Technician	1	Districtwide	\$ 44,571
		Computer Technicians (Part-Time)	0	Districtwide	\$ 46,800
NORMANDIN	STEVEN	ICTS Webmaster	1	Districtwide	\$ 45,462
ARGENZIANO	JEFFREY	Media Technician	1	Districtwide	\$ 50,904
			<b>5</b>		<b>\$ 363,253</b>
MCGOWAN-GUMP	MARGARET	Coordinator of School Nursing Services	1	Districtwide	\$ 106,094
WILSON	LARAINNE	Coordinator of Social Emotional Learning & Counseling Services	1	Districtwide	\$ 104,801
ROGERS	KELLY	Curriculum Coordinator - ELL, Reading & Title I Services	1	Districtwide	\$ 111,682
		<i>Less: Offset to Title I Grant (30% of Annual Salary)</i>			\$ (33,505)
DICK	ABBEY	Curriculum Coordinator - English	1	Districtwide	\$ 107,388
WHITTLESEY	CHRISTINA	Curriculum Coordinator - Fine & Performing Arts	1	Districtwide	\$ 114,018
SIMES	KATHRYN	Curriculum Coordinator - Health & Physical Education	1	Districtwide	\$ 113,018
BEYRANEVAND	MATTHEW	Curriculum Coordinator - Mathematics	1	Districtwide	\$ 114,018
MORRIS	JONATHAN	Curriculum Coordinator - Science	1	Districtwide	\$ 106,094
QUINN	STEPHANIE	Curriculum Coordinator - Social Studies	1	Districtwide	\$ 113,018
SWEENEY	MARILYN	Curriculum Coordinator - Technology	1	Districtwide	\$ 114,018
NOLLET	JESSICA	Curriculum Coordinator - World Languages & Exchange Programs	1	Districtwide	\$ 103,507
			<b>11</b>		<b>\$ 1,174,151</b>
		Course Scheduler		Chelmsford High School	\$ 5,000
HARTERY	MARTHA	Secretary - Curriculum Coordinators	1	Chelmsford High School	\$ 37,805
REESE	AMY	Director of Student Support Services	1	Central Administration	\$ 130,726
MATSON	AMY	Assistant Director of Student Support Services	1	Central Administration	\$ 106,651



Last Name	First Name	Position	FPE	Location / School	FY2021 Salary
GUILLEMETTE	TRACY	Secretary to the Director of Student Support Services	1	Central Administration	\$ 43,510
ZOUZAS	HARIKLIA	Secretary - Special Education	1	Chelmsford High School	\$ 38,293
			<b>2</b>		<b>\$ 81,803</b>
DERY	TARYN	Special Education Administrative Chairperson	1	Districtwide	\$ 107,507
MCARDLE	MARY JANE	Special Education Administrative Chairperson	1	Districtwide	\$ 107,388
MCGUIRK	MEGAN	Special Education Administrative Chairperson	1	Districtwide	\$ 103,507
MOTTRAM	SHAWNA	Special Education Administrative Chairperson	1	Districtwide	\$ 103,507
			<b>4</b>		<b>\$ 421,907</b>
HOYT	RUSSELL	Coordinator of Integrated Pre-School	1	CHIPs Program	\$ 110,018
FREDETTE	JASON	Principal	1	Byam Elementary School	\$ 120,794
FULREADER	DIANNA	Principal	1	Center Elementary School	\$ 120,794
MURRAY	STEPHEN	Principal	1	Chelmsford High School	\$ 141,974
ASSELIN	ROBERT	Principal	1	Harrington Elementary School	\$ 120,794
MCPHEE	KURT	Principal	1	McCarthy Middle School	\$ 124,206
PARKS	JEFFERY	Principal	1	Parker Middle School	\$ 128,206
MCPMAHON	MOLLY	Principal	1	South Row Elementary School	\$ 121,794
			<b>7</b>		<b>\$ 878,561</b>
DOLAN	ELIZABETH	Assistant Principal - Elementary	1	Byam Elementary School	\$ 104,801
OMOBONO	DONNA	Assistant Principal - Elementary	1	Center Elementary School	\$ 103,507
GRABOWSKI	KAREN	Assistant Principal - Elementary	1	Harrington Elementary School	\$ 103,507
RAMALHO	JAYSON	Assistant Principal - Elementary	1	South Row Elementary School	\$ 104,801
			<b>4</b>		<b>\$ 416,614</b>
CALOBRISSI	KERRY ANN	Assistant Principal - Middle	1	McCarthy Middle School	\$ 104,801
SOUZA	MARK	Assistant Principal - Middle	1	Parker Middle School	\$ 113,626
			<b>2</b>		<b>\$ 218,426</b>
LYONS	ROBERT	Dean - Emerson House	1	Chelmsford High School	\$ 116,638
BLAGG	JOSHUA	Dean - Hawthorne House	1	Chelmsford High School	\$ 112,638
MACISAAC	JOHN	Dean - Whittier House	1	Chelmsford High School	\$ 109,976
			<b>3</b>		<b>\$ 339,252</b>
DOSSIN	ANNE	School Secretary - Principal	1	Byam Elementary School	\$ 38,415
CAFFELLE	MARY	School Secretary - Principal	1	Center Elementary School	\$ 38,415
DISTASI	REBECCA	School Secretary - Emerson House	1	Chelmsford High School	\$ 32,612
MASON	MARCY	School Secretary - Hawthorne House	1	Chelmsford High School	\$ 29,156
RICK	ELIZABETH	School Secretary - Principal	1	Chelmsford High School	\$ 43,574
FALLON	SUSAN	School Secretary - Whittier House	1	Chelmsford High School	\$ 29,156
GARERI	MICHELLE	School Secretary - Principal	1	Harrington Elementary School	\$ 38,415
MANNION	IDA	School Secretary - Assistant Principal	1	McCarthy Middle School	\$ 35,874
PINDARA	CHARLENE	School Secretary - Principal	1	McCarthy Middle School	\$ 40,690
ROBINSON	DEBORAH	School Secretary - Assistant Principal	1	Parker Middle School	\$ 35,874
LOISELLE	SUSAN	School Secretary - Principal	1	Parker Middle School	\$ 40,690
ONEILL	DEBORAH	School Secretary - Principal	1	South Row Elementary School	\$ 37,583
			<b>12</b>		<b>\$ 440,454</b>
MURPHY	STELLA	School Clerk	1	Byam Elementary School	\$ 19,157
O'HEARN	CHERYL	School Clerk	1	Center Elementary School	\$ 17,550
DONNELLY	LEEANN	School Clerk - Guidance/MCAS	1	Chelmsford High School	\$ 12,285
MOREAU	KELLEY	School Clerk - Information	1	Chelmsford High School	\$ 37,583
SCARFO	KERRY ANN	School Clerk - Science Lab	1	Chelmsford High School	\$ 25,148
ZUKOWSKI	DAVID	School Clerk - Substitute Teacher Coordinator	1	Chelmsford High School	\$ 18,633
DONAHUE	BETHANN	School Clerk	1	CHIPs Program	\$ 24,570
FIDLER	HEATHER	School Clerk	1	Harrington Elementary School	\$ 18,152
HERLIHY	JODIE	School Clerk	1	McCarthy Middle School	\$ 23,076
O'NEILL	MYRIAM	School Clerk	1	Parker Middle School	\$ 22,815
SEPE	KIMBERLY	School Clerk	1	South Row Elementary School	\$ 17,963
			<b>11</b>		<b>\$ 236,932</b>
HIGGINS	JOYCE	Clerk - Copy Center	1	McCarthy Middle School	\$ 18,276
LOSSO	DEBORAH	Clerk - Copy Center	1	Parker Middle School	\$ 16,698
			<b>2</b>		<b>\$ 34,974</b>
		Longevity		Districtwide	\$ 31,120
		Salary Reserve for Level (Lane) Changes		Districtwide	\$ 108,985

Last Name	First Name	Position	FPE	Location / School	FY2021 Salary
CARSON	SARAH	Elementary School Teacher (1st Grade)	1	Byam Elementary School	\$ 86,489
HICKS	MEGHANNE	Elementary School Teacher (1st Grade)	1	Byam Elementary School	\$ 86,489
HOGAN	MEGHAN	Elementary School Teacher (1st Grade)	1	Byam Elementary School	\$ 86,489
MARCHANT	KRISTINA	Elementary School Teacher (1st Grade)	1	Byam Elementary School	\$ 86,489
HARRIS	KATHERINE	Elementary School Teacher (2nd Grade)	1	Byam Elementary School	\$ 92,111
MAGUIRE	ELEN	Elementary School Teacher (2nd Grade)	1	Byam Elementary School	\$ 86,489
SULLIVAN	LAUREN	Elementary School Teacher (2nd Grade)	1	Byam Elementary School	\$ 86,489
VACANT	VACANT	Elementary School Teacher (2nd Grade)	1	Byam Elementary School	\$ 58,641
WASZAK	ALISON	Elementary School Teacher (2nd Grade)	1	Byam Elementary School	\$ 55,828
HOLMAN	MELISSA	Elementary School Teacher (3rd Grade)	1	Byam Elementary School	\$ 91,273
KOOKEN	KARLA	Elementary School Teacher (3rd Grade)	1	Byam Elementary School	\$ 81,829
STREETER	KRISTY	Elementary School Teacher (3rd Grade)	1	Byam Elementary School	\$ 86,489
WALSH	ASHLEY	Elementary School Teacher (3rd Grade)	1	Byam Elementary School	\$ 73,630
ABBASCIANO	MICHELLE	Elementary School Teacher (4th Grade)	1	Byam Elementary School	\$ 64,637
BABSON	KRISTIN	Elementary School Teacher (4th Grade)	1	Byam Elementary School	\$ 86,489
JACKSON	KATHRYN	Elementary School Teacher (4th Grade)	1	Byam Elementary School	\$ 55,644
SZABLAK	LINDA	Elementary School Teacher (4th Grade)	1	Byam Elementary School	\$ 86,489
AHEARN	STEPHANIE	Elementary School Teacher (1st Grade)	1	Center Elementary School	\$ 70,633
VACANT	VACANT	Elementary School Teacher (1st Grade)	1	Center Elementary School	\$ 58,641
COTTER	DIANNE	Elementary School Teacher (1st Grade)	1	Center Elementary School	\$ 86,489
DOOLEY	SUSAN	Elementary School Teacher (1st Grade)	1	Center Elementary School	\$ 86,489
JOYCE	ALANA	Elementary School Teacher (1st Grade)	1	Center Elementary School	\$ 50,133
DEROECK	SARA	Elementary School Teacher (2nd Grade)	1	Center Elementary School	\$ 58,641
MARINO	COLLEEN	Elementary School Teacher (2nd Grade)	1	Center Elementary School	\$ 55,644
PIERCE-CLARKE	KARI	Elementary School Teacher (2nd Grade)	1	Center Elementary School	\$ 86,489
PREVOST	SAMANTHA	Elementary School Teacher (2nd Grade)	1	Center Elementary School	\$ 55,828
WALKER	ANNAN	Elementary School Teacher (2nd Grade)	1	Center Elementary School	\$ 58,641
AYOTTE	JENNIFER	Elementary School Teacher (3rd Grade)	1	Center Elementary School	\$ 76,777
KNIGHT	BARBARA	Elementary School Teacher (3rd Grade)	1	Center Elementary School	\$ 86,489
L'ABBE	JEFFREY	Elementary School Teacher (3rd Grade)	1	Center Elementary School	\$ 91,273
REMICK	JESSICA	Elementary School Teacher (3rd Grade)	1	Center Elementary School	\$ 86,489
BUCKLEY	SARAH	Elementary School Teacher (4th Grade)	1	Center Elementary School	\$ 81,829
CUNNINGHAM	ALICIA	Elementary School Teacher (4th Grade)	1	Center Elementary School	\$ 86,489
GUERRA	MARY	Elementary School Teacher (4th Grade)	1	Center Elementary School	\$ 70,633
OLSSON	MARYELLEN	Elementary School Teacher (4th Grade)	1	Center Elementary School	\$ 86,489
ASHDOWN	LISA	Elementary School Teacher (1st Grade)	1	Harrington Elementary School	\$ 86,489
COTE	ALLISON	Elementary School Teacher (1st Grade)	1	Harrington Elementary School	\$ 61,639
GILBERT	STACY	Elementary School Teacher (1st Grade)	1	Harrington Elementary School	\$ 86,489
HARDY	KELLY	Elementary School Teacher (1st Grade)	1	Harrington Elementary School	\$ 55,644
LARIVEE	CAROLE	Elementary School Teacher (1st Grade)	1	Harrington Elementary School	\$ 91,273
CODDAIRE	ELIZABETH	Elementary School Teacher (2nd Grade)	1	Harrington Elementary School	\$ 86,489
HOFFMAN	JANET	Elementary School Teacher (2nd Grade)	1	Harrington Elementary School	\$ 86,489
NAGLE	KAITLYN	Elementary School Teacher (2nd Grade)	1	Harrington Elementary School	\$ 58,641
SULLIVAN	KELLIE	Elementary School Teacher (2nd Grade)	1	Harrington Elementary School	\$ 86,489
WURTZLER	STEVE	Elementary School Teacher (2nd Grade)	1	Harrington Elementary School	\$ 86,489
GAFFNEY	KATE	Elementary School Teacher (3rd Grade)	1	Harrington Elementary School	\$ 55,644
GRAHAM	KRISTEN	Elementary School Teacher (3rd Grade)	1	Harrington Elementary School	\$ 86,489
KOWALIK	JESSICA	Elementary School Teacher (3rd Grade)	1	Harrington Elementary School	\$ 86,489
MACALLISTER	MARYBETH	Elementary School Teacher (3rd Grade)	1	Harrington Elementary School	\$ 81,829
POTCNER	LEAH	Elementary School Teacher (3rd Grade)	1	Harrington Elementary School	\$ 64,637
COTE	KRISTINA	Elementary School Teacher (4th Grade)	1	Harrington Elementary School	\$ 73,630
DANIELI	ELIZABETH	Elementary School Teacher (4th Grade)	1	Harrington Elementary School	\$ 76,777
KUFFERT	JONATHON	Elementary School Teacher (4th Grade)	1	Harrington Elementary School	\$ 50,133
MORSE	JESSICA	Elementary School Teacher (4th Grade)	1	Harrington Elementary School	\$ 61,639
ABBOTT	TAMMY	Elementary School Teacher (1st Grade)	1	South Row Elementary School	\$ 76,777
BULLOCK	CARA	Elementary School Teacher (1st Grade)	1	South Row Elementary School	\$ 70,633
FRASCA	STACY	Elementary School Teacher (1st Grade)	1	South Row Elementary School	\$ 86,489
KRASNOVSKY	SARAH	Elementary School Teacher (1st Grade)	1	South Row Elementary School	\$ 64,637
VACANT	VACANT	Elementary School Teacher (2nd Grade)	1	South Row Elementary School	\$ 58,641
HODGKINS	JUDY	Elementary School Teacher (2nd Grade)	1	South Row Elementary School	\$ 86,489
KELLEY	DEIRDRE	Elementary School Teacher (2nd Grade)	1	South Row Elementary School	\$ 86,498
WEBBER	JAMIE	Elementary School Teacher (2nd Grade)	1	South Row Elementary School	\$ 70,633
KRAUCH	MARTHA	Elementary School Teacher (3rd Grade)	1	South Row Elementary School	\$ 86,489
SANBORN	JENNIFER	Elementary School Teacher (3rd Grade)	1	South Row Elementary School	\$ 86,489
STAGNONE	ANNE	Elementary School Teacher (3rd Grade)	1	South Row Elementary School	\$ 86,489
VASQUEZ	AUDRA	Elementary School Teacher (3rd Grade)	1	South Row Elementary School	\$ 86,489
DRISCOLL	TERRY	Elementary School Teacher (4th Grade)	1	South Row Elementary School	\$ 86,498
DUNCAN	JACLYN	Elementary School Teacher (4th Grade)	1	South Row Elementary School	\$ 70,633
MATHEWS	BETH-ANN	Elementary School Teacher (4th Grade)	1	South Row Elementary School	\$ 86,489
TICE	LISA	Elementary School Teacher (4th Grade)	1	South Row Elementary School	\$ 91,273
<i>Superintendent's Budget Recommendation: Add 1.0 Elementary School Teacher (4th Grade) position</i>					<i>\$ 58,641</i>
					<b>71</b>
					<b>\$ 5,449,775</b>

Last Name	First Name	Position	FPE	Location / School	FY2021 Salary	
CAREY	JANET	Kindergarten Teacher	1	Byam Elementary School	\$ 86,489	
CORMACK-O'DONNELL	MARIE	Kindergarten Teacher	1	Byam Elementary School	\$ 86,489	
HANAFIN	SHERRI	Kindergarten Teacher	1	Byam Elementary School	\$ 86,489	
LOJZIM	KRISTIE	Kindergarten Teacher	1	Byam Elementary School	\$ 50,133	
SEXAUER	ELIZABETH	Kindergarten Teacher	1	Byam Elementary School	\$ 79,319	
BENTLEY	LAURA	Kindergarten Teacher	1	Center Elementary School	\$ 67,635	
GREGORY	KATHLEEN	Kindergarten Teacher	1	Center Elementary School	\$ 64,781	
MCCONNELL	BRENDA	Kindergarten Teacher	1	Center Elementary School	\$ 67,635	
MUSE	CASSANDRA	Kindergarten Teacher	1	Center Elementary School	\$ 55,828	
KENNEY	ROBYN	Kindergarten Teacher	1	Harrington Elementary School	\$ 86,489	
MENESES	ANGELA	Kindergarten Teacher	1	Harrington Elementary School	\$ 55,828	
PRUSSACK	AMY	Kindergarten Teacher	1	Harrington Elementary School	\$ 91,273	
SAWYER	ELIZABETH	Kindergarten Teacher	1	Harrington Elementary School	\$ 86,489	
TORPEY	ELIZABETH	Kindergarten Teacher	1	Harrington Elementary School	\$ 70,633	
DOSSIN	EMILY	Kindergarten Teacher	1	South Row Elementary School	\$ 67,635	
PATRIQUIN	ABIGAIL	Kindergarten Teacher	1	South Row Elementary School	\$ 61,639	
PECK	JULIA	Kindergarten Teacher	1	South Row Elementary School	\$ 64,637	
RIGBY	JENNIFER	Kindergarten Teacher	1	South Row Elementary School	\$ 73,630	
<i>Superintendent's Budget Recommendation: Reserve 2.0 Kindergarten Teacher positions</i>				<i>0</i>	<i>TBD Elementary Schools</i>	<i>\$ 117,282</i>
				<b>18</b>		<b>\$ 1,420,333</b>
BAILLARGEON	DANIELLE	Middle School Teacher (5th Grade)	1	McCarthy Middle School	\$ 86,489	
DAIGLE	DENISE	Middle School Teacher (5th Grade)	1	McCarthy Middle School	\$ 79,491	
DEVITO	KATHRYN	Middle School Teacher (5th Grade)	1	McCarthy Middle School	\$ 92,111	
MACPHEE	JENNIFER	Middle School Teacher (5th Grade)	1	McCarthy Middle School	\$ 86,489	
MURRAY	PAMELA	Middle School Teacher (5th Grade)	1	McCarthy Middle School	\$ 91,273	
OTTMAN	RACHEL	Middle School Teacher (5th Grade)	1	McCarthy Middle School	\$ 86,489	
PANAGIOTAKOS	CHRISTINE	Middle School Teacher (5th Grade)	1	McCarthy Middle School	\$ 91,273	
SKELTON	MARY	Middle School Teacher (5th Grade)	1	McCarthy Middle School	\$ 86,489	
BAKER	AMY	Middle School Teacher (6th Grade)	1	McCarthy Middle School	\$ 91,273	
BROCKMYRE-MARTIN	MARY	Middle School Teacher (6th Grade)	1	McCarthy Middle School	\$ 91,273	
FELZANI	ADAM	Middle School Teacher (6th Grade)	1	McCarthy Middle School	\$ 92,111	
FLANAGAN	JENNIFER	Middle School Teacher (6th Grade)	1	McCarthy Middle School	\$ 86,489	
LOCOCO	KAREN	Middle School Teacher (6th Grade)	1	McCarthy Middle School	\$ 86,489	
MAHER	GLENN	Middle School Teacher (6th Grade)	1	McCarthy Middle School	\$ 86,489	
MARTINES	LAURIE	Middle School Teacher (6th Grade)	1	McCarthy Middle School	\$ 86,489	
SKAFF	LISA ANN	Middle School Teacher (6th Grade)	1	McCarthy Middle School	\$ 86,489	
BAIN	JACLYN	Middle School Teacher (5th Grade)	1	Parker Middle School	\$ 86,489	
BRIAND	KIMBERLY	Middle School Teacher (5th Grade)	1	Parker Middle School	\$ 86,489	
DAY	SANDRA	Middle School Teacher (5th Grade)	1	Parker Middle School	\$ 86,489	
EASTMAN	JENNIFER	Middle School Teacher (5th Grade)	1	Parker Middle School	\$ 86,489	
ENGEL	SHANNON	Middle School Teacher (5th Grade)	1	Parker Middle School	\$ 86,489	
LEONARD	NICOLE	Middle School Teacher (5th Grade)	1	Parker Middle School	\$ 86,489	
MERRILL	SHANNON	Middle School Teacher (5th Grade)	1	Parker Middle School	\$ 86,489	
MESITE	DAWN	Middle School Teacher (5th Grade)	1	Parker Middle School	\$ 86,489	
ASQUITH	BRENDAN	Middle School Teacher (6th Grade)	1	Parker Middle School	\$ 86,489	
AYLWARD	JENNIFER	Middle School Teacher (6th Grade)	1	Parker Middle School	\$ 86,489	
CODY	TRACEY	Middle School Teacher (6th Grade)	1	Parker Middle School	\$ 79,319	
DINGWELL	LORINDA	Middle School Teacher (6th Grade)	1	Parker Middle School	\$ 86,489	
MAIER	DAVID	Middle School Teacher (6th Grade)	1	Parker Middle School	\$ 76,777	
MANGAN	JULIE	Middle School Teacher (6th Grade)	1	Parker Middle School	\$ 83,436	
POLLICELLI	MARICLARE	Middle School Teacher (6th Grade)	1	Parker Middle School	\$ 73,630	
SULESKI	MICHAEL	Middle School Teacher (6th Grade)	1	Parker Middle School	\$ 91,273	
				<b>32</b>		<b>\$ 2,763,020</b>
GOVER	ALLISON	Art Teacher	1	Byam Elementary School	\$ 76,777	
JOOS	DARLEEN	Art Teacher	1	Center Elementary School	\$ 92,111	
ALVES	MADALENA	Art Teacher	1	Chelmsford High School	\$ 92,111	
COGLIANO	DIANE	Art Teacher	1	Chelmsford High School	\$ 86,489	
VACANT	VACANT	Art Teacher	1	Chelmsford High School	\$ 58,641	
MAZZONE	KELLY	Art Teacher	1	Harrington Elementary School	\$ 58,674	
CRAMER	VIRGINIA	Art Teacher	0.8	McCarthy Middle School	\$ 73,018	
KILEY	SARAH	Art Teacher	1	McCarthy Middle School	\$ 79,491	
ADLER	ANITA	Art Teacher	1	Parker Middle School	\$ 91,273	
ANNUNZIATA	DAWNMARI	Art Teacher	0.6	Parker Middle School	\$ 36,983	
CRISTANTIELLO	JANE	Art Teacher	1	South Row Elementary School	\$ 86,489	
				<b>10.4</b>		<b>\$ 832,058</b>
SHUPE	ANDREW	Business Teacher	1	Chelmsford High School	\$ 79,491	
SOUSA	THOMAS	Business Teacher	1	Chelmsford High School	\$ 86,489	
				<b>2</b>		<b>\$ 165,980</b>

Last Name	First Name	Position	FPE	Location / School	FY2021 Salary
ABOELSAAD	DAWN	English Teacher	1	Chelmsford High School	\$ 86,489
VACANT	VACANT	English Teacher	1	Chelmsford High School	\$ 58,641
BARTOS	MATTHEW	English Teacher	1	Chelmsford High School	\$ 92,111
CARPENITO	SAMUEL	English Teacher	1	Chelmsford High School	\$ 76,777
COURTEMANCHE	STEVEN	English Teacher	1	Chelmsford High School	\$ 92,111
KAVERUD	KRISTINA	English Teacher	1	Chelmsford High School	\$ 96,615
KEA	KRISTINA	English Teacher	1	Chelmsford High School	\$ 61,639
MESSIER	MARGARET	English Teacher	1	Chelmsford High School	\$ 92,111
PARATO	LISA	English Teacher	1	Chelmsford High School	\$ 86,489
PARSONS	RYAN	English Teacher	1	Chelmsford High School	\$ 81,829
REGAN	SUSAN	English Teacher	1	Chelmsford High School	\$ 86,489
SANDERS	CLAYTON	English Teacher	1	Chelmsford High School	\$ 79,319
SHEA	MICHAEL	English Teacher	1	Chelmsford High School	\$ 91,273
SHEEHAN	JUDITH	English Teacher	1	Chelmsford High School	\$ 96,615
VAN BLARCOM	IAN	English Teacher	1	Chelmsford High School	\$ 86,489
VARGA	ERIK	English Teacher	1	Chelmsford High School	\$ 86,489
BUCKLEY	JAMES	English Teacher	0.5	McCarthy Middle School	\$ 31,302
COURTNEY	DANA	English Teacher	1	McCarthy Middle School	\$ 81,829
DENSON	MICHELE	English Teacher	1	McCarthy Middle School	\$ 92,111
KALABOKIS	JOANNE	English Teacher	1	McCarthy Middle School	\$ 84,799
MCMAHON	MELISSA	English Teacher	1	McCarthy Middle School	\$ 86,489
COURTEMANCHE	KARA	English Teacher	1	Parker Middle School	\$ 73,630
KISH	SHEILA	English Teacher	1	Parker Middle School	\$ 92,111
MCCLURE	STEPHEN	English Teacher	1	Parker Middle School	\$ 91,273
SUCHECKI	ERIN	English Teacher	1	Parker Middle School	\$ 71,879
<i>Superintendent's Budget Recommendation: Reduce .5 English Teacher position</i>				<i>-0.5 McCarthy Middle School</i>	<i>\$ (29,321)</i>
			<b>24.0</b>		<b>\$ 2,027,588</b>
MURPHY	JOAN	Family Life Consumer Science Teacher	1	Chelmsford High School	\$ 86,489
DEVANEY	MAURA	Health Teacher	1	Chelmsford High School	\$ 79,491
DIBBLE	MATTHEW	Health Teacher	1	Chelmsford High School	\$ 86,489
KOBRENSKI	REBECCA	Health Teacher	1	Chelmsford High School	\$ 86,489
LYONS	KRISTEN	Health Teacher	1	CHIPs (.2) / McCarthy (.8)	\$ 86,489
SULLIVAN	MICHAEL	Health Teacher	1	CHIPs (.2) / Parker (.8)	\$ 76,777
GERMAIN	TRACEY	Health Teacher	1	McCarthy Middle School	\$ 86,489
PARKS	ANGELA	Health Teacher	1	Parker Middle School	\$ 86,489
			<b>7</b>		<b>\$ 588,713</b>
BEATO	EDUARDO	Mathematics Teacher	1	Chelmsford High School	\$ 70,633
BLAGG	KAREN	Mathematics Teacher	1	Chelmsford High School	\$ 91,273
DOULAMIS	KATHERINE	Mathematics Teacher	1	Chelmsford High School	\$ 86,489
GAFFNEY	LEAH	Mathematics Teacher	1	Chelmsford High School	\$ 86,489
HUNT	ILYSSA	Mathematics Teacher	1	Chelmsford High School	\$ 86,489
KIERNAN-BELL	NANCY	Mathematics Teacher	1	Chelmsford High School	\$ 86,489
MARSHALL	ERIN	Mathematics Teacher	1	Chelmsford High School	\$ 91,273
MCINTYRE	ZACHARY	Mathematics Teacher	1	Chelmsford High School	\$ 91,273
MCMANUS	JENNIFER	Mathematics Teacher	1	Chelmsford High School	\$ 91,273
MERRILL	CONNOR	Mathematics Teacher	1	Chelmsford High School	\$ 55,644
ROBERTS	PATRICIA	Mathematics Teacher	1	Chelmsford High School	\$ 91,273
ROBILLARD	SCOTT	Mathematics Teacher	1	Chelmsford High School	\$ 91,273
SHEPPARD	LINDSEY	Mathematics Teacher	1	Chelmsford High School	\$ 81,154
SWANSON WILLIAMS	ALEXANDRA	Mathematics Teacher	1	Chelmsford High School	\$ 79,319
VITALE	JACLYN	Mathematics Teacher	1	Chelmsford High School	\$ 83,436
WILLIAMS	DANIEL	Mathematics Teacher	1	Chelmsford High School	\$ 84,282
WITTE	MATTHEW	Mathematics Teacher	1	Chelmsford High School	\$ 86,489
GALLAGHER	THOMAS	Mathematics Teacher	1	McCarthy Middle School	\$ 79,491
LUCENTE	KATHRYN	Mathematics Teacher	1	McCarthy Middle School	\$ 91,273
MEANEY	DANIELLE	Mathematics Teacher	1	McCarthy Middle School	\$ 86,489
RUSH	CAROLINE	Mathematics Teacher	0.5	McCarthy Middle School	\$ 30,820
SCHNEIBART	CAROL	Mathematics Teacher	1	McCarthy Middle School	\$ 92,111
DUSSAULT	JENNIFER	Mathematics Teacher	1	Parker Middle School	\$ 79,319
KEOHANE	THERESE	Mathematics Teacher	1	Parker Middle School	\$ 91,273
NOBLE	AMANDA	Mathematics Teacher	1	Parker Middle School	\$ 88,507
WING	PAUL	Mathematics Teacher	1	Parker Middle School	\$ 91,273
<i>Superintendent's Budget Recommendation: Reduce .5 Mathematics Teacher position</i>				<i>-0.5 McCarthy Middle School</i>	<i>\$ (29,321)</i>
			<b>25</b>		<b>\$ 2,135,786</b>
GRABER	MATTHEW	Music Teacher	1	Byam Elementary School	\$ 78,062
ERRGONG-WEIDER	MEGAN	Music Teacher	1	Center Elementary School	\$ 86,489
COCHRAN	LAUREN	Music Teacher	1	Chelmsford High School	\$ 91,273
COMEAU	KATE	Music Teacher	1	Chelmsford High School	\$ 86,489

Last Name	First Name	Position	FPE	Location / School	FY2021 Salary
ROEDER	AMANDA	Music Teacher	1	Chelmsford High School	\$ 86,489
SEXAUER	MATTHEW	Music Teacher	1	Chelmsford High School	\$ 86,489
HATFIELD	JOAN	Music Teacher	0.5	CHIPs (.3) / McCarthy (.2)	\$ 29,321
VALENTINO	JESSICA	Music Teacher	1	Harrington Elementary School	\$ 65,695
RICHARDSON	JODI	Music Teacher	1	McCarthy Middle School	\$ 86,489
SLOCUM	SUSAN	Music Teacher	1	McCarthy Middle School	\$ 91,273
WRIGHT	SEAN	Music Teacher	1	McCarthy Middle School	\$ 81,829
ABRAMS	JONATHAN	Music Teacher	1	Parker Middle School	\$ 55,828
LINSNER	ERIC	Music Teacher	1	Parker Middle School	\$ 79,491
TIANO	LISA	Music Teacher	1	Parker Middle School	\$ 86,489
COOPER	AMANDA	Music Teacher	1	South Row Elementary School	\$ 76,777
			<b>14.5</b>		<b>\$ 1,168,483</b>
SUBREENDUTH	RAVINCHAND	Physical Education Teacher	0.4	Byam (.3) / Center (.1)	\$ 26,278
QUINN	COURTNEY	Physical Education Teacher	1	Byam Elementary School	\$ 79,319
KIVI	TANYA	Physical Education Teacher	1	Center Elementary School	\$ 92,111
GRAHAM	REBECCA	Physical Education Teacher	1	Chelmsford High School	\$ 79,491
GUARENTE	MATTHEW	Physical Education Teacher	1	Chelmsford High School	\$ 64,637
MARSHALL	MICHAEL	Physical Education Teacher	1	Chelmsford High School	\$ 86,489
SLOAN	MICHELE	Physical Education Teacher	1	Chelmsford High School	\$ 91,273
CORMIER	KELLY	Physical Education Teacher	1	Harrington Elementary School	\$ 86,489
KLICK-MCHUGH	CAITLIN	Physical Education Teacher	1	McCarthy (.8) / Parker (.2)	\$ 91,273
GRAHAM	PATRICK	Physical Education Teacher	1	McCarthy Middle School	\$ 86,489
SHERLOCK	JOHN	Physical Education Teacher	1	McCarthy Middle School	\$ 86,489
JOWETT	LINDA	Physical Education Teacher	1	Parker Middle School	\$ 79,491
MCCARTHY	GARRETT	Physical Education Teacher	1	Parker Middle School	\$ 86,489
BROWN	REBECCA	Physical Education Teacher	1	South Row Elementary School	\$ 73,630
			<b>13.4</b>		<b>\$ 1,109,948</b>
ACHESON	BRIAN	Science Teacher	1	Chelmsford High School	\$ 92,111
ADIL	LISA	Science Teacher	1	Chelmsford High School	\$ 58,641
BRUELL	CAROL	Science Teacher	1	Chelmsford High School	\$ 91,273
COLLINS	DEBRA	Science Teacher	1	Chelmsford High School	\$ 91,273
DONNELL	MICHAEL	Science Teacher	1	Chelmsford High School	\$ 61,639
DUSSAULT	JASON	Science Teacher	1	Chelmsford High School	\$ 86,489
HUBBARD	MAUREEN	Science Teacher	1	Chelmsford High School	\$ 86,489
KELLY	COLLEEN	Science Teacher	1	Chelmsford High School	\$ 84,799
KENDER	MICHELLE	Science Teacher	1	Chelmsford High School	\$ 91,273
LICHTENTHAL	VALERIE	Science Teacher	1	Chelmsford High School	\$ 73,630
PECORA	JOHN	Science Teacher	1	Chelmsford High School	\$ 86,489
SOUSA	STEVEN	Science Teacher	1	Chelmsford High School	\$ 61,520
STEEVES	DAVID	Science Teacher	1	Chelmsford High School	\$ 91,273
TANINI	LINDA	Science Teacher	1	Chelmsford High School	\$ 96,615
TYLENDIA	JESSICA	Science Teacher	1	Chelmsford High School	\$ 91,273
WARD	JASON	Science Teacher	1	Chelmsford High School	\$ 86,498
BIBBER-DELTRECCO	CAROLINE	Science Teacher	1	McCarthy Middle School	\$ 91,273
BONNAR	ROSLYN	Science Teacher	1	McCarthy Middle School	\$ 86,489
HILL	KATHERINE	Science Teacher	1	McCarthy Middle School	\$ 70,633
MCCARTHY	JACQUELINE	Science Teacher	1	McCarthy Middle School	\$ 86,489
RUSH	CAROLINE	Science Teacher	0.5	McCarthy Middle School	\$ 30,820
CARLSON	CHRISTINE	Science Teacher	1	Parker Middle School	\$ 70,633
MAYOTTE	BARBARA	Science Teacher	1	Parker Middle School	\$ 86,489
MORTON	LISA	Science Teacher	1	Parker Middle School	\$ 86,489
VORONOV	JULIA	Science Teacher	1	Parker Middle School	\$ 78,062
<i>Superintendent's Budget Recommendation: Reduce .5 Science Teacher position</i>			<b>-0.5</b>	<b>McCarthy Middle School</b>	<b>\$ (29,321)</b>
			<b>24</b>		<b>\$ 1,989,341</b>
ANTETOMASO	MARY	Social Studies Teacher	1	Chelmsford High School	\$ 92,111
BURLAND	JASON	Social Studies Teacher	1	Chelmsford High School	\$ 84,799
COLE	BENJAMIN	Social Studies Teacher	1	Chelmsford High School	\$ 86,489
DOAK	JENNIFER	Social Studies Teacher	1	Chelmsford High School	\$ 86,489
DURKIN	JULIE	Social Studies Teacher	1	Chelmsford High School	\$ 87,346
GILBERT	STEPHANIE	Social Studies Teacher	1	Chelmsford High School	\$ 92,111
GREENE	JEREMY	Social Studies Teacher	1	Chelmsford High School	\$ 91,273
LAFLAMME	KATHRYN	Social Studies Teacher	1	Chelmsford High School	\$ 91,273
O'KEEFE	MICHAEL	Social Studies Teacher	1	Chelmsford High School	\$ 86,489
RICHTER	DANIEL	Social Studies Teacher	1	Chelmsford High School	\$ 81,829
SHOLDS	KIMBERLY	Social Studies Teacher	1	Chelmsford High School	\$ 74,970
SULLIVAN	KATHRYN	Social Studies Teacher	1	Chelmsford High School	\$ 91,273
VITALE	CRAIG	Social Studies Teacher	1	Chelmsford High School	\$ 86,489
ZOPES	PETER	Social Studies Teacher	1	Chelmsford High School	\$ 91,273
BUCKLEY	JAMES	Social Studies Teacher	0.5	McCarthy Middle School	\$ 31,302

Last Name	First Name	Position	FPE	Location / School	FY2021 Salary
LANOQUETTE	CATHERINE	Social Studies Teacher	1	McCarthy Middle School	\$ 86,489
LIVINGSTON	SHAUN	Social Studies Teacher	1	McCarthy Middle School	\$ 86,489
SULLIVAN	ERIC	Social Studies Teacher	1	McCarthy Middle School	\$ 81,829
SWEENEY	BRITNI	Social Studies Teacher	1	McCarthy Middle School	\$ 73,630
CASEY	LAURA	Social Studies Teacher	1	Parker Middle School	\$ 86,489
JEAN	ASHLEY	Social Studies Teacher	1	Parker Middle School	\$ 67,635
KENNEDY	JEAN	Social Studies Teacher	1	Parker Middle School	\$ 91,273
MCAULIFFE	DANIEL	Social Studies Teacher	1	Parker Middle School	\$ 86,489
<i>Superintendent's Budget Recommendation: Reduce .5 Social Studies Teacher position</i>			<i>-0.5</i>	<i>McCarthy Middle School</i>	<i>\$ (29,321)</i>
			<b>22</b>		<b>\$ 1,886,518</b>
KING	JOHN	Technology Engineering Teacher	1	Chelmsford High School	\$ 86,489
RUSSO	ROBERT	Technology Engineering Teacher	1	Chelmsford High School	\$ 86,489
O'MEARA	PAMELA	Technology Engineering Teacher	1	McCarthy Middle School	\$ 70,633
VACANT	VACANT	Technology Engineering Teacher	1	Parker Middle School	\$ 58,641
SALOMAA	JOANNE FAGAN	Technology Integration Specialist	1	Chelmsford High School	\$ 67,635
YOUNG	EILEEN	Technology Integration Specialist	1	Elementary Schools	\$ 81,829
VENUGOPAL	DEVI	Technology Integration Specialist	1	McCarthy Middle School	\$ 81,829
DENNY-BROWN	ANN	Technology Integration Specialist	1	Parker Middle School	\$ 73,630
<i>Superintendent's Budget Recommendation: Add 1.0 Technology Integration Specialist position</i>			<i>1</i>	<i>Middle / High School</i>	<i>\$ 58,641</i>
			<b>9</b>		<b>\$ 665,816</b>
BEATO	EMILIO	World Language Teacher	1	Chelmsford High School	\$ 55,828
CHAGNON	MAIRIN	World Language Teacher	1	Chelmsford High School	\$ 81,829
DEVILLASANTE	JORGE	World Language Teacher	1	Chelmsford High School	\$ 70,633
GADBOIS	VERONICA	World Language Teacher	1	Chelmsford High School	\$ 91,273
GAUTHIER	SUSAN	World Language Teacher	1	Chelmsford High School	\$ 91,273
VACANT	VACANT	World Language Teacher	1	Chelmsford High School	\$ 58,641
MULROONEY	MATTHEW	World Language Teacher	1	Chelmsford High School	\$ 86,489
SANCHEZ	PATRICIA	World Language Teacher	1	Chelmsford High School	\$ 79,319
TAHA	BARBARA	World Language Teacher	1	Chelmsford High School	\$ 86,489
EPSTEIN	SHELLEY LYNN	World Language Teacher	1	McCarthy Middle School	\$ 91,273
KANTOR	MICHAEL	World Language Teacher	1	McCarthy Middle School	\$ 61,520
KELLY-SULESKI	CAROL	World Language Teacher	1	McCarthy Middle School	\$ 79,491
BOUCHER	MARC	World Language Teacher	1	Parker Middle School	\$ 70,633
DRAGOUMANOS	ELIZABETH	World Language Teacher	0.8	Parker Middle School	\$ 69,191
GARNON	GENEVIEVE	World Language Teacher	0.8	Parker Middle School	\$ 46,913
<i>Superintendent's Budget Recommendation: Add 1.0 World Language Teacher position</i>			<i>1</i>	<i>CHS (.6) / McCarthy (.2) / Parker (.2)</i>	<i>\$ 58,641</i>
			<b>15.6</b>		<b>\$ 1,179,436</b>
Stipends - Principal Designee (Elementary & Middle Schools)				Districtwide	\$ 7,218
Stipends - Team Leaders & Specialists (Elementary Schools)				Districtwide	\$ 33,684
Stipends - Team Leaders & Facilitators (Middle Schools)				Districtwide	\$ 26,466
Tutoring				Districtwide	\$ 15,000
LOEW	CATHERINE	English Language Learner Teacher	1	Byam Elementary School	\$ 79,319
HUGUET	ALESSANDRA	English Language Learner Teacher	1	Center Elementary School	\$ 84,799
MORRILL	COLLEEN	English Language Learner Teacher	1	Chelmsford High School	\$ 64,637
MARMO	ANDREA	English Language Learner Teacher	1	Harrington Elementary School	\$ 86,489
BRAZIL	KATHLEEN	English Language Learner Teacher	1	McCarthy Middle School	\$ 64,637
CARNEVALE	VICTORIA	English Language Learner Teacher	1	Parker Middle School	\$ 67,635
JENNINGS	KATHERINE	English Language Learner Teacher	1	South Row Elementary School	\$ 55,828
			<b>7</b>		<b>\$ 503,344</b>
GOLDSTEIN	JENNIFER	Reading Teacher	1	Byam Elementary School	\$ 86,489
KENNEDY	MEGHAN	Reading Teacher	1	Byam Elementary School	\$ 90,409
MARA	KIMBERLY	Reading Teacher	1	Center Elementary School	\$ 91,273
OLSON	KRISTEN	Reading Teacher	1	Center Elementary School	\$ 86,489
SMITH	MARIAN	Reading Teacher	1	Chelmsford High School	\$ 91,273
KOLAKOWSKI	CATHERINE	Reading Teacher	1	Harrington Elementary School	\$ 74,970
PAILES	THERESA	Reading Teacher	1	Harrington Elementary School	\$ 91,273
BELANGER	NANCY	Reading Teacher	1	McCarthy Middle School	\$ 91,273
SORRENTINO	LINDA	Reading Teacher	1	McCarthy Middle School	\$ 90,409
MAGNUSON	REBECCA	Reading Teacher	1	Parker Middle School	\$ 86,489
PIAZZA	SUSAN	Reading Teacher	1	Parker Middle School	\$ 92,111
CRAIG	ANNE	Reading Teacher	1	South Row Elementary School	\$ 86,489
HOGAN	SARAH	Reading Teacher	1	South Row Elementary School	\$ 86,489
			<b>13</b>		<b>\$ 1,145,436</b>

Last Name	First Name	Position	FPE	Location / School	FY2021 Salary
MATSON-DURKIN	HOLLY	Board Certified Behavior Analyst (BCBA)	1	Byam Elementary School	\$ 91,273
DESCHENES	KATHRYN	Board Certified Behavior Analyst (BCBA)	1	CHIPs Program	\$ 86,489
HICKS	CATHERINE	Board Certified Behavior Analyst (BCBA)	1	South Row Elementary School	\$ 84,799
<i>Superintendent's Budget Recommendation: Add 1.0 Board Certified Behavior Analyst (BCBA) position</i>					<i>\$ 58,641</i>
<i>Superintendent's Budget Recommendation: Add 1.0 Board Certified Behavior Analyst (BCBA) position</i>					<i>\$ 58,641</i>
			<b>5</b>		<b>\$ 379,843</b>
BERRY	ABBY	Integrated Pre-School Teacher	1	CHIPs Program	\$ 86,489
BURNS	CHRISTINA	Integrated Pre-School Teacher	1	CHIPs Program	\$ 58,641
COPP	LYNN	Integrated Pre-School Teacher	1	CHIPs Program	\$ 86,489
FORTY	MARY ELLEN	Integrated Pre-School Teacher	1	CHIPs Program	\$ 86,489
HENNIG	AMELIA	Integrated Pre-School Teacher	1	CHIPs Program	\$ 73,630
MEAGHER	CATHERINE	Integrated Pre-School Teacher	1	CHIPs Program	\$ 58,641
NICOLOSI	LAUREN	Integrated Pre-School Teacher	1	CHIPs Program	\$ 83,436
SCOTT	LAUREN	Integrated Pre-School Teacher	1	CHIPs Program	\$ 81,154
			<b>8</b>		<b>\$ 614,969</b>
ARORA	ANUPAMA	Special Education Teacher	1	Byam Elementary School	\$ 91,273
BURGESS	CATHERINE	Special Education Teacher	1	Byam Elementary School	\$ 86,489
CAMIRE	ALYSSA	Special Education Teacher	1	Byam Elementary School	\$ 84,799
FERRONETTI	SUSAN	Special Education Teacher	1	Byam Elementary School	\$ 70,633
ATKINSON	KIMBERLY	Special Education Teacher (ASD)	1	Byam Elementary School	\$ 86,489
CASABURRI	FAYE	Special Education Teacher (ASD)	1	Byam Elementary School	\$ 67,635
KLIX	ROBERTA	Special Education Teacher (ASD)	1	Byam Elementary School	\$ 86,489
BARRETT	ERICA	Special Education Teacher	1	Center Elementary School	\$ 83,436
KRAFSIG	JENNIFER	Special Education Teacher	1	Center Elementary School	\$ 86,489
TRAGER	BROOKE	Special Education Teacher	1	Center Elementary School	\$ 67,635
YANKOPOULOS	CLAIRE	Special Education Teacher	1	Center Elementary School	\$ 73,630
TRAGER	STACIE	Special Education Teacher (LifeSkills)	1	Center Elementary School	\$ 81,154
AYLWARD	JAMES	Special Education Teacher	1	Chelmsford High School	\$ 86,489
CAFARELLI	JOHN	Special Education Teacher	1	Chelmsford High School	\$ 64,637
DOHERTY	JOHN	Special Education Teacher	1	Chelmsford High School	\$ 66,543
FARRELL	COURTNEY	Special Education Teacher	1	Chelmsford High School	\$ 86,489
GRAY-WILLIAMS	MANDY	Special Education Teacher	1	Chelmsford High School	\$ 86,489
HOLLERAN	JEFFREY	Special Education Teacher	1	Chelmsford High School	\$ 86,489
MARSETTA	LAUREN	Special Education Teacher	1	Chelmsford High School	\$ 92,111
MIKUS	KELLEY	Special Education Teacher	1	Chelmsford High School	\$ 58,674
SOARES	SHEALAGH	Special Education Teacher	1	Chelmsford High School	\$ 81,829
SULLIVAN	KATELYN	Special Education Teacher	1	Chelmsford High School	\$ 64,637
DEGEN	DANA	Special Education Teacher (PAVE)	1	Chelmsford High School	\$ 70,633
COLE	IAN	Special Education Teacher	1	Harrington Elementary School	\$ 55,644
DUNN	CHRISTINA	Special Education Teacher	1	Harrington Elementary School	\$ 64,637
IMBRIACO	ANDREA	Special Education Teacher	1	Harrington Elementary School	\$ 86,489
MARVIN	MICHELLE	Special Education Teacher	1	Harrington Elementary School	\$ 79,319
AJIKUTIRA	SANGEETHA	Special Education Teacher	1	McCarthy Middle School	\$ 76,777
ATHANAS	DOROTHEA	Special Education Teacher	1	McCarthy Middle School	\$ 92,111
BERUBE	BENJAMIN	Special Education Teacher	1	McCarthy Middle School	\$ 86,489
GOSLIN	JULIE	Special Education Teacher	1	McCarthy Middle School	\$ 52,981
KOMPERDA	JENNIFER	Special Education Teacher	1	McCarthy Middle School	\$ 86,489
ROCHWARG	CATHARINE	Special Education Teacher	1	McCarthy Middle School	\$ 76,777
SCHWAMB	EUGENE	Special Education Teacher	1	McCarthy Middle School	\$ 71,879
THORP-DUSSOURD	KAREN	Special Education Teacher	1	McCarthy Middle School	\$ 58,674
CURRAN	LISA	Special Education Teacher (LifeSkills)	1	McCarthy Middle School	\$ 86,489
PORTEN	EMILY	Special Education Teacher (LifeSkills)	1	McCarthy Middle School	\$ 89,560
D'ALESSANDRO	ELAINE	Special Education Teacher (STRIVE)	1	McCarthy Middle School	\$ 58,641
CORBO	STACY	Special Education Teacher	1	Parker Middle School	\$ 86,489
EGAN	ASHLEY	Special Education Teacher	1	Parker Middle School	\$ 55,644
GIORDANO	LAUREN	Special Education Teacher	1	Parker Middle School	\$ 81,154
LANGDON	ABIGAIL	Special Education Teacher	1	Parker Middle School	\$ 61,639
NOYES	JESSICA	Special Education Teacher	1	Parker Middle School	\$ 67,635
SEXTON	ELIZABETH	Special Education Teacher	1	Parker Middle School	\$ 91,273
ST. LOUIS	KRISTA	Special Education Teacher	1	Parker Middle School	\$ 61,639
BUTLER	JALISA	Special Education Teacher (ASD)	1	Parker Middle School	\$ 64,637
COLON	MEGHAN	Special Education Teacher (STRIVE)	1	Parker Middle School	\$ 61,639
SIMON	STEVEN	Special Education Teacher (STRIVE)	1	Parker Middle School	\$ 81,829
HEVEY	ALLISON	Special Education Teacher	1	South Row Elementary School	\$ 86,489
LEFEBVRE	KIM	Special Education Teacher	1	South Row Elementary School	\$ 55,828
RUHMANN	MICHELLE	Special Education Teacher	1	South Row Elementary School	\$ 86,489
SEMENZA	SHANNON	Special Education Teacher	1	South Row Elementary School	\$ 55,644
BOYD	TRICIA	Special Education Teacher (STRIVE)	1	South Row Elementary School	\$ 67,635
MARTIN	MICHELLE	Special Education Teacher (STRIVE)	1	South Row Elementary School	\$ 64,637
<i>Superintendent's Budget Recommendation: Add 1.0 Special Education Teacher position</i>					<i>\$ 58,641</i>

Last Name	First Name	Position	FPE	Location / School	FY2021 Salary
<i>Superintendent's Budget Recommendation: Add 1.0 Special Education Teacher position</i>			1	Center Elementary School	\$ 58,641
<i>Superintendent's Budget Recommendation: Add 1.0 Special Education Teacher position</i>			1	Harrington Elementary School	\$ 58,641
<i>Superintendent's Budget Recommendation: Add 1.0 Special Education Teacher (STRIVE) position</i>			1	McCarthy Middle School	\$ 58,641
			<b>58</b>		<b>\$ 4,298,991</b>
LALLY	ERIN	Speech & Language Pathologist	1	Byam Elementary School	\$ 91,273
LAROSE-YORK	RENEE	Speech & Language Pathologist	1	Byam Elementary School	\$ 86,489
BROOKS	HEATHER	Speech & Language Pathologist	1	Center (.4) / Harrington (.6)	\$ 70,633
VACANT	VACANT	Speech & Language Pathologist	1	Center Elementary School	\$ 58,641
MEEGAN	MEAGAN	Speech & Language Pathologist	1	Chelmsford High School	\$ 73,630
BARRETT	ELIZABETH	Speech & Language Pathologist	1	CHIPs Program	\$ 84,799
DOAK	ERICA	Speech & Language Pathologist	1	CHIPs Program	\$ 67,635
LEONI	MIRANDA	Speech & Language Pathologist	1	CHIPs Program	\$ 64,637
MCMENIMAN	PAMELA	Speech & Language Pathologist	1	Harrington Elementary School	\$ 86,489
TESTA	CYNTHIA	Speech & Language Pathologist	1	McCarthy (.5)	\$ 89,560
NUTT	TAMMIE	Speech & Language Pathologist	1	McCarthy Middle School	\$ 92,111
KURTH	KRISTIANA	Speech & Language Pathologist	1	Parker (.7) / South Row (.3)	\$ 58,641
WEICK	DENA	Speech & Language Pathologist	1	Parker Middle School	\$ 92,111
THOMPSON	SUSAN	Speech & Language Pathologist	1	South Row Elementary School	\$ 86,489
			<b>14</b>		<b>\$ 1,103,138</b>
Summer School Teachers				Districtwide	\$ 96,500
DYNAN	DEBORAH	Physical Therapist	0.4	Byam (.3) / South Row (.1)	\$ 28,253
MAZARES	MELANIE	Physical Therapist	1	Elementary Schools	\$ 82,947
			<b>1.4</b>		<b>\$ 111,200</b>
MCCALL	CARRIE	Occupational Therapist	1	Byam Elementary School	\$ 79,491
MARTIN	LISA	Occupational Therapist	1	CHIPs Program	\$ 73,630
WEAVER-MORRIS	LISA	Occupational Therapist	1	CHIPs Program	\$ 55,644
LABOSSIERE	CAROLYN	Occupational Therapist	1	Elementary Schools	\$ 79,491
			<b>4</b>		<b>\$ 288,256</b>
Substitutes - Paras and Secretaries				Districtwide	\$ 136,000
Substitute Teachers - Day-to-Day				Districtwide	\$ 320,000
Substitute Teachers - Long Term				Districtwide	\$ 125,000
HAYWARD	CHRISTOPHER	Recess Aide	1	Byam Elementary School	\$ 8,426
KAPOPOULOS	CHRISTINE	Recess Aide	1	Byam Elementary School	\$ 8,426
MANIACHI	LAURIE	Recess Aide	1	Byam Elementary School	\$ 8,426
MCNULTY	STEPHANIE	Recess Aide	1	Byam Elementary School	\$ 8,426
PAROYIAN	EMMA	Recess Aide	1	Byam Elementary School	\$ 8,868
QUINN	CAROLYN	Recess Aide	1	Byam Elementary School	\$ 8,426
VACANT	VACANT	Recess Aide	1	Byam Elementary School	\$ 8,426
WILLIAMS	PHANI	Recess Aide	1	Byam Elementary School	\$ 8,426
ALTAFFER	KELLIE-JEAN	Recess Aide	1	Center Elementary School	\$ 8,426
ANDERSON	ELIZABETH	Recess Aide	1	Center Elementary School	\$ 8,426
DELETETSKY	ROBERTA	Recess Aide	1	Center Elementary School	\$ 8,426
FYTEN	ANN MARIE	Recess Aide	1	Center Elementary School	\$ 8,697
GALLUCCIO	LISA	Recess Aide	1	Center Elementary School	\$ 8,426
GHOBRIAL	MARY	Recess Aide	1	Center Elementary School	\$ 8,426
MCCARTHY	KRISTIN	Recess Aide	1	Center Elementary School	\$ 8,426
SHELDON	DOLORES	Recess Aide	1	Center Elementary School	\$ 8,426
BRENNAN	JILL	Recess Aide	1	Chelmsford High School	\$ 7,264
HARDY	MARY	Recess Aide	1	Chelmsford High School	\$ 7,264
AUTIO	JENNIFER	Recess Aide	1	Harrington Elementary School	\$ 8,426
CONRAD	MICHELLE	Recess Aide	1	Harrington Elementary School	\$ 8,426
FIELDING	ALLYSSA	Recess Aide	1	Harrington Elementary School	\$ 8,426
GRIFFIN	ALYSSA	Recess Aide	1	Harrington Elementary School	\$ 8,426
JUHOLA	PAIGE	Recess Aide	1	Harrington Elementary School	\$ 8,426
MAHONEY	PATRICIA	Recess Aide	1	Harrington Elementary School	\$ 8,426
PROIA	JOCELYNE	Recess Aide	1	Harrington Elementary School	\$ 8,426
VACANT	VACANT	Recess Aide	1	Harrington Elementary School	\$ 8,426
AMENKOWICZ	MARYANNE	Recess Aide	1	McCarthy Middle School	\$ 9,830
DAVIS	AMELIA	Recess Aide	1	McCarthy Middle School	\$ 8,426
KONITZER	MICHELE	Recess Aide	1	McCarthy Middle School	\$ 8,426
KOSCIOLEK	RAMONA	Recess Aide	1	McCarthy Middle School	\$ 8,426
MARSON	ELLEN	Recess Aide	1	McCarthy Middle School	\$ 8,426
MARTIN	SANDRA	Recess Aide	1	McCarthy Middle School	\$ 10,130
RUSSO	JANINE	Recess Aide	1	McCarthy Middle School	\$ 8,426



Last Name	First Name	Position	FPE	Location / School	FY2021 Salary
SPINAZOLA	MARGARET	Recess Aide	1	McCarthy Middle School	\$ 8,426
AVILA	LINDA	Recess Aide	1	Parker Middle School	\$ 9,830
BARO	EDITH	Recess Aide	1	Parker Middle School	\$ 9,830
DELUCA	NANCY	Recess Aide	1	Parker Middle School	\$ 9,830
LAROCHELLE	NORMA	Recess Aide	1	Parker Middle School	\$ 9,830
MANCHALA	JANAKI	Recess Aide	1	Parker Middle School	\$ 9,830
MCNEIL	ASHLEY	Recess Aide	1	Parker Middle School	\$ 9,830
RAJI	PATRICIA	Recess Aide	1	Parker Middle School	\$ 9,830
WALSH	JANICE	Recess Aide	1	Parker Middle School	\$ 10,130
BOTT	MICHELLE	Recess Aide	1	South Row Elementary School	\$ 8,426
CLARK	JENNIFER	Recess Aide	1	South Row Elementary School	\$ 8,426
ELDAKKACHE	SONYA	Recess Aide	1	South Row Elementary School	\$ 8,426
HECTOR	TRACEY	Recess Aide	1	South Row Elementary School	\$ 8,426
KARNIK	AISHWARYA	Recess Aide	1	South Row Elementary School	\$ 8,426
PINTAL	KATHLEEN	Recess Aide	1	South Row Elementary School	\$ 8,426
VACANT	VACANT	Recess Aide	1	South Row Elementary School	\$ 8,426
VACANT	VACANT	Recess Aide	1	South Row Elementary School	\$ 8,426
			<b>50</b>		<b>\$ 434,329</b>
AGRESTO	LAWRENCE	Paraprofessional	1	Chelmsford High School	\$ 20,979
DASCOLI	BRIDGET	Paraprofessional	1	Chelmsford High School	\$ 22,440
EASTMAN	MARGARET	Paraprofessional	1	Chelmsford High School	\$ 22,440
FLORES	NICHOLE	Paraprofessional	1	Chelmsford High School	\$ 22,440
LOTTO	MARGERY	Paraprofessional	1	Chelmsford High School	\$ 22,880
LUBY	PAUL	Paraprofessional	1	Chelmsford High School	\$ 21,219
MCLAUGHLIN	RENEE	Paraprofessional	1	Chelmsford High School	\$ 21,473
MIAN	AAMINA	Paraprofessional	1	Chelmsford High School	\$ 22,440
MOHANRAJ	DEVIUMA	Paraprofessional	1	Chelmsford High School	\$ 22,440
PELLAND	DENISE	Paraprofessional	1	Chelmsford High School	\$ 24,162
PREES	HOLLY	Paraprofessional	1	Chelmsford High School	\$ 20,979
RIVARD	DONNA	Paraprofessional	1	Chelmsford High School	\$ 22,440
SHEA	KAITLYN	Paraprofessional	1	Chelmsford High School	\$ 20,979
UPADHYAY	BINA	Paraprofessional	1	Chelmsford High School	\$ 21,699
ANDERSON	CADEN	Paraprofessional (NECC)	1	Chelmsford High School	\$ 24,876
DRISCOLL	KELLEY	Paraprofessional (NECC)	1	Chelmsford High School	\$ 27,025
KAMEL	NANCY	Paraprofessional (NECC)	1	Chelmsford High School	\$ 25,428
MCDERMOTT	RYAN	Paraprofessional (NECC)	1	Chelmsford High School	\$ 21,473
O'TOOLE	DEBBIE	Paraprofessional (NECC)	1	Chelmsford High School	\$ 25,428
LAVIN	BRIANNA	Paraprofessional (PAVE)	1	Chelmsford High School	\$ 20,979
TAFT	KELLEY	Paraprofessional (STEP)	1	Chelmsford High School	\$ 20,979
GRENHAM	CHELSEA	Paraprofessional (STRIVE)	1	Chelmsford High School	\$ 20,979
LESLIE	KATHLEEN	Paraprofessional (STRIVE)	1	Chelmsford High School	\$ 22,440
MCGARY	BRENNAN	Paraprofessional (STRIVE)	1	Chelmsford High School	\$ 20,979
PISCIONE	CHRIS	Paraprofessional (STRIVE)	1	Chelmsford High School	\$ 21,473
WHITE	THERESA	Paraprofessional (STRIVE)	1	Chelmsford High School	\$ 20,979
DENTY	IRENE	Paraprofessional	1	McCarthy Middle School	\$ 21,554
FINN	KATHLEEN	Paraprofessional	1	McCarthy Middle School	\$ 21,554
LAROCHELLE	LISA	Paraprofessional	1	McCarthy Middle School	\$ 20,371
MCCORMICK	VIRGINIA	Paraprofessional	1	McCarthy Middle School	\$ 21,554
PINDARA	ZACHARY	Paraprofessional	1	McCarthy Middle School	\$ 20,371
PIVONKA	SHARON	Paraprofessional	1	McCarthy Middle School	\$ 21,977
ROY	MELISSA	Paraprofessional	1	McCarthy Middle School	\$ 20,140
SEMENTELLI	KATHY	Paraprofessional	1	McCarthy Middle School	\$ 21,977
SYKES	RUSSELL	Paraprofessional	1	McCarthy Middle School	\$ 21,977
TAYLOR	LISA	Paraprofessional	1	McCarthy Middle School	\$ 21,977
WU-MARSHALL	JANNIS	Paraprofessional	1	McCarthy Middle School	\$ 21,554
ZWART	RENEE	Paraprofessional	1	McCarthy Middle School	\$ 21,977
AVILA	LINDA	Paraprofessional (LifeSkills)	1	McCarthy Middle School	\$ 21,977
CONNELLY	DARLENE	Paraprofessional (LifeSkills)	1	McCarthy Middle School	\$ 21,554
CROCKER	CATHERINE	Paraprofessional (LifeSkills)	1	McCarthy Middle School	\$ 21,977
DALY	VIRGINIA	Paraprofessional (LifeSkills)	1	McCarthy Middle School	\$ 21,554
HOLLAND	KELLEY	Paraprofessional (LifeSkills)	1	McCarthy Middle School	\$ 21,554
SAVARESE	KELLY	Paraprofessional (LifeSkills)	1	McCarthy Middle School	\$ 20,831
CHEMALY	JEFFREY	Paraprofessional (STRIVE)	1	McCarthy Middle School	\$ 21,554
PLUNKETT	JOSHUA	Paraprofessional (STRIVE)	1	McCarthy Middle School	\$ 20,140
ROBBAT	JASON	Paraprofessional (STRIVE)	1	McCarthy Middle School	\$ 20,140
SCHILLE	JAYNE	Paraprofessional (STRIVE)	1	McCarthy Middle School	\$ 21,554
BARTLEMAN	JENNIFER	Paraprofessional	1	Parker Middle School	\$ 21,554
BOUDREAU	KATHLEEN	Paraprofessional	1	Parker Middle School	\$ 21,554
COHAN	MARCIA	Paraprofessional	1	Parker Middle School	\$ 21,977
HAVENER	LYNN	Paraprofessional	1	Parker Middle School	\$ 21,554
MITRA	JALPA	Paraprofessional	1	Parker Middle School	\$ 20,614

Last Name	First Name	Position	FPE	Location / School	FY2021 Salary
QUINN	KAREN	Paraprofessional	1	Parker Middle School	\$ 21,554
WHALEN	LILIE	Paraprofessional	1	Parker Middle School	\$ 20,140
DEDINSKY	ELAINE	Paraprofessional (ASD)	1	Parker Middle School	\$ 21,554
NORTH	MARY	Paraprofessional (ASD)	1	Parker Middle School	\$ 21,554
SAHOO	MAMATA	Paraprofessional (ASD)	1	Parker Middle School	\$ 22,760
SUNDERMANN	ERIK	Paraprofessional (ASD)	1	Parker Middle School	\$ 22,760
TAYLOR	DONNA	Paraprofessional (ASD)	1	Parker Middle School	\$ 21,977
TYROS	CASSIDY	Paraprofessional (ASD)	1	Parker Middle School	\$ 21,322
ADLEY	HANNAH	Paraprofessional (NECC)	1	Parker Middle School	\$ 24,876
CROWLEY	JENNIFER	Paraprofessional (NECC)	1	Parker Middle School	\$ 25,145
FURTADO	JULIANNE	Paraprofessional (NECC)	1	Parker Middle School	\$ 25,682
OLSON	JUSTIN	Paraprofessional (NECC)	1	Parker Middle School	\$ 25,682
PONTES	ANTHONY	Paraprofessional (NECC)	1	Parker Middle School	\$ 24,876
RADHAKRISHNAN	PRAVEENA	Paraprofessional (NECC)	1	Parker Middle School	\$ 25,145
DANTAS	DONNA	Paraprofessional (STRIVE)	1	Parker Middle School	\$ 20,140
FRENETTE	MARY	Paraprofessional (STRIVE)	1	Parker Middle School	\$ 21,977
PAUL	LYNN	Paraprofessional (STRIVE)	1	Parker Middle School	\$ 21,554
CONTE	CATHERINE	Paraprofessional	1	Byam Elementary School	\$ 20,371
GAUDETTE	LISA	Paraprofessional	1	Byam Elementary School	\$ 21,553
JEGANATHAN	MEERA	Paraprofessional	1	Byam Elementary School	\$ 20,140
KEHOE	TERRY	Paraprofessional	1	Byam Elementary School	\$ 21,554
KIMSOUNG	PAULINE	Paraprofessional	1	Byam Elementary School	\$ 21,554
LEHAN	DANIELLE	Paraprofessional	1	Byam Elementary School	\$ 20,614
MACDONALD	CAROL	Paraprofessional	1	Byam Elementary School	\$ 21,554
MARKHAM	JILL	Paraprofessional	1	Byam Elementary School	\$ 21,554
RILEY	MONICA	Paraprofessional	1	Byam Elementary School	\$ 21,554
SAPIENZA	KIMBERLY	Paraprofessional	1	Byam Elementary School	\$ 21,977
VASQUEZ	RUTH	Paraprofessional	1	Byam Elementary School	\$ 20,140
BOUCHARD	CELESTE	Paraprofessional (ASD)	1	Byam Elementary School	\$ 21,553
CASTONGUAY	MARY	Paraprofessional (ASD)	1	Byam Elementary School	\$ 23,207
DALEY	ALEXANDRA	Paraprofessional (ASD)	1	Byam Elementary School	\$ 22,760
DAVENPORT	KARLEE	Paraprofessional (ASD)	1	Byam Elementary School	\$ 21,796
GAUDINO	DIANE	Paraprofessional (ASD)	1	Byam Elementary School	\$ 22,760
GOFF	MICHAEL	Paraprofessional (ASD)	1	Byam Elementary School	\$ 22,760
GREENLEE	JAN	Paraprofessional (ASD)	0.5	Byam Elementary School	\$ 10,307
HANS	ANSHUL	Paraprofessional (ASD)	1	Byam Elementary School	\$ 21,796
KIVLAN	SARAH	Paraprofessional (ASD)	0.5	Byam Elementary School	\$ 10,186
LAMBERT	DONNA	Paraprofessional (ASD)	1	Byam Elementary School	\$ 22,760
MADDEN	BARBARA	Paraprofessional (ASD)	1	Byam Elementary School	\$ 23,207
MEADOWS	JENNIFER	Paraprofessional (ASD)	1	Byam Elementary School	\$ 22,760
MIGNEAULT	DEBORAH	Paraprofessional (ASD)	1	Byam Elementary School	\$ 21,553
SARAO	CATHERINE	Paraprofessional (ASD)	1	Byam Elementary School	\$ 21,553
SILVA	CELINE	Paraprofessional (ASD)	1	Byam Elementary School	\$ 21,553
TULLY	ALYCE	Paraprofessional (ASD)	0.5	Byam Elementary School	\$ 10,777
WYNN	DEBBIE	Paraprofessional (ASD)	1	Byam Elementary School	\$ 22,760
ALVELO	JESSICA	Paraprofessional	1	Center Elementary School	\$ 20,614
COLBERT	JENNIFER	Paraprofessional	1	Center Elementary School	\$ 20,614
DARWIN	LISA	Paraprofessional	1	Center Elementary School	\$ 21,554
ERICKSON	JESSICA	Paraprofessional	1	Center Elementary School	\$ 20,140
FULTZ	KIMBERLEY	Paraprofessional	1	Center Elementary School	\$ 21,554
HILL	KIMBERLY	Paraprofessional	1	Center Elementary School	\$ 21,554
KINNEY	ALICIA	Paraprofessional	1	Center Elementary School	\$ 21,554
LOMICKA	BARBARA	Paraprofessional	1	Center Elementary School	\$ 21,977
MALONE	REBECCA	Paraprofessional	1	Center Elementary School	\$ 21,554
MARCOTTE	SHARON	Paraprofessional	1	Center Elementary School	\$ 21,977
MCCARTIN	SALLY	Paraprofessional	1	Center Elementary School	\$ 21,554
PAPPERT	ALYSSA	Paraprofessional	1	Center Elementary School	\$ 20,140
POPKIN	JANIS	Paraprofessional	1	Center Elementary School	\$ 21,977
RICHERD GLADIUS	JUDITH GLADIUS	Paraprofessional	1	Center Elementary School	\$ 20,371
ROSS-MYERS	DEBORAH	Paraprofessional	1	Center Elementary School	\$ 21,554
SPILLER	KELLEY	Paraprofessional	1	Center Elementary School	\$ 20,831
TRUDEL	CYNTHIA	Paraprofessional	1	Center Elementary School	\$ 21,977
BERGLUND	CATHARINA	Paraprofessional (LifeSkills)	1	Center Elementary School	\$ 20,140
ABBOTT	KATHLEEN	Paraprofessional	1	Harrington Elementary School	\$ 21,977
BLAKE	SARAH	Paraprofessional	1	Harrington Elementary School	\$ 21,554
BORLETTO	TRACY	Paraprofessional	1	Harrington Elementary School	\$ 20,614
CASSELS	KATHLEEN	Paraprofessional	1	Harrington Elementary School	\$ 21,554
CLIMO	KIMBERLY	Paraprofessional	1	Harrington Elementary School	\$ 20,614
CORMIER	KRISTEN	Paraprofessional	1	Harrington Elementary School	\$ 20,140
DEMAMBRO	JESSICA	Paraprofessional	1	Harrington Elementary School	\$ 20,614
JOHANSON	NICOLE	Paraprofessional	1	Harrington Elementary School	\$ 20,140
KINGSTON	TAMMY LEE	Paraprofessional	1	Harrington Elementary School	\$ 21,554

Last Name	First Name	Position	FPE	Location / School	FY2021 Salary
LAROSA	CHARLES	Paraprofessional	1	Harrington Elementary School	\$ 20,371
LOESCH	ELIZABETH	Paraprofessional	1	Harrington Elementary School	\$ 20,140
MAHER	H LISA	Paraprofessional	1	Harrington Elementary School	\$ 21,977
MCCORMACK	SUSAN	Paraprofessional	1	Harrington Elementary School	\$ 21,554
OTTO	SUSAN	Paraprofessional	1	Harrington Elementary School	\$ 21,977
SITTLER	KAITLYN	Paraprofessional	1	Harrington Elementary School	\$ 20,140
TREDEAU	MARY	Paraprofessional	1	Harrington Elementary School	\$ 21,554
ARONIAN	NANCY	Paraprofessional	1	South Row Elementary School	\$ 21,977
BACON	PHYLLIS	Paraprofessional	1	South Row Elementary School	\$ 21,977
BRENNAN	VICKI	Paraprofessional	1	South Row Elementary School	\$ 21,977
BURLAMACHI	ELIZABETH	Paraprofessional	1	South Row Elementary School	\$ 21,554
HAMILTON	LORETTA	Paraprofessional	1	South Row Elementary School	\$ 21,977
HEATER	JENNIFER	Paraprofessional	1	South Row Elementary School	\$ 20,831
LOPEZ	CATHLEEN	Paraprofessional	1	South Row Elementary School	\$ 20,831
MAIN	SUSAN	Paraprofessional	1	South Row Elementary School	\$ 21,554
MOORE	ELIZABETH	Paraprofessional	1	South Row Elementary School	\$ 20,140
REIDY	DIANE	Paraprofessional	1	South Row Elementary School	\$ 21,554
SHANAHAN	SANDRA	Paraprofessional	1	South Row Elementary School	\$ 21,554
DIONNE	JOCELYN	Paraprofessional (STRIVE)	1	South Row Elementary School	\$ 21,322
GRUNDY	ZACHARY	Paraprofessional (STRIVE)	1	South Row Elementary School	\$ 21,322
MORIN	DANIELLE	Paraprofessional (STRIVE)	1	South Row Elementary School	\$ 21,553
QUIGLEY	ELLEN	Paraprofessional (STRIVE)	1	South Row Elementary School	\$ 21,322
WHITNEY-PERRY	AMY	Paraprofessional (STRIVE)	1	South Row Elementary School	\$ 21,553
BADOLA	KIRAN	Paraprofessional	1	CHIPs Program	\$ 20,979
BAILEY	SEAN	Paraprofessional	1	CHIPs Program	\$ 21,473
BURKE	GWENDOLYN	Paraprofessional	1	CHIPs Program	\$ 22,440
CHHIM	SOKORNTEAR	Paraprofessional	1	CHIPs Program	\$ 22,930
CHOUBEY	NEHA	Paraprofessional	1	CHIPs Program	\$ 21,219
DUNBAR	DENISE	Paraprofessional	1	CHIPs Program	\$ 22,880
FENN	KELSEY	Paraprofessional	1	CHIPs Program	\$ 22,704
GERARDI	STASIA	Paraprofessional	1	CHIPs Program	\$ 23,696
HECK	DEIRDRE	Paraprofessional	1	CHIPs Program	\$ 22,440
HOAR	SUSAN	Paraprofessional	1	CHIPs Program	\$ 22,440
ITRATO	NICOLE	Paraprofessional	1	CHIPs Program	\$ 22,930
JOYCE	FRANCES	Paraprofessional	1	CHIPs Program	\$ 22,880
PANDA	PRANGYA	Paraprofessional	1	CHIPs Program	\$ 22,451
RUSZKOWSKI	WENDY	Paraprofessional	1	CHIPs Program	\$ 22,440
SEXTON	HEATHER	Paraprofessional	1	CHIPs Program	\$ 20,979
THAKUR	ISHITA	Paraprofessional	1	CHIPs Program	\$ 21,219
MANUPELLI	LISA	Paraprofessional	1	Byam Elementary School	\$ 20,371
TOLLES	BRIAN	Paraprofessional	1	Byam Elementary School	\$ 21,796
FLAHERTY	BRENDAN	Paraprofessional (ASD)	1	Byam Elementary School	\$ 21,796
SANAM	SHEETHAL	Paraprofessional (ASD)	1	Byam Elementary School	\$ 22,760
BURNS	FAYE	Paraprofessional	1	CHIPs Program	\$ 24,162
PONTES	TANYA	Paraprofessional	1	CHIPs Program	\$ 23,696
ROLLO	STEPHANIE	Paraprofessional	1	CHIPs Program	\$ 23,696
			<b>169.5</b>		<b>\$ 3,699,915</b>
		Toileting Stipend		Districtwide	\$ 14,000
OSULLIVAN	JOHN	Librarian	1	Chelmsford High School	\$ 91,273
LARRABEE	TERRIE	Librarian	1	McCarthy Middle School	\$ 73,630
BARRICELLI	ROBERTA	Librarian	1	Parker Middle School	\$ 86,489
			<b>3</b>		<b>\$ 251,392</b>
VACANT	VACANT	Library Assistant	1	Byam Elementary School	\$ 38,565
ENGDAHL	MEAGHAN	Library Assistant	1	Center Elementary School	\$ 52,603
DEFREITAS	BARBARA	Library Assistant	1	Harrington Elementary School	\$ 52,603
VACANT	VACANT	Library Assistant	1	South Row Elementary School	\$ 38,565
			<b>4</b>		<b>\$ 182,336</b>
DESILVIO	CHRISTINE	Library Clerk - Circulation	1	Chelmsford High School	\$ 28,057
TRAVERS	GWEYN	Library Clerk - Circulation	1	Chelmsford High School	\$ 24,356
			<b>2</b>		<b>\$ 52,413</b>
DILLMAN	SUSAN	Technology Assistant	1	Byam Elementary School	\$ 52,603
MACKESSY	KRISTINE	Technology Assistant	1	Center Elementary School	\$ 40,107
BUCKLEY	DENISE	Technology Assistant	1	Harrington Elementary School	\$ 52,603
WARREN	SALLY	Technology Assistant	1	South Row Elementary School	\$ 52,603
			<b>1</b>	McCarthy Middle School	\$ 38,565
			<b>1</b>	Parker Middle School	\$ 38,565
			<b>6</b>		<b>\$ 275,046</b>

Last Name	First Name	Position	FPE	Location / School	FY2021 Salary
		Mentor Stipends		Districtwide	\$ 35,000
GESUALDI	DAWN	Guidance Counselor	1	Byam Elementary School	\$ 86,489
LALLAS	CATHERINE	Guidance Counselor	1	Center Elementary School	\$ 86,489
KELLEY	KARA	Guidance Counselor - Emerson House	1	Chelmsford High School	\$ 67,635
ONEAL	MARICLARE	Guidance Counselor - Emerson House	1	Chelmsford High School	\$ 79,319
LEARY	TAMMY	Guidance Counselor - Hawthorne House	1	Chelmsford High School	\$ 92,111
LIMA	CHRISTINE	Guidance Counselor - Hawthorne House	1	Chelmsford High School	\$ 86,489
MORRISSETTE	JENNA	Guidance Counselor - STEP Program	1	Chelmsford High School	\$ 78,062
HILL	JAMIE	Guidance Counselor - Whittier House	1	Chelmsford High School	\$ 64,637
ORSINI	JENNIFER	Guidance Counselor - Whittier House	1	Chelmsford High School	\$ 76,777
O'NEIL	LYNDSEY	Guidance Counselor	1	Harrington Elementary School	\$ 61,639
CHARIG	MOYA	Guidance Counselor	1	McCarthy Middle School	\$ 64,637
SEERO	ELYSE	Guidance Counselor	1	McCarthy Middle School	\$ 76,777
VINING	JESSICA	Guidance Counselor	1	McCarthy Middle School	\$ 92,111
DOLAN	AUTUMN	Guidance Counselor	1	Parker Middle School	\$ 92,111
MACISAAC	MELISSA	Guidance Counselor	1	Parker Middle School	\$ 79,319
RICH	LINDA	Guidance Counselor	1	South Row Elementary School	\$ 96,615
			<b>16</b>		<b>\$ 1,281,217</b>
		Guidance Counselor - Stipends - Extended Year CHS		Chelmsford High School	\$ 10,800
WINDT	SANDRA	Secretary - Main Office	1	Chelmsford High School	\$ 38,293
ACHESON	CYNTHIA	Secretary - Student Support Services	1	Chelmsford High School	\$ 35,874
			<b>2</b>		<b>\$ 74,167</b>
		MTSS / SEL Building Leader Stipends		Districtwide	\$ 42,500
COLE	MAURA	School Psychologist	1	Byam Elementary School	\$ 76,527
SOLLENBERGER	JULIA	School Psychologist	1	Center Elementary School	\$ 76,527
ROSA	DANIEL	School Psychologist - Emerson House	1	Chelmsford High School	\$ 96,615
LAFORTUNE	JOSHUA	School Psychologist - Hawthorne House	1	Chelmsford High School	\$ 91,685
LEARY	VANESSA	School Psychologist - Whittier House	1	Chelmsford High School	\$ 86,157
QUESNEL	JACLYN	School Psychologist	1	Harrington Elementary School	\$ 75,822
LILJEGREN	STEVEN	School Psychologist	1	McCarthy Middle School	\$ 96,615
OBRIEN INZ	SUSAN	School Psychologist	1	Parker Middle School	\$ 96,615
BROGAN	DEIRDRE	School Psychologist	1	South Row Elementary School	\$ 96,615
		<i>Superintendent's Budget Recommendation: Add 1.0 School Psychologist position</i>	<i>1</i>	<i>McCarthy (.5) / Parker (.5)</i>	<i>\$ 73,317</i>
			<b>10</b>		<b>\$ 866,495</b>
VOGEL	JULIA	Social Worker	1	Parker Middle School	\$ 58,641
REGAN	AMY	School Nurse (RN)	1	Byam Elementary School	\$ 84,799
ROSSMAN	KATHY	School Nurse (RN)	1	Center Elementary School	\$ 79,491
REILLY	CAROL	School Nurse (RN)	1	Chelmsford High School	\$ 77,846
WOLFE	JESSICA	School Nurse (RN)	1	Chelmsford High School	\$ 55,828
KULIS	LORI	School Nurse (RN)	0.5	CHIPs Program	\$ 45,637
VACANT	VACANT	School Nurse (RN)	1	Harrington Elementary School	\$ 58,641
BELLINGHERI	AMY	School Nurse (LPN)	0.7	McCarthy Middle School	\$ 36,822
ROBBAT	LINDA	School Nurse (RN)	1	McCarthy Middle School	\$ 86,489
FOLEY	DONNA	School Nurse (LPN)	0.7	Parker Middle School	\$ 36,278
KAMENIDES	LISA	School Nurse (RN)	1	Parker Middle School	\$ 86,489
YOUNG	ANNE	School Nurse (RN)	1	South Row Elementary School	\$ 61,520
		<i>Superintendent's Budget Recommendation: Add .7 School Nurse (LPN) position</i>	<i>0.7</i>	<i>Chelmsford High School</i>	<i>\$ 26,996</i>
			<b>10.6</b>		<b>\$ 736,835</b>
		School Nurses - Substitute Coverage		Districtwide	\$ 45,000
		School Nurses - Stipends		Districtwide	\$ 1,000
		Town Health Educator		Districtwide	\$ 25,166
		School Crossing Guards	3	Districtwide	\$ 10,800
BREKALIS	PETER	Transportation Coordinator	1	Central Administration	\$ 47,754
ANTOLINI	NANCY	Director of School Nutrition	1	Central Administration	\$ 94,362
HART	DANIEL	Athletic Director	1	Chelmsford High School	\$ 106,094
CHAGNON	KATHARINE	Athletic Trainer	1	Chelmsford High School	\$ 50,095

Last Name	First Name	Position	FPE	Location / School	FY2021 Salary
HUGHES	ANGELA	Secretary - Athletic Director	1	Chelmsford High School	\$ 25,713
POISSON	RYAN	Athletic Student Assistant	0.4	Chelmsford High School	\$ 12,972
		Athletic Coach Stipends		Chelmsford High School	\$ 366,180
		Middle School Regional Knowledge Bowl Advisors		McCarthy & Parker Middle Schools	\$ 3,000
		Night School Instructors		Chelmsford High School	\$ 5,000
		Student Activity Advisors		Chelmsford High School	\$ 73,190
		Student Activity Advisors		McCarthy Middle School	\$ 39,900
		Student Activity Advisors		Parker Middle School	\$ 39,900
					<b>\$ 152,990</b>
DEMERS	JONATHAN	Supervisor of Students	1	Chelmsford High School	\$ 40,107
SALMON	JENNIFER	Supervisor of Students	1	Chelmsford High School	\$ 52,603
SORAGHAN	BRIAN	Supervisor of Students	1	McCarthy Middle School	\$ 52,603
GRAY	RONALD	Supervisor of Students	1	Parker Middle School	\$ 52,603
			<b>4</b>		<b>\$ 197,916</b>
		Court Liaison		Districtwide	\$ 9,000
CURLY	BRIAN	Director of Facility Services	1	Central Administration	\$ 112,238
PANNETON	SHERRI	Secretary - Facilities	0.3	Central Administration	\$ 13,249
ROMAC	THOMAS	Building Custodian	1	Byam Elementary School	\$ 43,285
WOODMAN	ALLEN	Building Custodian	1	Center Elementary School	\$ 39,624
BUFFUM	CHARLES	Building Custodian	1	Chelmsford High School	\$ 53,477
CUNHA	CHRISTOPHER	Building Custodian	1	Chelmsford High School	\$ 40,810
MANNINEN	MATTHEW	Building Custodian	1	Chelmsford High School	\$ 40,810
SPAULDING	CHERYL	Building Custodian	1	CHIPs (.5) / Comm Ed (.5)	\$ 43,285
TRUJILLO	NICOLAS	Building Custodian	1	Harrington Elementary School	\$ 43,285
ARIAS	PEDRO	Building Custodian	1	McCarthy Middle School	\$ 42,037
KELLY	SHAWN	Building Custodian	1	Parker Middle School	\$ 40,810
OCASIO	GLORIVÉE	Building Custodian	1	South Row Elementary School	\$ 43,285
			<b>10</b>		<b>\$ 430,706</b>
		Custodial Overtime - General		Districtwide	\$ 15,000
		Custodial Overtime - Snow & Ice Removal		Districtwide	\$ 10,000
		Retirement Incentive / Sick-Leave Buy-Back		Districtwide	\$ 163,854

# Appendix A

## Student Enrollment Summary

## **Memorandum**

To: Members of the School Committee  
From: Jay Lang, Ed.D., Superintendent of Schools  
Date: November 2, 2019  
Re: October 1, 2019 Student Enrollment Report

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We supplied the Massachusetts Department of Elementary and Secondary Education (DESE) with our October 1, 2019 student enrollment data which has been certified by DESE. This enrollment information is the basis for the FY21 Chapter 70 state aid calculation. Based on the certified data supplied to DESE, I have prepared the attached spreadsheet displaying the overall district enrollment by grade level in the top section of the report and then further breakdown the enrollment by grade and school below in the sections that follow. For each of the elementary and middle schools I have incorporated the number of mainstream homerooms into the spreadsheet to produce an average class size for grades 1 through 8. I am working with Chelmsford High School to review the individual class rosters to produce a similar class size report for review with the upcoming FY21 budget deliberations. Highlights of the report are as follows:

### **Elementary School Level Highlights**

Average class size for our full day Kindergarten classrooms range between 19 and 22 students per classroom. At the 1<sup>st</sup> grade level, classrooms range between 20 and 24 students. At the second grade level, classrooms range between 20 and 23 students. At the 3<sup>rd</sup> and 4<sup>th</sup> grade levels, average class sizes range between 21 and 25 students in our four elementary schools.

### **Middle School Level Highlights**

Overall class size at the middle school grade levels is exceptionally good, averaging 22 to 25 students in grades 6 through 8 at both McCarthy and Parker Middle Schools.

This student enrollment data is important as we begin establishing desirable conditions and budget parameters for the FY21 budget development process in the new year.

**Chelmsford Public School District  
Student Enrollment Report  
October 1, 2019**

	Pre-K	KP	KF	1	2	3	4	5	6	7	8	9	10	11	12	SP	TOTAL
Chelmsford Public Schools	166	0	365	393	405	385	367	387	381	360	400	329	348	371	364	0	5021
CHIPS	166	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	166
Byam Elementary School	0	0	99	91	110	91	99	0	0	0	0	0	0	0	0	0	490
Center Elementary School	0	0	85	107	105	102	89	0	0	0	0	0	0	0	0	0	488
Harrington Elementary School	0	0	96	101	99	107	91	0	0	0	0	0	0	0	0	0	494
South Row Elementary School	0	0	85	94	91	85	88	0	0	0	0	0	0	0	0	0	443
McCarthy Middle School	0	0	0	0	0	0	0	192	195	181	227	0	0	0	0	0	795
Parker Middle School	0	0	0	0	0	0	0	195	186	179	173	0	0	0	0	0	733
Chelmsford High School	0	0	0	0	0	0	0	0	0	0	0	329	348	371	364	0	1412

Byam Elementary School	0	0	99	91	110	91	99	0	0	0	0	0	0	0	0	0	490
# Homerooms:			5	4	5	4	4										
Avg. Class Size:			19.8	22.75	22	22.75	24.75										

Center Elementary School	0	0	85	107	105	102	89	0	0	0	0	0	0	0	0	0	488
# Homerooms:			4	5	5	4	4										
Avg. Class Size:			21.25	21.4	21	25.5	22.25										

Harrington Elementary School	0	0	96	101	99	107	91	0	0	0	0	0	0	0	0	0	494
# Homerooms:			5	5	5	5	4										
Avg. Class Size:			19.2	20.2	19.8	21.4	22.75										

South Row Elementary School	0	0	85	94	91	85	88	0	0	0	0	0	0	0	0	0	443
# Homerooms:			4	4	4	4	4										
Avg. Class Size:			21.25	23.5	22.75	21.25	22										



Chelmsford Public School District  
 Student Enrollment Report  
 October 1, 2019

	Pre-K	KP	KF	1	2	3	4	5	6	7	8	9	10	11	12	SP	TOTAL
Chelmsford Public Schools	166	0	365	393	405	385	367	387	381	360	400	329	348	371	364	0	5021
McCarthy Middle School	0	0	0	0	0	0	0	192	195	181	227	0	0	0	0	0	795
# Homerooms:								8	8	8	10						
Avg. Class Size:								24.00	24.375	22.625	22.7						
Parker Middle School	0	0	0	0	0	0	0	195	186	179	173	0	0	0	0	0	733
# Homerooms:								8	8	8	8						
Avg. Class Size:								24.375	23.25	22.375	21.625						

**Chelmsford Public School District**  
**Projected Student Enrollment / Recommended Sections**  
**2020 / 2021 School Year**

	KF	1	2	3	4	TOTAL
Chelmsford Public Schools	0	370	395	407	383	1555
Byam Elementary School	0	100	92	109	90	391
Center Elementary School	0	88	105	105	103	401
Harrington Elementary School	0	97	104	100	108	409
South Row Elementary School	0	85	94	93	82	354

Byam Elementary School	0	100	92	109	90	391
# Homerooms:	4	5	4	5	4	
Avg. Class Size:	0	20	23	21.8	22.5	

Center Elementary School	0	88	105	105	103	401
# Homerooms:	4	4	5	5	5	
Avg. Class Size:	0	22	21	21	20.6	

Harrington Elementary School	0	97	104	100	108	409
# Homerooms:	4	5	5	5	5	
Avg. Class Size:	0	19.4	20.8	20	21.6	

South Row Elementary School	0	85	94	93	82	354
# Homerooms:	4	4	4	4	4	
Avg. Class Size:	0	21.25	23.5	23.25	20.5	

**Note:**  
 Nine (9) total "bubble classrooms" or "additional sections" at the elementary level.

# Appendix B

## Student Activities & Clubs

**CHELMSFORD PUBLIC SCHOOLS  
HIGH SCHOOL ACTIVITIES & CLUBS**

<b>NO STUDENT ACTIVITY FEE</b> PARTICIPATION IS A REQUIREMENT FOR ENROLLING IN A SPECIFIC COURSE DURING THE REGULAR SCHOOL DAY	<b>NO STUDENT ACTIVITY FEE</b> PARTICIPATION IS COMMUNITY SERVICE BASED OR BY INVITATION ONLY	<b>ACTIVITY FEE COLLECTED</b> PARTICIPATION IS VOLUNTARY
Band - Concert Band - Marching Assistant Director Band - Marching Director Band - Marching Staff A Band - Marching Staff B Band - Marching Staff C Band - Marching Staff D Band - Marching Staff E Mock Trial Orchestra Treble Choir	Business National Honor Society English National Honor Society French Honor Society Key Club LIME National Honor Society Peer Tutoring Spanish Honor Society Thomas Jefferson Forum Tri-M Honor Society	Art Club Auxiliary (CG/Major) Best Buddies Chorus Coding Club Dance Team DECA Drama Club Gay and Straight Alliance International Relations Jazz Band Lead Like a Girl Live Smart Math Team Musical Robotics Team Rufus Porter Society Ski Club Speech & Debate Team Student Council TV Club VOICE - Literacy Advisor Yearbook - Business Yearbook - Literacy Other (Proposed)

CHELMSFORD PUBLIC SCHOOLS  
STUDENT ACTIVITY FEE SUMMARY

	FY19 Actual	FY20 Preliminary Forecast	FY21 Projected Budget
<b>Revolving Fund Revenue (517)</b>			
High School	63,826.00	41,000.00	41,000.00
McCarthy	30,010.00	24,000.00	16,850.00
Parker	29,400.00	25,275.00	16,100.00
Student Participation Fees	123,236.00	90,275.00	73,950.00
End of Prior Fiscal Year Carry Over Balance	121,306.66	117,380.00	137,025.00
<b>Total Revolving Fund Revenue</b>	<b>244,542.66</b>	<b>207,655.00</b>	<b>210,975.00</b>

<b>Revolving Fund Expense (517)</b>			
High School	74,606.00	36,830.00	36,830.00
McCarthy	8,543.00	18,400.00	8,400.00
Parker	44,013.05	15,400.00	5,400.00
Revolving Fund - Stipends	127,162.05	70,630.00	50,630.00
High School	0.00	0.00	0.00
McCarthy	0.00	0.00	0.00
Parker	0.00	0.00	0.00
Revolving Fund - Refunds	0.00	0.00	0.00
<b>Total Revolving Fund Expenses</b>	<b>127,162.05</b>	<b>70,630.00</b>	<b>50,630.00</b>

<b>Local Budget Expense (3520)</b>			
High School	38,690.00	73,190.00	73,190.00
McCarthy	22,373.67	29,900.00	39,900.00
Parker	20,688.04	29,900.00	39,900.00
<b>Total Local Budget Expense - Stipends</b>	<b>81,751.71</b>	<b>132,990.00</b>	<b>152,990.00</b>

<b>Expense Total</b>	<b>208,913.76</b>	<b>203,620.00</b>	<b>203,620.00</b>
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**FY20 Budget Assumptions:**

CHS Student Activity Fee was reduced from \$ 125 to \$ 100 annually.

McCarthy and Parker Middle School Student Activity Fees were reduced from \$ 100 to \$ 75 annually.

The costs associated with the late bus runs are fully funded in the Transportation (3300) section of the budget.

**FY21 Proposed Budget Assumptions:**

CHS Student Activity Fee remains at \$ 100 annually.

McCarthy and Parker Middle School Student Activity Fees are reduced from \$ 75 to \$ 50 annually.

The costs associated with the late bus runs remain fully funded in the Transportation (3300) section of the budget.

# Appendix C

## Grant Fund Summary

CHELMSFORD PUBLIC SCHOOLS		2020 APPROVED GRANTS										
Fund	Program Name	Type	Admin Staff	Direct Service Staff	Support Staff	Stipends	Fringe MTRS	Contractual Services	Supplies	Travel	Other	Total Grant Award
<b>CURRICULUM</b>												
305	Title I	Federal	17,325	15,160	272,290	65,000	2,924	0	5,500			378,199
The Title I grant provides supplemental resources to help low achieving students in high poverty schools meet the state's academic standards. This grant primarily funds a portion (30%) of the Title I Director's salary, fourteen math and reading interventionists (tutors) at three elementary schools and two middle schools and two instructional coaches.												
140	Title IIA-Teacher Quality	Federal		60,000	5,000	19,200		4,800	348			89,348
The Title II A grant is used to increase student achievement through comprehensive district initiatives that focus on the preparation, training, recruitment and retention of effective educators. This grant primarily funds two instructional coaches, instructor stipends to teach approved graduate classes (Fitchburg State), ELL facilitator stipends to implement strategies from RETELL and materials for school climate professional development.												
180	Title III English Lang LEP Support	Federal		27,319						1,920	320	29,559
The Title III grant provides supplemental resources to improve the education of english language learners. This grant primarily funds ELL tutors to support students at the high school level and professional development for teachers to attend the MATSOL conference.												
309	Title IV A	Federal						5,405	4,404	2,000		11,809
The Title IV A grant provides resources to ensure all students have equitable access to high quality educational experiences that follow one or more of the following priorities: well rounded educational opportunities, safe and healthy students and effective use of technology. This grant primarily funds professional development activities for staff in the first two priorities, enhancing instruction and practices for both academic and social emotional goals.												
<b>SUB TOTAL</b>			<b>17,325</b>	<b>102,479</b>	<b>277,290</b>	<b>84,200</b>	<b>2,924</b>	<b>10,205</b>	<b>10,252</b>	<b>3,920</b>	<b>320</b>	<b>508,915</b>
<b>SPECIAL EDUCATION</b>												
240	SPED 94-142 Allocation	Federal			414,342	9,000		796,088	9,686			1,229,116
The SPED IDEA (Individuals with Disabilities Education Act) 240 grant provides funds to ensure that eligible students with disabilities receive a free and appropriate public education that includes special education and related services designed to meet the individual needs. This grant primarily funds one special education secretary, support staff for students with an IEP (certified nursing assistants (CNA), one LPN up and up to nine paraprofessionals), and contracted services providers, the largest one being the NECC program.												
262	SPED Early Childhood Allocation	Federal			37,381							37,381
The SPED Early Childhood Special Education Grant is similar to the SPED IDEA grant, but is targeted for early childhood students (ages 3-5). This grant primarily funds 2.5 paraprofessionals in the CHIPS program.												
<b>SUBTOTAL</b>			<b>0</b>	<b>0</b>	<b>451,723</b>	<b>9,000</b>	<b>0</b>	<b>796,088</b>	<b>9,686</b>	<b>0</b>	<b>0</b>	<b>1,266,497</b>

CHELMSFORD PUBLIC SCHOOLS		2020 APPROVED GRANTS										
Fund	Program Name	Type	Admin Staff	Direct Service Staff	Support Staff	Stipends	Fringe MTRS	Contractual Services	Supplies	Travel	Other	Total Grant Award
<b>OTHER</b>												
237	ATEF	Town									3,492	3,492
The Town of Chelmsford Arts and Technology Fund provides supplemental funding to support educational initiatives and projects that enhance the curriculum of the Chelmsford Public Schools. This grant primarily funds initiatives of approximately \$300 - \$750 each in the areas of the arts and technology.												
250	Essential School Health Grant	State									5,000	5,000
The grant from the Department of Public Health primarily funds vision and hearing screenings for students. It also funds professional development opportunities for school nurses												
301	Project Lead the Way (PLTW)	Private							6,500		9,000	15,500
This grant from PLTW provides funding to train additional PLTW teachers and to purchase required equipment for students for computer science studies.												
301	Science ECO Rise	Private							1,469			1,469
This grant from Eco Rise Youth Innovations funds materials in CHS classrooms and engages our innovative students to measure energy used in lighting and to look at ways to save energy												
301	MA School Mental Health	Private									500	500
This grant from the Mass School Mental Health Consortium funds use of data tools to support classroom based interventions at the Middle Schools												
313	Lockheed Martin (Robotics)	Private									2,500	2,500
This grant from Lockheed Martin funds the robotics team and event registrations and coaching for the robotics projects at CHS.												
335	Safe and Supportive Schools	State							51,604		8,396	60,000
This grant from the Executive Office of Public Safety & Security helps to fund a portion (server nodes) of the larger security project (cameras, networking), in an effort to improve overall school safety												
<b>SUBTOTAL</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>59,573</b>	<b>0</b>	<b>28,888</b>	<b>88,461</b>
<b>TOTAL GRANTS</b>			<b>17,325</b>	<b>102,479</b>	<b>729,013</b>	<b>93,200</b>	<b>2,924</b>	<b>806,293</b>	<b>79,511</b>	<b>3,920</b>	<b>29,208</b>	<b>1,863,873</b>



# Appendix D

## Revolving & Other Fund Summary

CHELMSFORD PUBLIC SCHOOLS  
THREE YEAR REVOLVING FUND AND OTHER FUND SUMMARY

MUNIS #	Revolving Accounts	Balance 7/1/2018	Balance 7/1/2019	Estimated Receipts in FY20	Estimated Expenditures in FY20	Net Surplus or (Deficit) in FY20	Estimated Balance 7/1/20
501	Café (School Nutrition)	614,053.66	694,123.31	1,057,000.00	1,161,000.00	(104,000.00)	590,123.31
502	Athletic	13,455.67	8,507.41	367,000.00	367,000.00	0.00	8,507.41
503	Gifts & Donations	24,368.56	27,806.48	16,000.00	8,500.00	7,500.00	35,306.48
504	Lost / Damaged Books	4,309.78	4,952.77	427.00	0.00	427.00	5,379.77
505	Musical Instrument Repair	0.00	0.00	0.00	0.00	0.00	0.00
506	Adult Education/Music/Guidance	73,661.04	140,346.06	185,000.00	185,000.00	0.00	140,346.06
507	Childcare	1,980,165.47	1,839,206.84	2,146,000.00	2,146,000.00	0.00	1,839,206.84
508	Out of Town Tuition Reimbursement	59,988.70	59,988.70	0.00	0.00	0.00	59,988.70
509	Summer School	6,527.61	12,116.29	3,200.00	2,000.00	1,200.00	13,316.29
510	School Choice	1,329,917.63	1,629,339.63	250,000.00	300,864.00	(50,864.00)	1,578,475.63
511	Civic Activities	126,673.97	207,179.53	190,000.00	196,000.00	(6,000.00)	201,179.53
516	Transportation	227,032.36	369,928.14	320,000.00	362,000.00	(42,000.00)	327,928.14
517	Student Activity	32,356.66	117,380.61	91,000.00	94,000.00	(3,000.00)	114,380.61
518	Turf Fields	49,124.75	48,260.72	92,000.00	96,800.00	(4,800.00)	43,460.72
	Total	4,541,635.86	5,159,136.49	4,717,627.00	4,919,164.00	(201,537.00)	4,957,599.49

**Other Accounts**

310	Circuit Breaker	998,984.99	1,994,904.55	3,807,963.00	2,750,000.00	1,057,963.00	3,052,867.55
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# Appendix E

Chapter 70 School Finance and  
Legislation Analysis & Report

## **Memorandum**

To: Members of the School Committee

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

Date: December 1, 2019

Re: Chapter 70 School Finance & Pending Legislation Funding Analysis and Report

---

As previously reported in September, 2019, Joanna Johnson-Collins and I met and contracted with Mr. Roger Hatch, retired MA DESE school finance administrator, to work with the district to author a report detailing how the state funding formula (Ch. 70 aid) affects school finances in Chelmsford – historically, at the present time, and looking into the future – in light of the recently enacted legislation at the state level.

Mr. Hatch will be present at Tuesday evenings regular school committee meeting to present and share his report. I have invited Town Manager Cohen to join us for the presentation. After the presentation and question/answer period, we may discuss if the Committee feels it may be beneficial/valuable to have Mr. Hatch present any/all of his report to the Tri-Board at our meeting schedule on December 9, 2019.

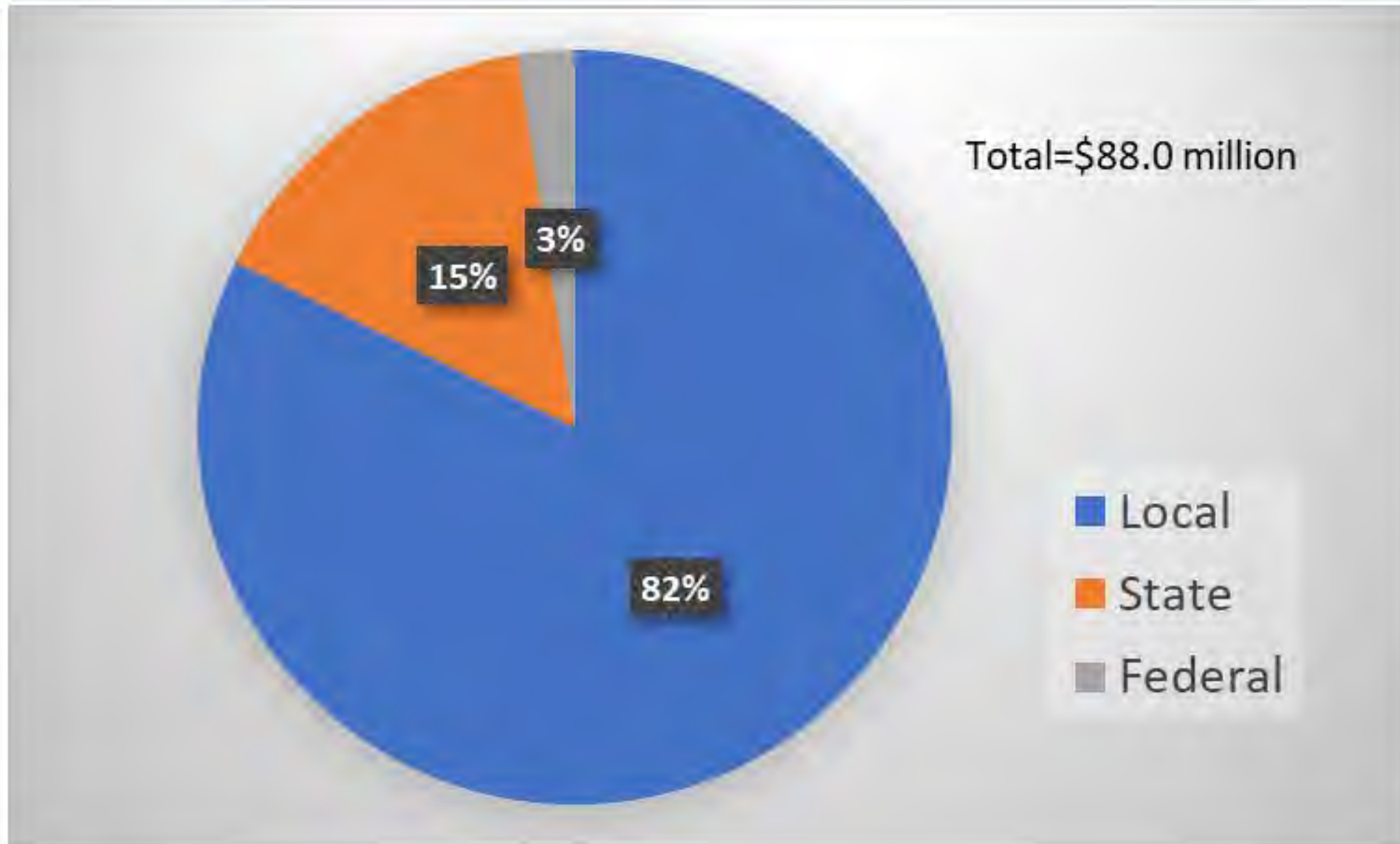
# Chelmsford and State School Funding

## Chelmsford School Committee

December 3, 2019

Roger Hatch, Retired Administrator ESE School Finance  
[rmhatch@verizon.net](mailto:rmhatch@verizon.net)

# Chelmsford District Revenue Sources FY19



# Chelmsford Spends Below State Average on Every Function

FY18 Expenditures Per Pupil, Chelmsford and Selected Districts

LEA	District	Total FTE Pupils	Adminis tration	Instructional Leadership	Teachers	Other Teaching Services	Prof Develop ment	Instruct'I Materials & Tech	Guidance, Counseling and Testing	Pupil Services	Operations/ Maintenance	Insurance, Retirement Programs and Other	Total Expenditures
0009	Andover	6,079.2	\$440.52	\$1,074.95	\$6,896.81	\$1,886.01	\$219.78	\$293.81	\$615.28	\$1,317.80	\$1,531.28	\$2,600.23	\$17,985.83
0014	Ashland	2,854.5	\$517.04	\$692.95	\$5,763.47	\$1,118.25	\$68.33	\$336.18	\$676.38	\$1,369.56	\$874.44	\$2,154.74	\$14,469.60
0031	Billerica	5,049.2	\$350.44	\$862.69	\$6,562.58	\$1,494.82	\$152.48	\$346.58	\$663.44	\$1,430.87	\$1,334.04	\$2,896.51	\$16,564.97
<b>0056</b>	<b>Chelmsford</b>	<b>5,261.3</b>	<b>\$472.40</b>	<b>\$731.98</b>	<b>\$5,858.96</b>	<b>\$1,077.57</b>	<b>\$25.78</b>	<b>\$469.34</b>	<b>\$389.74</b>	<b>\$1,501.48</b>	<b>\$877.29</b>	<b>\$2,319.25</b>	<b>\$14,953.95</b>
0167	Mansfield	3,944.5	\$408.65	\$893.25	\$6,777.13	\$1,276.04	\$157.88	\$269.02	\$508.41	\$1,518.79	\$991.39	\$2,875.02	\$16,588.06
0171	Marshfield	4,231.0	\$502.84	\$894.16	\$5,967.35	\$1,332.41	\$290.01	\$219.77	\$452.79	\$1,063.88	\$877.18	\$1,585.33	\$14,009.66
0178	Melrose	4,200.2	\$476.36	\$796.91	\$4,549.63	\$1,038.84	\$190.41	\$205.05	\$341.78	\$1,152.23	\$860.86	\$2,204.15	\$12,327.21
0198	Natick	5,630.6	\$846.60	\$904.74	\$5,743.65	\$1,296.97	\$114.91	\$366.38	\$555.52	\$1,670.30	\$1,168.54	\$2,662.95	\$16,294.12
0211	North Andover	4,944.5	\$411.17	\$724.90	\$4,942.67	\$1,178.77	\$25.25	\$289.66	\$350.17	\$1,438.47	\$854.29	\$1,906.46	\$13,136.37
0212	North Attleborough	4,468.2	\$378.03	\$737.48	\$5,137.47	\$1,055.58	\$12.38	\$150.93	\$275.71	\$1,082.46	\$979.64	\$2,550.52	\$12,914.39
0271	Shrewsbury	6,379.0	\$326.96	\$741.50	\$5,251.59	\$1,537.12	\$222.94	\$402.87	\$360.81	\$1,426.31	\$830.13	\$1,889.15	\$13,792.11
0305	Wakefield	3,605.1	\$432.79	\$943.89	\$5,876.39	\$1,266.04	\$67.76	\$449.86	\$422.43	\$1,014.95	\$1,351.48	\$2,717.45	\$15,593.77
0326	Westford	5,149.1	\$339.40	\$901.60	\$6,011.33	\$1,167.98	\$54.35	\$373.43	\$475.53	\$1,423.96	\$1,185.33	\$2,071.23	\$14,806.40
<b>0000</b>	<b>STATE TOTALS</b>	<b>986,707.6</b>	<b>\$562.11</b>	<b>\$1,046.09</b>	<b>\$6,180.45</b>	<b>\$1,324.26</b>	<b>\$156.90</b>	<b>\$488.00</b>	<b>\$504.49</b>	<b>\$1,628.73</b>	<b>\$1,197.93</b>	<b>\$2,824.40</b>	<b>\$16,464.74</b>

## Goal of the Chapter 70 formula

- To ensure that every district has sufficient resources to meet its foundation budget spending level, through an equitable combination of local property taxes and state aid.



# Chapter 70 aid is determined in three basic steps

A district's Chapter 70 aid is determined in three basic steps:

1. It defines and calculates a **foundation budget**, an adequate funding level for each district, given the specific grades, programs, and demographic characteristics of its students.
2. It then determines an equitable **local contribution**, how much of that "foundation budget" should be paid for by each city and town's property tax, based upon the relative wealth of the community.
3. The remainder is funded by Chapter 70 **state aid**.

Local Contribution + State Aid = a district's Net School Spending (NSS) requirement. This is the minimum amount that a district must spend to comply with state law.

# Key Factors in Chapter 70 Formula

## Foundation Budget

- Enrollment
- Wage Adjustment Factor
- Inflation (3.75% for FY20)

## Local Contribution

- Property value
- Income
- Municipal Revenue Growth Factor

These are externally-determined factors, not subject to school district decisions

# Foundation Budget Review Commission Recommendations (2015)

- Raise cost estimates for employee benefits, special education, English Language Learner and Low Income (Economically Disadvantaged) Students
- Reforms partially phased in through state budget language
- FY18: benefits
- FY19: benefits and ELL
- FY20: benefits, special education, ELL, Low Income

# Foundation Enrollment

- Counts kids the district is financially responsible for
  - Locally-enrolled residents
  - Choiced-out headcounts (but not low-income component)
  - Charter schools
  - Other tuitioned-out pupils (sped, non-resident voke)
- Does not include tuitioned-in pupils (choice, tuition)
  - EXCEPT for their low-income component

# Chelmsford Foundation Budget FY20

	<u>Base Foundation Components</u>							<u>Incremental Costs Above the Base</u>						TOTAL	
	1 Pre-School	2 ----- Kindergarten ----- Half-Day	3 Full-Day	4 Elementary	5 Jr High/ Middle	6 High School	7 Voke	8 Sped In Dist	9 Sped Out of Dist	10 EL PK-5	11 EL 6-8	12 EL High	13 Low Inc EcoDis		
<b>Foundation Enrollment</b>	151	1	377	1,896	1,188	1,538	0	190	50	129	34	22	759	5,076	
1 Administration	29,680	197	148,201	745,329	467,010	604,597	0	515,488	140,566	11,663	3,215	1,624	39,663	2,707,231	
2 Instructional Leadership	53,604	355	267,664	1,346,129	843,460	1,091,955	0	0	0	20,410	5,626	2,842	187,936	3,819,981	
3 Classroom and Specialist Teachers	245,790	1,628	1,227,322	6,172,347	3,403,405	6,479,503	0	1,700,980	0	142,857	39,384	19,892	1,834,655	21,267,764	
4 Other Teaching Services	63,038	417	314,783	1,583,098	714,045	769,579	0	1,588,182	2,147	20,410	5,626	2,842	0	5,064,167	
5 Professional Development	9,720	64	48,560	244,253	165,913	208,268	0	82,054	0	5,830	1,607	812	89,009	856,090	
6 Instructional Equipment & Tech*	35,468	235	177,107	890,703	558,099	1,156,038	0	71,406	0	14,533	4,007	2,024	13,601	2,923,220	
7 Guidance and Psychological	17,884	118	89,311	449,160	374,604	607,929	0	0	0	8,747	2,411	1,218	74,293	1,625,674	
8 Pupil Services	7,112	47	35,533	268,005	274,310	818,897	0	0	0	2,916	804	406	386,036	1,794,066	
9 Operations and Maintenance	68,254	452	340,809	1,713,991	1,164,313	1,461,519	0	575,824	0	34,986	9,645	4,872	0	5,374,666	
10 Employee Benefits/Fixed Charges*	78,427	519	391,609	1,969,535	1,270,905	1,488,559	0	641,218	0	31,974	8,815	4,452	295,881	6,181,894	
11 Special Ed Tuition*	0	0	0	0	0	0	0	0	1,330,606	0	0	0	0	1,330,606	
<b>12 Total</b>	<b>608,977</b>	<b>4,033</b>	<b>3,040,898</b>	<b>15,382,549</b>	<b>9,236,063</b>	<b>14,686,843</b>	<b>0</b>	<b>5,175,152</b>	<b>1,473,319</b>	<b>294,326</b>	<b>81,141</b>	<b>40,983</b>	<b>2,921,073</b>	<b>52,945,359</b>	
13 Wage Adjustment Factor	100.3%													<b>Foundation Budget per Pupil</b>	<b>10,431</b>
14 Economically Disadvantaged Decile	3														

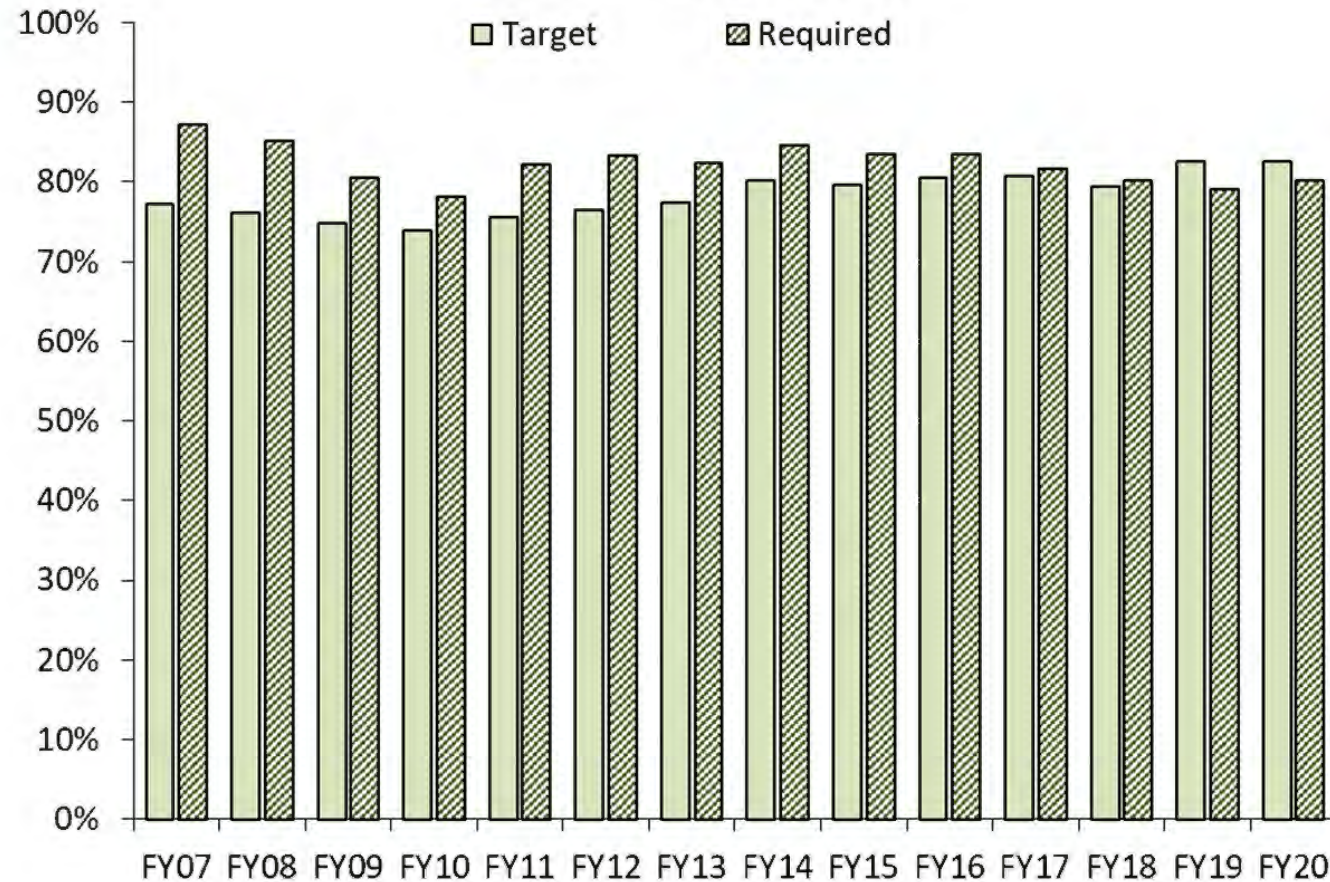
(State Avg \$12,008) <sup>91</sup>

# FY20 Required Contribution: Chelmsford (Town Total)

<u>Effort</u>	<u>Goal</u>		<u>FY20 Increments Toward Goal</u>		
1)	2018 equalized valuation	5,849,923,100	13)	Required local contribution FY19	42,772,646
2)	Uniform property percentage	0.3456%	14)	Municipal revenue growth factor (DOR)	4.18%
3)	Local effort from property wealth	20,216,445	15)	FY20 preliminary contribution (13 raised by 14)	44,560,543
			16)	Preliminary contribution pct of foundation (15 / 8)	79.41%
4)	2016 income	1,870,365,000			
5)	Uniform income percentage	1.4981%	<b><i>If preliminary contribution is above the target share:</i></b>		
6)	Local effort from income	28,019,818	17)	Excess local effort (15 - 10)	
			18)	100% reduction toward target (17 x 100%)	
7)	Combined effort yield (3 + 6)	48,236,263	19)	FY20 required local contribution (15 - 18), 90% fnd cap	
			20)	Contribution as percentage of foundation (19 / 8)	
8)	FY20 Foundation budget	56,116,757	<b><i>If preliminary contribution is below the target share:</i></b>		
9)	Maximum local contribution (82.5% * 8)	46,296,324	21)	Shortfall from target local share (11 - 16)	3.09%
10)	Target local contribution (lesser of 7 or 9)	46,296,324	22)	Added increment toward target (13 x 1% or 2%)*	427,726
				<i>*1% if shortfall is between 2.5% and 7.5%; 2% if shortfall &gt; 7.5%</i>	
11)	Target <b>local</b> share (10 as % of 8)	82.50%	23)	Special increment toward 82.5% target**	0
12)	Target <b>aid</b> share (100% minus 11)	17.50%		<i>**if combined effort yield &gt; 175% foundation</i>	
				Combined effort yield as % of foundation	
			24)	Shortfall from target after adding increments (10 - 15 - 22 - 23)	1,308,055
			25)	FY20 required local contribution (15 + 22 + 23)	<b>44,988,269</b>

# Trends in Target and Required Contribution Percentages

Target and Required Local Contribution Percentages:  
Chelmsford, FY07 to FY20



# Regional Allocation: Chelmsford

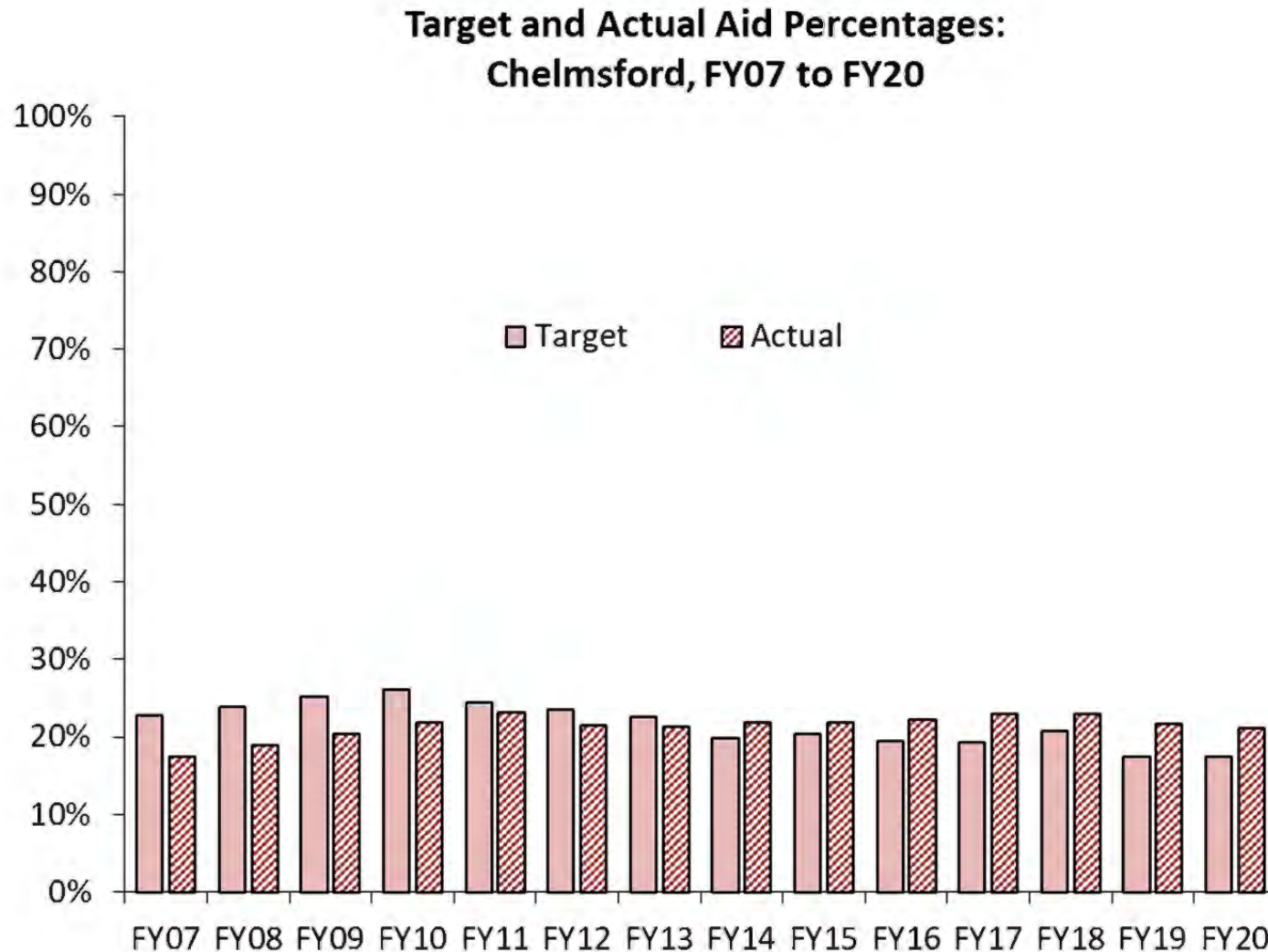
56 Chelmsford	Chelmsford	Nashoba Valley	Combined Total for All Districts
<b><u>Prior Year Data (for comparison purposes)</u></b>			
1 FY19 foundation enrollment	5,094	198	5,292
2 FY19 foundation budget	50,869,628	3,225,390	54,095,018
3 Each district's share of municipality's combined FY19 foundation	94.04%	5.96%	100.00%
4 FY19 required contribution	40,222,347	2,550,299	42,772,646
<b><u>FY20 apportionment of contribution among community's districts</u></b>			
5 FY20 total unapportioned required contribution ('municipal contribution' sheet row 19 or 25)			44,988,269
6 FY20 foundation enrollment	5,076	186	5,262
7 FY20 foundation budget	52,945,359	3,171,398	56,116,757
8 Each district's share of municipality's total FY20 foundation	94.35%	5.65%	100.00%
9 <b>FY20 Required Contribution</b>	<b>42,445,789</b>	<b>2,542,480</b>	<b>44,988,269</b>
10 Change FY20 to FY19 (9 - 4)	2,223,442	-7,819	2,215,623



# FY20 Chapter 70 Aid Calculation: Chelmsford

<u>Aid Calculation FY20</u>		<u>Comparison to FY19</u>				
			FY19	FY20	Change	Pct Chg
<b>Prior Year Aid</b>		Enrollment	5,094	5,076	-18	-0.35%
1 Chapter 70 FY19	11,047,148	Foundation budget	50,869,628	52,945,359	2,075,730	4.08%
<b>Foundation Aid</b>		Required district contribution	40,222,347	42,445,789	2,223,442	5.53%
2 Foundation budget FY20	52,945,359	Chapter 70 aid	11,047,148	11,199,428	152,280	1.38%
3 Required district contribution FY20	42,445,789	Required net school spending (NSS)	51,269,495	53,645,217	2,375,722	4.63%
4 Foundation aid (2 -3)	10,499,570	Target aid share	17.50%	17.50%		
5 Increase over FY19 (4 - 1)	0	C70 % of foundation	21.72%	21.15%		
<b>Minimum Aid</b>		Required NSS % of foundation	100.79%	101.32%		
6 Minimum \$30 per pupil increase	152,280					
<b>Non-Operating District Reduction to Foundation</b>						
7 Reduction to foundation	0					
<b>Additional Aid Increment</b>						
8 Hold harmless to FY20 House budget	0					
<b>FY20 Chapter 70 Aid</b>						
9 Sum of line 1, 5, 6, 8 minus 7	11,199,428					

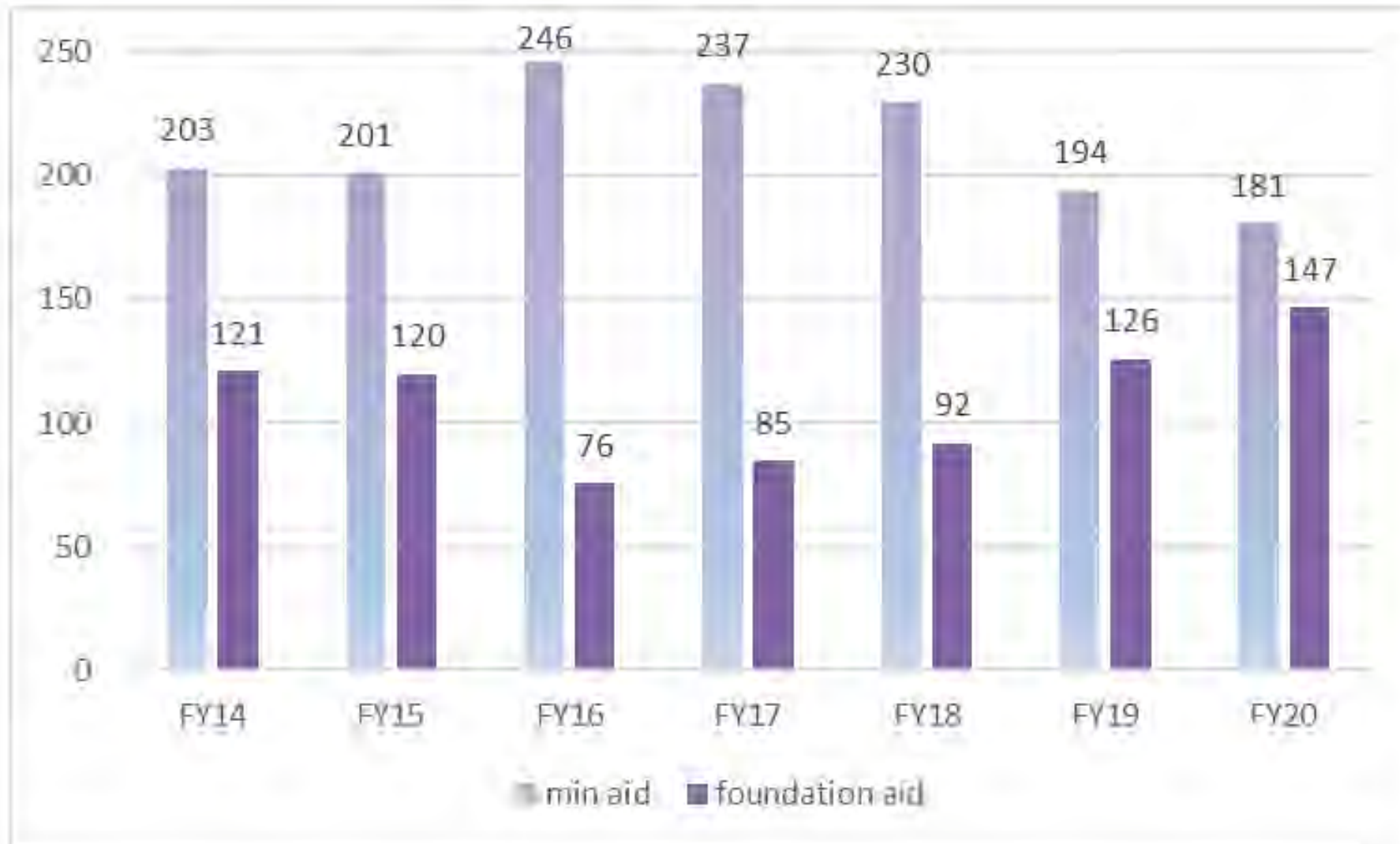
# Trends in Target and Actual Aid Percentages: Chelmsford



# Foundation Aid Increases

- To qualify for foundation aid increases, required net school spending is usually at or near 100% in the preceding year
- To get closer to 100%, a district's foundation budget must increase more than its required contribution.
- In FY20 147 of 318 operating districts qualify for foundation aid increases in excess of the \$30 minimum per pupil

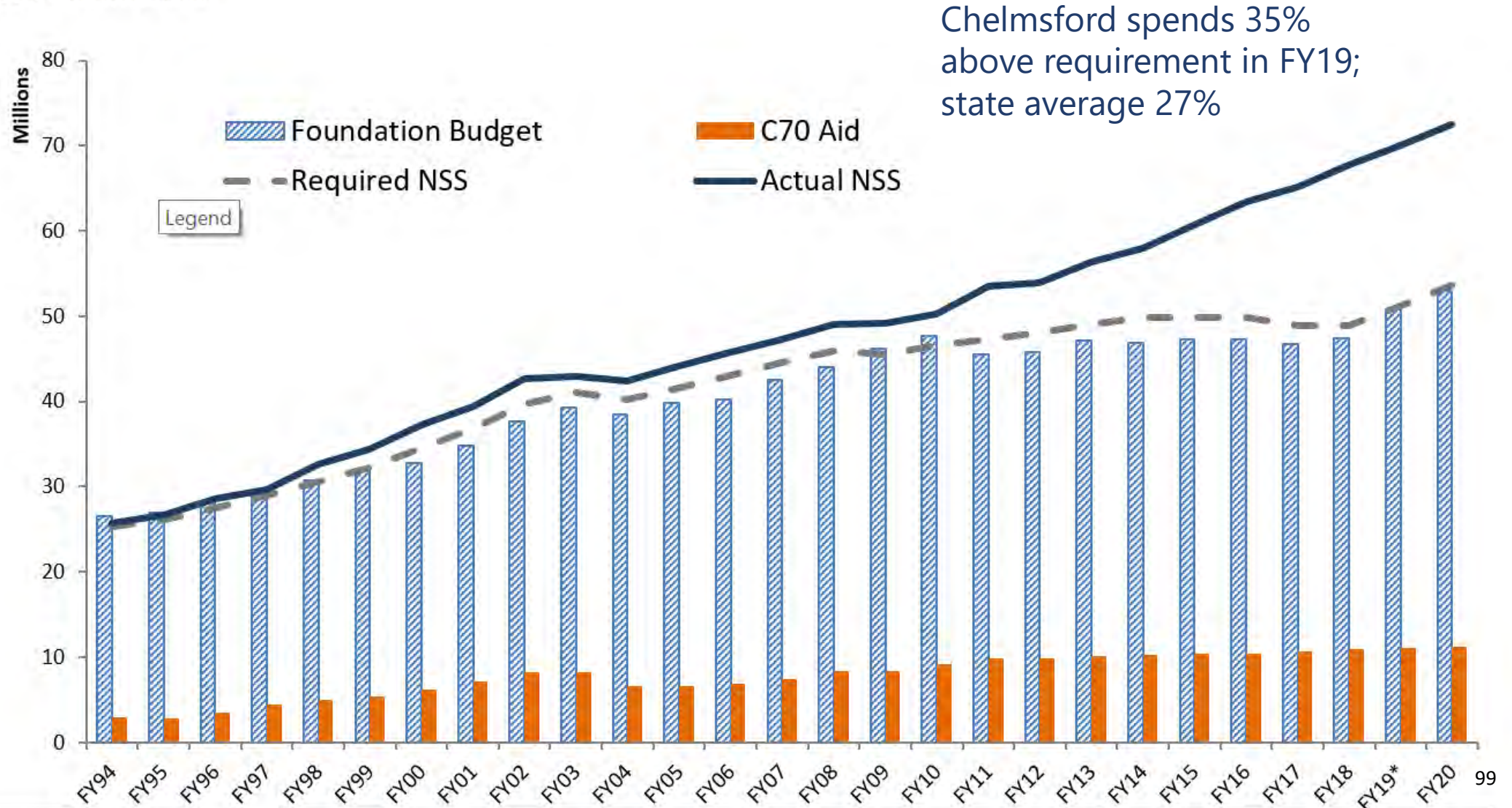
# Foundation Aid vs Minimum Aid: Number of Operating Districts



	min aid per pupil
FY14	25
FY15	25
FY16	25
FY17	55
FY18	30
FY19	30
FY20	30

# Long Term Trends in Chelmsford's Foundation, Aid and NSS

2020 Chelmsford



Shift to FDK in FY18 (FY19 c70) raised foundation significantly, and brought nss much closer to foundation, but didn't generate any new foundation aid.

## Comparison to FY18

	<b>FY18</b>	<b>FY19</b>	<b>Change</b>	<b>Pct Chg</b>
Enrollment	4,932	5,094	162	3.28%
Foundation budget	47,405,594	50,869,628	3,464,034	7.31%
Required district contribution	37,968,938	40,222,347	2,253,409	5.93%
Chapter 70 aid	<b>10,894,328</b>	<b>11,047,148</b>	152,820	1.40%
Required net school spending (NSS)	48,863,266	51,269,495	2,406,229	4.92%
Target aid share	20.66%	17.50%		
C70 % of foundation	22.98%	21.72%		
Required NSS % of foundation	103.07%	100.79%		

# Aid Above and Below Target, FY07 to FY20 Statewide Totals (millions)

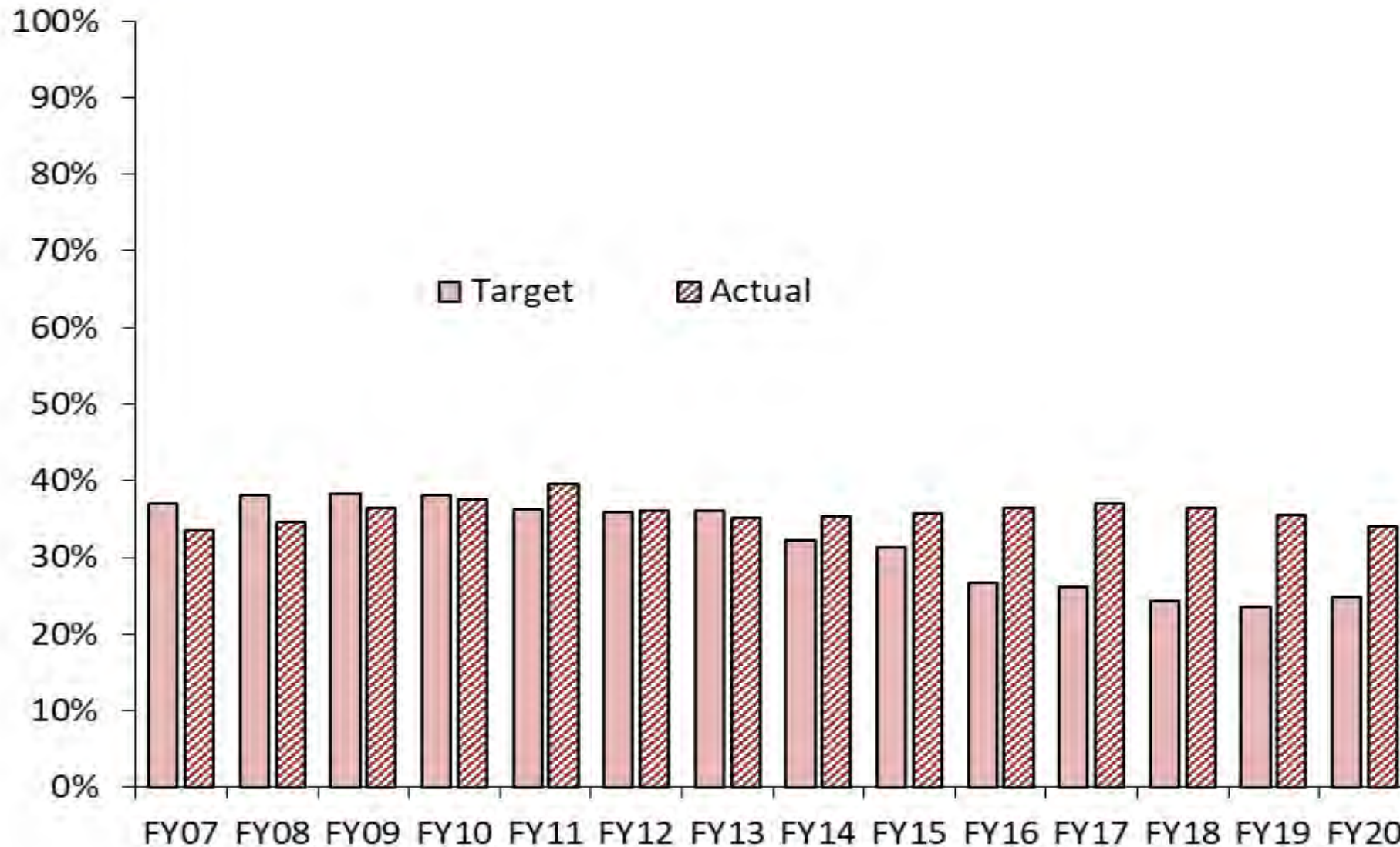


# Target and Actual Aid as Percentage of Foundation Chelmsford and Comparison Districts





# Target and Actual Aid Percentages: Westford



# Chelmsford Has Greater Property Value and Income Than Westford

<u>Effort Goal</u>	Chelmsford	Westford
1) 2018 equalized valuation	5,849,923,100	4,774,432,100
2) Uniform property percentage	0.3456%	0.3456%
3) Local effort from property wealth	20,216,445	16,499,712
4) 2016 income	1,870,365,000	1,478,766,000
5) Uniform income percentage	1.4981%	1.4981%
6) Local effort from income	28,019,818	22,153,299
7) Combined effort yield (3 + 6)	48,236,263	38,653,010
8) FY20 Foundation budget	56,116,757	51,383,347
9) Maximum local contribution (82.5% * 8)	46,296,324	42,391,261
10) Target local contribution (lesser of 7 or 9)	46,296,324	38,653,010
11) Target local share (10 as % of 8)	82.50%	75.22%
12) Target aid share (100% minus 11)	17.50%	24.78%

# Westford has a higher student/population ratio

	us census pop 2015	foundation enrollment 2020 (includes vocational)	public students pct of population
Chelmsford	35,147	5,262	15.0
Westford	23,831	4,918	20.6
state	6,794,422	939,683	13.8

Westford 7<sup>th</sup> highest  
in state

# Student Opportunity Act

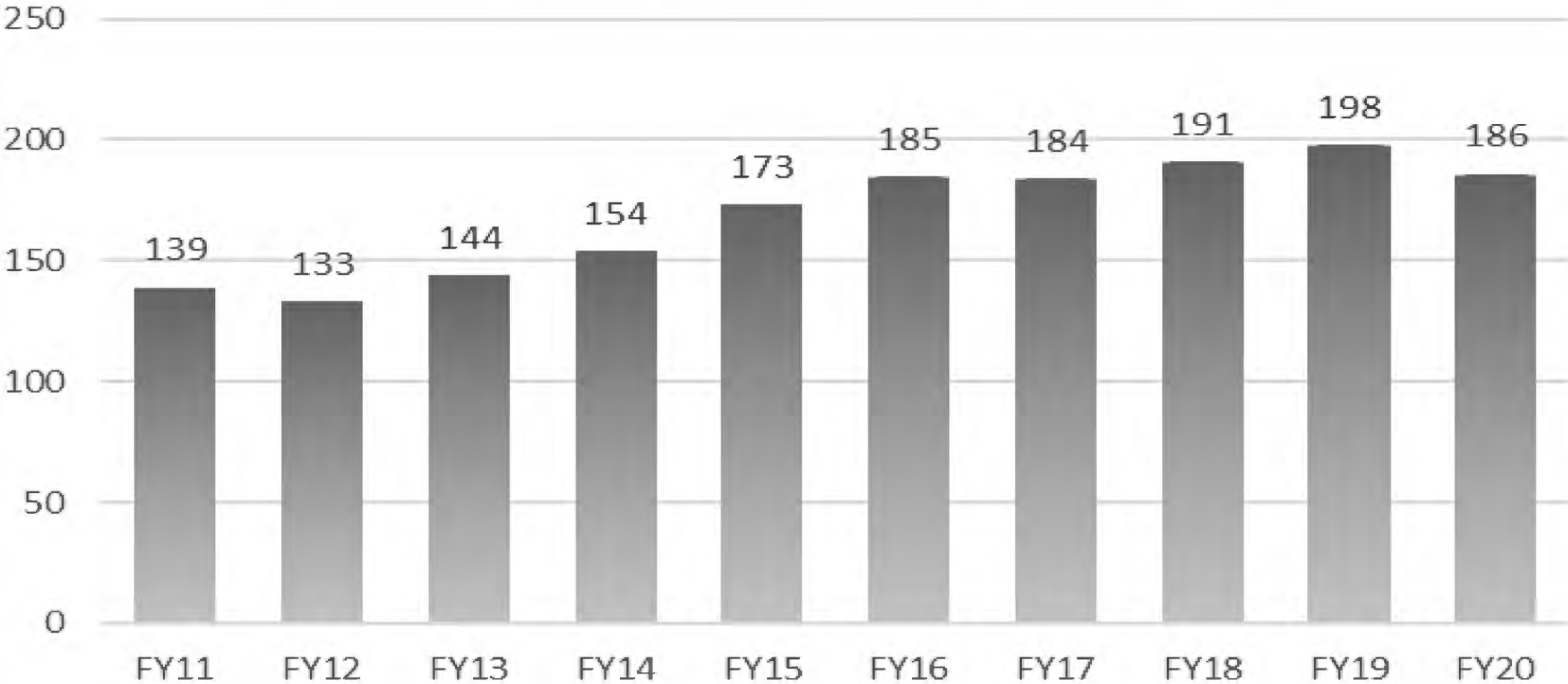
- Estimated increase of \$1.4 billion in aid above what otherwise would have been distributed
- Implements Foundation Review recommendations
- Seven-year phase-in beginning in FY21
- Out of district sped transportation added to Circuit Breaker
- Circuit Breaker threshold tied to inflation, not foundation
- Charter reimbursement increases/ but tuition increases too
- More district reporting on how aid is used

# Student Opportunity Act Projections for Chelmsford: Required Contributions Cover Most of Foundation Increase

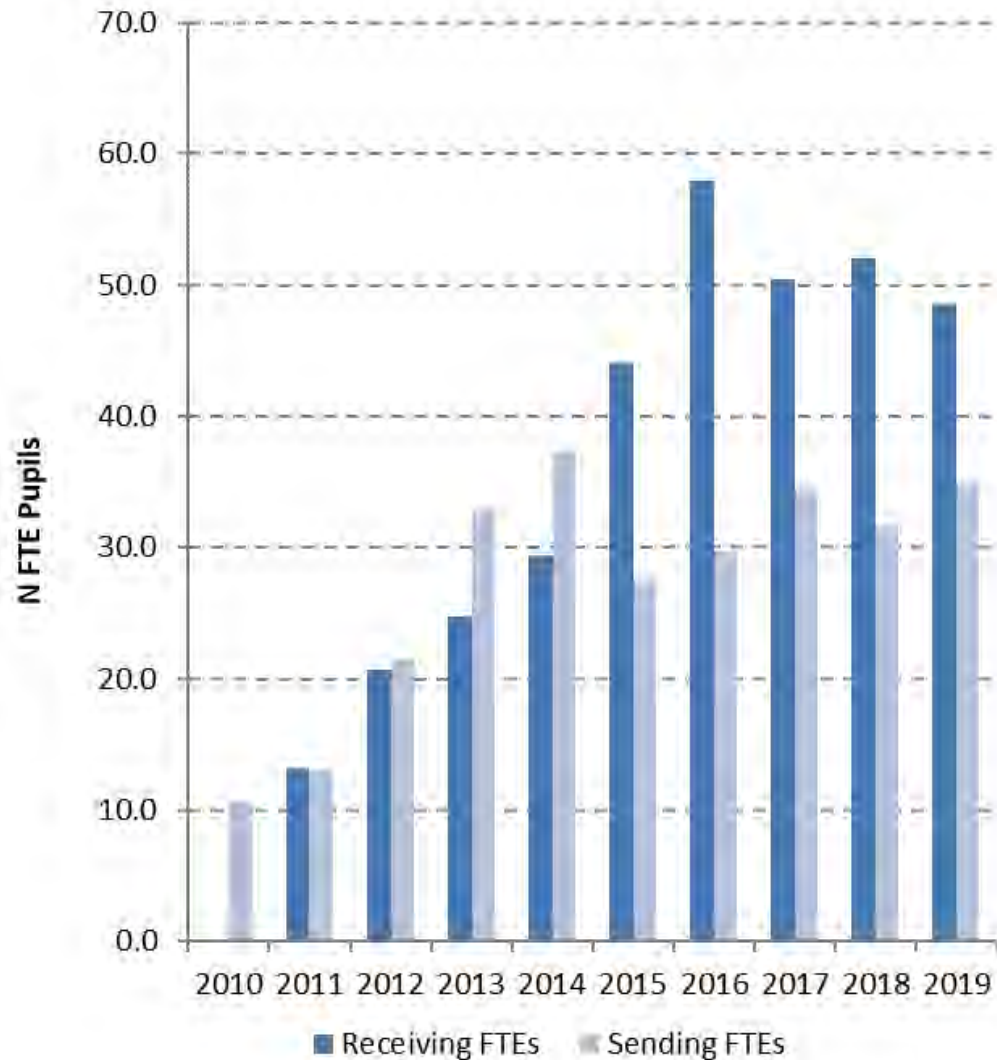
		-----published-----				
	Actual	roger	ESE	mbpc	mbpc	ESE
	FY20	SOA	SOA	promise act	promise act	SOA
		FY21	FY21	FY21	FY26	FY27
Foundation budget	52,945,359	54,694,310	55,352,012	55,502,110	68,068,467	68,080,534
Required district contribution	42,445,789	44,116,447	44,577,225	44,817,686	56,062,975	56,166,440
Chapter 70 aid	11,199,428	11,352,188	11,351,708	11,397,932	12,718,828	12,265,388
Required net school spending (NSS)	53,645,217	55,468,635	55,928,933	56,215,618	68,781,803	68,431,828
Target aid share	17.50%	17.50%		17.50%	17.50%	
C70 % of foundation	21.15%	20.76%	20.51%	20.54%	18.69%	18.02%
Required NSS % of foundation	101.32%	101.42%	101.04%	101.29%	101.05%	100.52%

# Chelmsford Students at Other Districts

## Nashoba Valley Enrollment FY11 to Fy20



# Chelmsford School Choice: Receiving and Sending



Receiving		FY19
31	Billerica	3.0
79	Dracut	1.0
160	Lowell	40.0
301	Tyngsborough	2.0
326	Westford	1.6
735	North Middlesex	1.0
Sending		
79	Dracut	1.0
97	Fitchburg	1.0
301	Tyngsborough	1.1
326	Westford	16.5
725	Nashoba	2.0
3901	Mass. Virtual	1.5
3902	TEC Virtual	11.8

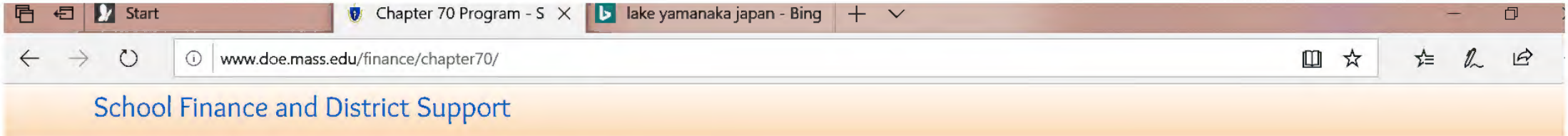
# Chelmsford Students at Charter Schools



Charter School	FY19 FTE
ADVANCED MATH AND SCIENCE ACADEMY	1
INNOVATION ACADEMY	102
LOWELL COMMUNITY	6
LOWELL MIDDLESEX ACADEMY	1
PIONEER CS OF SCIENCE	2
COLLEGIATE CS OF LOWELL	4



# ESE School Finance and Chapter 70 web page



Accounting & Auditing ▾

**Chapter 70 Program**

Charter Schools

Circuit Breaker

Educational Collaboratives

DESE Budget

Grants/Funding Opportunities ▾

Nutrition Programs

Regional Districts

School Buildings

School Choice

School Finance Regulations

Spending Comparisons ▾

## Chapter 70 Program

*The Chapter 70 program is the major program of state aid to public elementary and secondary schools. In addition to providing state aid to support school operations, it also establishes minimum spending requirements for each school district and minimum requirements for each municipality's share of school costs.*

### Chapter 70 Legislation & Regulation

-  [Legislation](#)
-  [Regulations](#)
-  [Compliance With Net School Spending Requirements](#)
-  [Retiree Health Insurance and Section 260 of the FY'15 State Budget](#)
-  [Chapter 70 district profiles](#)




The on-line Chapter 70 database shows, for each school district, yearly spending and state aid totals in comparison to the foundation budget. Trend data is available for each year going back to FY93.

-  [Chapter 70 Trends in Aid and Local Contribution](#)

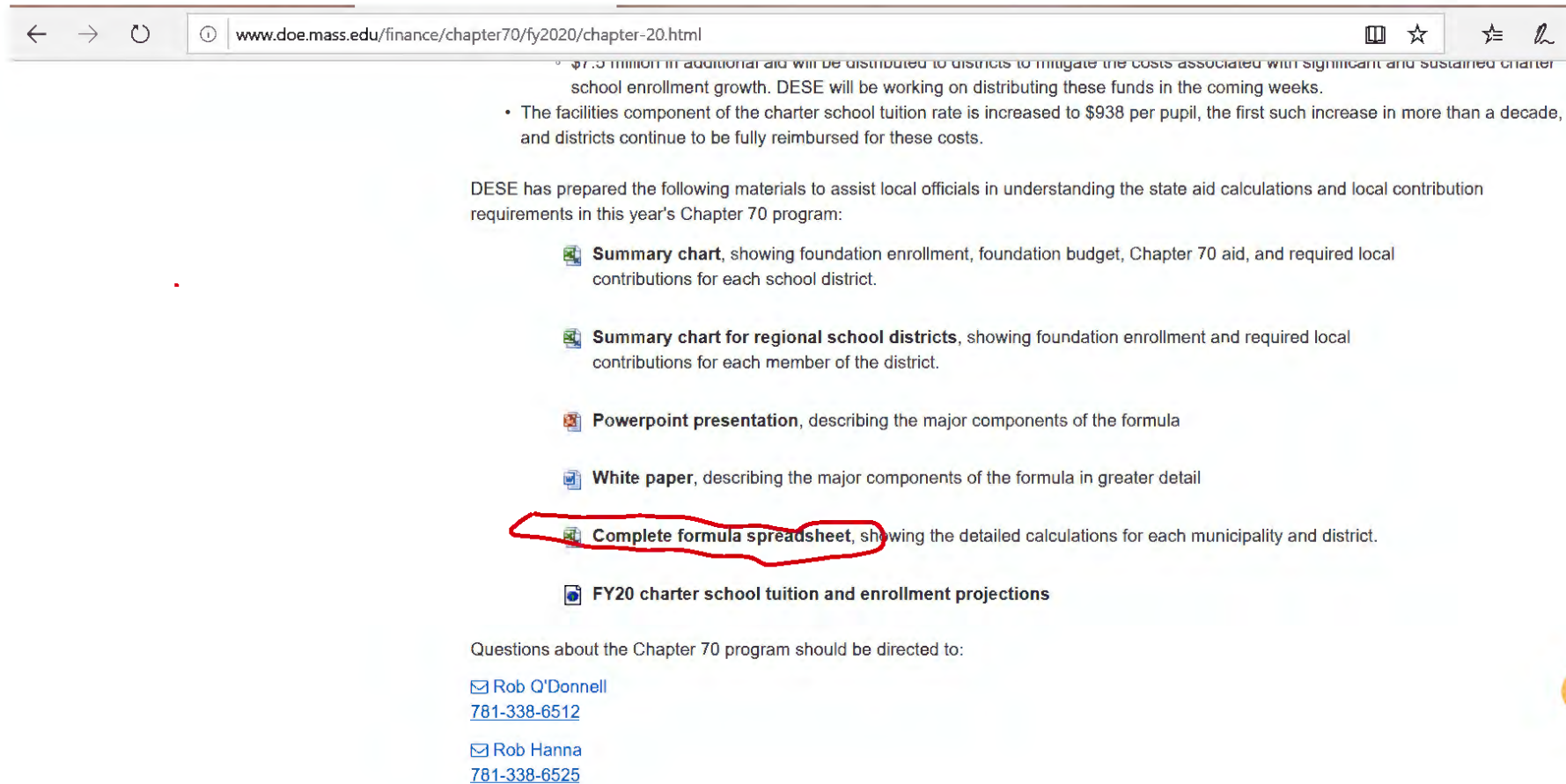
This tool shows trend data for the key factors influencing Chapter 70 required local contributions and state aid calculations going back to FY2007.

### Chapter 70 State Aid and Spending Requirement

For earlier spending requirements related to Chapter 70 please contact [✉ sfinance@doe.mass.edu](mailto:sfinance@doe.mass.edu).

- 07/31/2019  [FY20 Chapter 70 Aid and Net School Spending Requirements](#)
- 01/23/2019  [FY20 Preliminary Chapter 70 Aid and Net School Spending Requirements](#)
- 07/26/2018  [FY19 Chapter 70 Aid and Net School Spending Requirements](#)







# Download the Complete Formula Spreadsheet





← → ↻ ⓘ www.doe.mass.edu/finance/chapter70/fy2020/chapter-20.html

• The facilities component of the charter school tuition rate is increased to \$938 per pupil, the first such increase in more than a decade, and districts continue to be fully reimbursed for these costs.

DESE has prepared the following materials to assist local officials in understanding the state aid calculations and local contribution requirements in this year's Chapter 70 program:

-  **Summary chart**, showing foundation enrollment, foundation budget, Chapter 70 aid, and required local contributions for each school district.
-  **Summary chart for regional school districts**, showing foundation enrollment and required local contributions for each member of the district.
-  **Powerpoint presentation**, describing the major components of the formula
-  **White paper**, describing the major components of the formula in greater detail
-  **Complete formula spreadsheet**, showing the detailed calculations for each municipality and district.
-  **FY20 charter school tuition and enrollment projections**

Questions about the Chapter 70 program should be directed to:

-  [Rob O'Donnell](mailto:Rob.O'Donnell@doe.mass.edu)  
[781-338-6512](tel:781-338-6512)
-  [Rob Hanna](mailto:Rob.Hanna@doe.mass.edu)  
[781-338-6525](tel:781-338-6525)

# Appendix F

Additional Information / Rationale for  
New Positions Recommended in FY2021

# CHELMSFORD PUBLIC SCHOOLS

Amy L. Reese  
Director of Student Services

Student Services Office  
200 Richardson Road  
Chelmsford, MA 01863-2396  
(978) 251-5100 X6920

Amy W. Matson  
Assistant Director Student Services

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**To: Jay Lang, Superintendent of Schools**  
**From: Amy Reese, Director of Student Support Services**  
**Re: Addition of Student Support Service Positions**

### **3.0 Additional Elementary Special Education Teachers:**

The recommendation is to add one (1) special education teacher at each of the following elementary schools: Harrington, Center and Byam. South Row is not included in the recommendation at this time as their projected special education student:teacher caseloads are appropriate. The additional positions will provide services for special education students that are not within a specialized program (ASD, STRIVE, Life Skills).

The addition of 3 special education teachers is being proposed for many reasons. This addition will provide a special education teacher per grade level (K-4) at the three larger elementary schools. There are 56 special education CHIPS pre-school students transitioning to Kindergarten next year. This is a much higher number (by 20-25 students) of students on IEPs transitioning than in past years. The increase in Kindergarten students will require additional special education teachers in order to provide the specialized instruction that students' IEPs require. Without the addition of another special education teacher at these 3 schools, the caseloads per special educator will climb to as high as 17-18 per special education teacher at Harrington, 13-15 at Center, and 12-14 at Byam. This would create special education caseloads too high to provide effective services. In addition, many students require specialized instruction/curriculum taught in smaller instructional groups (2-4 students). The additional teaching positions will allow for students to be scheduled in smaller instructional groups as needed. Finally, it will also increase the opportunities for co-teaching in ELA and mathematics classes at the elementary level.

### **1.0 BCBA—Harrington & Center Elementary Schools:**

A full time BCBA is proposed to be shared between the Harrington and Center Elementary Schools. The addition of this position will provide both schools with much needed support. The schools have been working to create a proactive approach to social emotional learning (SEL) and behavioral interventions. The BCBA position will support the schools in developing strategies to support all learners. A full time BCBA dedicated to the two schools will provide time for the BCBA to consult with staff, model behavioral strategies and interventions, and provide in-the-moment feedback. In addition, the BCBA will consult and support teachers and paraprofessionals around how to effectively collect data and use it to drive the implementation of effective behavioral interventions. The position will help both schools be able to implement student behavior support plans more consistently. In addition, it would support the continued Tier 2 implementation of PBIS for our schools which aligns with our district goals. The addition of this position will increase teachers' confidence regarding managing students with Tier 2 SEL needs with fidelity. The BCBA will work and support our schools' crisis teams which will strengthen the skill set of the teams. The BCBA will be available more frequently to provide assistance when crisis support is needed. Most importantly, it supports our ultimate goal for students to be regulated and able remain in the mainstream classroom setting.

**Middle School STRIVE Program – McCarthy Middle School:**

The District is proposing the addition of an intensive middle school therapeutic program (STRIVE) as students transition to middle school from the elementary STRIVE program operated at South Row Elementary School. This program will align with the elementary program creating a continuum of therapeutic programming K-8. The following three (3) positions are proposed in order to effectively support the new middle school program.

**1.0 Special Education Teacher:**

The addition of a special education teacher will provide the program with two special education teachers (one position already exists) for students requiring this level of programming across grades 5-8. The model of having two teachers aligns with the elementary program thus providing a consistent program for grades K-8. In addition to the intensive social emotional needs of current students, the anticipated/projected number of students at the middle school level requires an additional teacher. The programming requires special educators to provide small group instruction, individual student support, and inclusion support when appropriate. Students require direct instruction in social emotional regulation and communication skills in addition to academic instruction. The position will provide for the necessary training and modeling for the program paraprofessionals, consults with general education teachers who have students from the program in their mainstream classes, in-the-moment processing for students as well as availability during crisis situations.

**1.0 BCBA:**

The addition of a full-time BCBA for the intensive STRIVE middle school program is a critical component to the program. All students identified as requiring the level of therapeutic programming have BCBA services as part of their IEPs. This role will provide specialized expertise to coordinate the behavioral supports required to structure the program in addition to individualizing programming for each students' needs. The position will be integral to complete Functional Behavioral Assessments (FBA's) for students, design and train staff to collect behavioral data on students, develop behavior support plans (BSPs) for students, and work with staff to implement the BSPs with fidelity. The BCBA will observe and work with the school teams for students being referred to the program to ensure all interventions are initiated in a student's current placement before the IEP Team considers placement within the STRIVE program. The middle school BCBA will work with the elementary BCBA and team to effectively plan for students transitioning to middle school. The addition of a BCBA position will also provide behavioral supports/services for other students at McCarthy Middle School. This will allow the district-wide BCBA to support one less school allowing for more effective support to the other schools in the district.

**1.0 School Psychologist – McCarthy & Parker Schools**

The addition of a full-time School Psychologist will allow for clinical supports for the intensive middle school therapeutic program in addition to alleviating the high testing caseloads at the middle school level. This position will be shared between McCarthy and Parker Middle Schools to complete assessments for initial and re-evaluation eligibility of special education students as well as provide small group, skills-based instruction and individual counseling to students. Currently, the ratio of school psychologist's to students is significantly higher at the middle school level than the other levels as outlined below:

Psychologist ratios:

Elementary:	1 psychologist per 500 students
Middle:	1 psychologist per 800 students
High School:	1 psychologist per 470 students

The addition of a psychologist at the middle school level will allow for the current McCarthy Middle School clinical psychologist, Dr. Liljegren, to complete less evaluations and clinically support the STRIVE program students. The STRIVE program requires clinical support to meet with individual students, facilitate social and emotional skills groups, consult and support general teachers who have the program students in their inclusion classes, and collaborate with the program special education teachers and paras. In addition, the psychologist will perform outreach to the students' outside mental health providers and/or support families in obtaining outside resources for their children. Over all, the addition of this position will allow for the clinical psychologists to have the ability to work more directly to support students at both middle schools. The District is currently contracting with outside psychologists to complete the overflow of assessments. The addition of the middle school psychologist position will prevent the need to contract out for such services given current/projected caseloads.

**0.7 LPN Nurse – Chelmsford High School**

The addition of a 0.7 school nurse (LPN) position is recommended at Chelmsford High School (CHS) to support the student medical needs at CHS. Currently, the nursing ratio at CHS exceeds the state guidelines which is 1nurse:500 students. The CHS nursing office data confirms an average of 1,110 student encounters for nursing services occur per month. In addition to providing nursing services to students directly, the CHS nurses review medical/physical forms for the high school athletes and all high school field trip forms for coordination of medication/special services etc. The addition of a 0.7 school nurse (LPN) at CHS will bring the ratio in-line with state guidelines as well as the district nurse staffing at the middle school level.

CHS:	Nurse 2.0. (2.0 RNs)	1411 students	Ratio. 1:705
McCarthy:	Nurses 1.7 (1.0 RN, 0.7 LPN)	799 students	Ratio 1:470
Parker:	Nurse 1.7 (1.0 RN, 0.7 LPN)	739 students	Ratio 1:434

To: Jay Lang, Superintendent of Schools

From: William Silver, Director of ICTS

Re: Addition of Technology Positions

The Chelmsford Public Schools is an amazing place to be a student. 2019 marked the inaugural year of our 1:1 program which aims to enhance teaching and learning through providing high quality technology tools to students and teachers. As you know, this is a phased approach which will culminate with a full 1:1 implementation in grades 5 through 12 by the 2022-2023 school year. It has been fantastic to see all the hard work our teachers and administrators have put into the initiative, and it has been amazing to watch our students with this powerful educational tool.

As successful as the initiative has been so far, it has not been without challenges for teachers, students, and the technology department. Teachers work hard at digitizing curriculum and sharing out course materials through Google Classroom, but it is essential for us to continue to provide support, professional development opportunities, and skill building in an effort to make the transition as seamless as possible. Additionally, both teachers and students require support while they work in classrooms with new technology tools which support the curriculum. At present the district employs four (4) Technology Integration Specialists (TIS) whose roles vary by grade level, but all have a common theme of supporting the meaningful integration of technology into the curriculum.

The elementary TIS covers all four buildings, and on most days will find herself travelling frequently between buildings to meet the needs of staff and students. The middle schools each have a TIS, but they are also responsible for teaching our technology classes to grade 5 and 6 students. This leaves little time for integration and as we bring on additional grade levels to the 1:1 initiative their time will need to be split across even more users. The high school has a TIS, but the sheer size of the building makes seeing everyone who needs/wants help with integration a daunting task.

I recommend that we add some crucial positions to the technology department in order to give our students and staff what they need to be successful. This would include two (2) technology assistant (instructor)

positions and one (1) district wide TIS position. If we added two technology assistant (instructor) positions to the middle schools, we could free up our TIS to focus in on the 1:1 initiative and work with teachers and students all day. We have successfully used the technology assistant (instructor) role in the elementary schools where we have a position dedicated to the technology lab, and this same approach would work well at the middle school level. Adding a TIS position will allow us to float a TIS across buildings where the demand is the greatest at any given time. I could see this position spending a great deal of time at the high school where demand for support will grow the fastest due to the size of the staff and student body.

Teachers schedule time with our TIS staff through Google Calendars. They essentially reserve time with the TIS based upon availability on the calendar. This is not a new practice, but this is the first year where feedback from staff has eluded to the fact that they cannot always receive the support they need because the TIS is simply booked at every available time they are free during the day. Of course our TIS teachers will come in early or meet after school, but there are many times when having the TIS in the room as a lesson with large amounts of integration unfolds is the ideal way to build confidence and capacity in our teachers.

Adding these positions will allow us to grow our 1:1 initiative while giving the best possible support to all of our users. These roles are crucial to the successful and meaningful integration of technology. The TIS support model is at the core of all well executed 1:1 programs across the country. Support and professional development are key qualities of any successful educational initiative. It makes sense to invest in positions that will ensure continued achievement of the 1:1 goals as our initiative matures.





# CHELMSFORD PUBLIC SCHOOLS

Dr. Linda Hirsch, Assistant Superintendent

## MEMORANDUM

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

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

Date: February 4, 2020

RE: American Sign Language (ASL) World Language Course Addition

Beginning in the 2020-2021 American Sign Language (ASL) has been added to the Chelmsford High School (CHS) Program of Studies as a third world language. Currently, CHS offers two languages – Spanish and French. Traditionally, CHS offered three languages, with Latin as the third language. After an analysis of course offerings in 2018, Latin was removed as a language at CHS because of the decline in student enrollment and suitability of course. In order to provide additional world language options, CHS accessed the online program *Edgenuity* and created a block in the schedule for students to take their chosen online language. CHS administration began the investigation into a third world language, while this online course of studies was in place. With the reinstatement of the World Language and Cultural Exchange Department Coordinator, a thorough needs assessment was conducted to include parent, staff, and student surveys and surrounding community language programs to identify a third world language to add back to the CHS Program of Studies. This needs assessment identified ASL as the third world language to be added to the CHS Program of Studies. ASL, as a world language, requires a Department of Elementary and Secondary Education (DESE) certification, necessitating an additional certified FTE to instruct the course. Two consecutive years of ASL will fulfill a student's world language graduation requirement. Below is the course description as stated in the 2020-2021 CHS Program of Studies.

### **AMERICAN SIGN LANGUAGE 1 (Yearlong)\***

**10 credits (#48123) Grades 9, 10, 11**

*\*Pending approval by the NCAA*

This year-long course is an introduction to American Sign Language (ASL) and the Deaf Community. Through this course, students will learn basic ASL vocabulary, grammar, sentence structure, and the cultural foundations of ASL. Students will learn the manual alphabet (i.e., fingerspelling), numbers, and basic ASL vocabulary (e.g., vocabulary related to family, occupations, clothing). Students will work on developing both an expressive and receptive understanding of WH questions, Yes/No questions, basic sentence structure, directional verbs, and the use of imperatives. Conversational skill practice will be emphasized throughout the course. Students will also have an opportunity to view and discuss cultural information related to both ASL and the Deaf Community.

*Note: Enrollment in this year-long course counts towards world language credit.*



To: Jay Lang, Superintendent  
From: Cheryl Kirkpatrick, Director of Personnel and Professional Learning  
Re: Recommendation to increase teacher substitute rates  
Date: February 4, 2020

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**The purpose of this memo is to recommend an increase in the daily rate of teacher substitutes to \$ 90.00/day in FY21 in order to compensate teacher substitutes at a rate that will be more competitive with surrounding districts.**

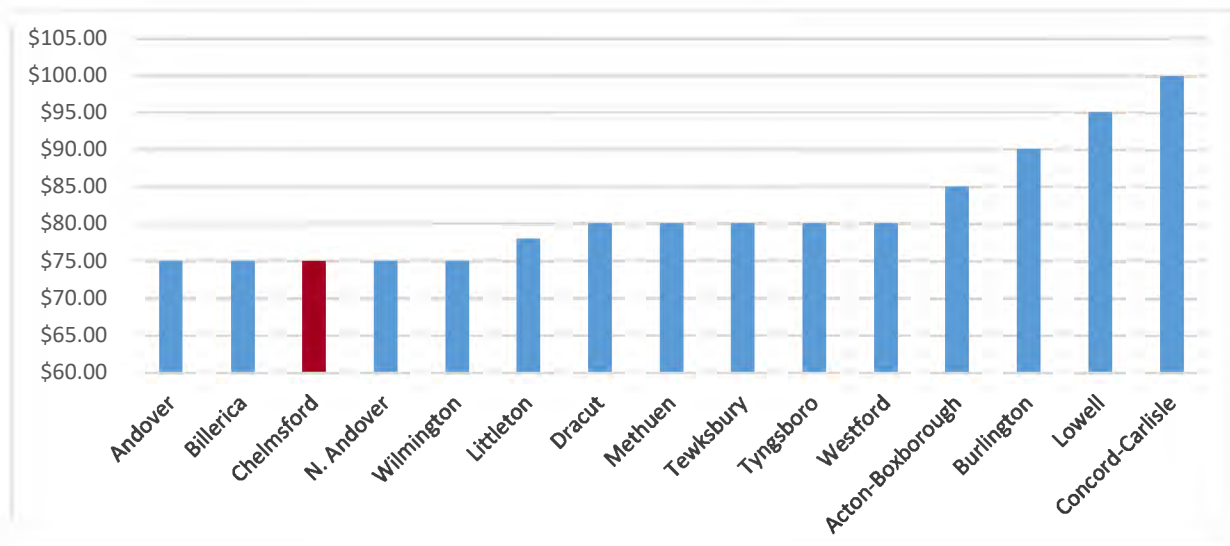
Context

In January 2019, minimum wage increases voted by the MA legislature went into effect. In embracing this minimum wage increase, the hourly wage of paraprofessional substitutes and recess aid substitutes rose from \$11.00/hour to \$12.00/hour in January 2019, and rose again to \$12.75/hour in January 2020. However, teacher substitutes, who are paid a daily rate rather than an hourly rate, did not experience an increase in their rate of compensation, and continue to earn \$75.00/day which calculates to approximately \$12.50/hour (using a 6-hour day to project this rate).

Chelmsford’s substitute teacher rate in comparison to neighboring districts

Data collected on current teacher substitute rates in neighboring districts shows that Chelmsford’s daily rate of \$75.00/day is among the lowest in the surrounding area (See Figure 1). Since Chelmsford stopped outsourcing the recruitment and compensation of substitute teachers in 2015, the \$75.00/day rate has not been increased.

**Figure 1 – Daily Teacher Substitutes Rates in Surrounding Communities**



Based on our inquiries with other districts, most seem to be similarly analyzing their rates based on minimum wage increases and based on the need to remain competitive. Since this data was collected, Littleton increased its rates to \$82.88/day in order to keep in-line with minimum wage. Wilmington and North Andover do not expect increases in FY20, but are examining rate increases for FY21.

Rate increases may improve fill rates

Finding adequate substitutes to fill vacancies caused by absences is a challenge we address with continual recruitment efforts and onboarding new substitutes. Over the last 3 years the fill rate for teacher absences has stayed about the same, at about 85% on average, despite a slightly decreasing need and ongoing efforts to recruit new substitutes throughout the school year. We believe that increasing the daily rate will attract more substitute candidates and consequently increase fill rates. Meanwhile, the fill rate for paraprofessional absences has improved despite an increased need (See Table 1 below). We speculate this is due, in part, to the increased wages for paraprofessional substitutes making this position more attractive, and our recruitment efforts for this group more effective.

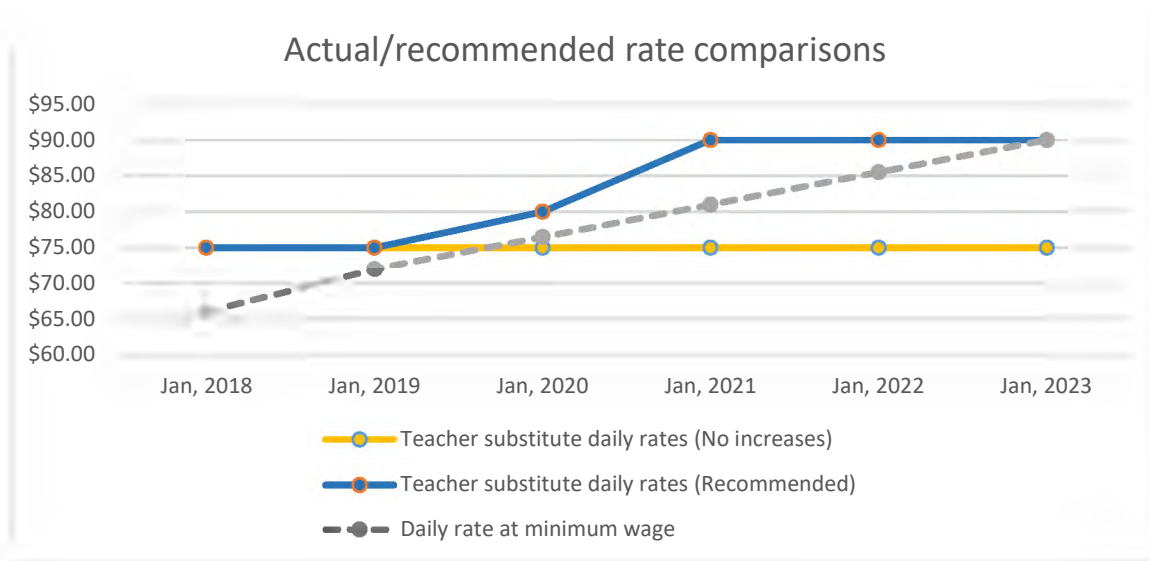
Table 1. Fill rates September – December of past 3 years

<b>Substitutes type</b>	<b>Number of subs needed Sept.-Dec.</b>	<b>Number of assignments filled Sept.-Dec.</b>	<b>Fill Rate</b>
Paraprofessional Substitutes 2017-2018	776	505	64.50%
Paraprofessional Substitutes 2018-2019	829	586	71.25%
Paraprofessional Substitutes 2019-2020	991	711	72.25%
<b>Totals/Average</b>	<b>2596</b>	<b>1802</b>	<b>69.30%</b>
Teacher Substitutes 2017-2018	2097	1820	87.50%
Teacher Substitutes 2018-2019	2076	1787	87.50%
Teacher Substitutes 2019-2020	1991	1649	82.50%
<b>Totals/Average</b>	<b>6164</b>	<b>5256</b>	<b>85.83%</b>

How teacher substitute daily rates will compare to other minimum wage earners through 2023

With current teacher substitute daily rates, as of January 1, 2020, teacher substitute rates fell below what minimum wage earners would earn for a 6-hour work day (See Figure 2). Although the differences in daily rates are minimal this year, over time without an adjustment to the rate, the difference would increase. If teacher substitute rates continue to fall below other minimum wage earners, it is reasonable to expect that fewer people will be attracted to the job when faced with better paying alternatives. Additionally, Chelmsford will risk signaling to teacher substitutes that it does not value them as much as other minimum wage earners. As a result, keeping the teacher substitute rate at \$75.00/day does not seem reasonable or appropriate.

Figure 2. Actual and projected Rate Comparisons for Teacher Substitutes



My recommendation, (visible in the dark blue line on Figure 2), includes an increase in the teacher substitute rate for FY 21 and beyond to \$90.00/day. Adjusting the rate to \$90.00/day is recommended over a more modest increase to \$85.00/day since each January the minimum wage will again increase and the teacher substitute rate will once again fall below minimum wage by January 2022. Raising the rate to \$90.00/day now will provide Chelmsford with a competitive advantage in attracting substitute candidates in comparison to most of our neighboring districts, and allow us 2 years without rate increases before minimum wage daily rates again impinge on our teacher substitute rates in FY23. Table 2 below projects the cost difference with the rate adjustment.

Table 2. Projected cost differences with rate increase to \$90/day

Academic Year	Expenditures September-December	Expenditures January -June	FY expenditures	Budgeted	Surplus
2016-2017	\$111,069	\$170,943	\$282,012	\$388,000	\$105,988
2017-2018	\$81,393	\$165,383	\$246,777	\$300,000	\$53,223
2018-2019	\$86,117	\$168,750	\$254,867	\$300,000	\$45,133
2019-2020 (\$75/day)	\$87,735	\$168,359	\$256,094	\$320,000	\$63,906
2020-2021 (\$90/day)			\$307,313	\$320,000	\$12,687

- Green numbers indicate projection

# CHELMSFORD PUBLIC SCHOOLS

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## Memorandum

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

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

DATE: June 12, 2020

RE: FY21 Non-Affiliated Rate / Salary Increases

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Attached please find a list of the non-affiliated employees of the Chelmsford Public Schools employed as of May 21, 2020. These employees are not part of a bargaining unit. I recommend the school committee vote to approve a 2% increase to the annual salary or hourly rate of pay as specified to these employees, effective July 1, 2020, at the regular meeting of the school committee on June 16, 2020.

Thank you for your consideration.

CHELMSFORD PUBLIC SCHOOLS  
NON-AFFILIATED EMPLOYEES - PAY INCREASE

Emp #	Last Name	First Name	Job Class Description	Group / BU Description	Current Annual / Hourly Salary	2% COLA July 1, 2020
22451	ARGENZIANO	JEFFREY	TECHNICIANS	NON BARG	49,906.12	50,904.24
23088	BERGLUND	KAREN	ADMINSTRATIVE ASSISTANT	NON BARG	43,297.29	44,163.23
20282	BOSSI	MAUREEN	COMMUNITY ED HOURLY	NON BARG	16.90	17.24
23615	BREKALIS	PETER	TRANSPORTATION	NON BARG	46,818.00	47,754.36
20239	BRODIE	SANDRA	COMMUNITY EDUCATION SALARY	NON BARG	23,158.54	23,621.71
22096	CHAGNON	KATHARINE	ATHLETIC TRAINER	NON BARG	49,112.50	50,094.75
23940	CLARK	STEPHANIE	COMMUNITY EDUCATION SALARY	NON BARG	36,210.00	36,934.20
24270	DEAN	KATHRINE	FINANCIAL ANALYST	NON BARG	56,000.00	57,120.00
23849	FIELDS	STEFANIE	COMMUNITY EDUCATION SALARY	NON BARG	58,140.00	59,302.80
22844	GREEN	KIMARA	COMMUNITY ED HOURLY	NON BARG	16.88	17.22
22000	GROVES	JEAN	COMMUNITY EDUCATION SALARY	NON BARG	37,957.14	38,716.28
23656	GUILLEMETTE	TRACY	SPECIAL ED SECRETARY	NON BARG	42,656.40	43,509.53
20284	HEFFERNAN	LISA	DATA MANAGEMENT	NON BARG	50,977.97	51,997.53
20215	HOEY	BETH	COMMUNITY EDUCATION SALARY	NON BARG	36,000.00	36,720.00
21643	KALABOKIS	BETHANY	COMMUNITY EDUCATION SALARY	NON BARG	34,142.22	34,825.06
23920	LEHMANN	MAUREEN	CNA	NON BARG	19.38	19.77
24145	LUKSHA	JODIE	COMMUNICATIONS AND MEDIA	NON BARG	60,000.00	61,200.00
23257	MATTSEN	PAULA	COMMUNITY ED HOURLY	NON BARG	16.24	16.56
20523	MCCARTIN	JANICE	COMMUNITY ED HOURLY	NON BARG	17.22	17.56
20673	MCDONALD	JANE	CENTRAL REGISTRAR	NON BARG	57,687.12	58,840.86
22450	MERCIER	KATHERINE	ADMINSTRATIVE ASSISTANT	NON BARG	54,204.61	55,288.70
20318	NEBALSKI	JOANNE	FOOD SERVICE ADMINISTRATOR	NON BARG	44,008.98	44,889.16
22448	NORMANDIN	STEVEN	TECHNICIANS	NON BARG	44,570.74	45,462.15
23832	PACELLI	DONNA	ADMINSTRATIVE ASSISTANT	NON BARG	39,535.20	40,325.90
22846	PANNETON	SHERRI	ADMINSTRATIVE ASSISTANT	NON BARG	43,297.29	44,163.23
24023	PAWL	JOHN	NUTRITION SVCS DRIVER	NON BARG	16.32	16.65
23616	PEREIRA	ANTONIO	DATA MANAGEMENT	NON BARG	88,434.00	90,202.68
22870	POISSON	RYAN	ATHLETIC STUDENT ASSISTANT	NON BARG	12.75	13.01
23294	RIGBY	WENDY	COMMUNITY ED HOURLY	NON BARG	15.61	15.92
21606	RIGOLI	PAMELA	DATA MANAGEMENT	NON BARG	74,326.72	75,813.25
23510	ROSE	WIOLETTKA	PAYROLL COORDINATOR	NON BARG	58,366.44	59,533.77
23201	SANDELLI	GINA	COMMUNITY ED HOURLY	NON BARG	15.30	15.61
23474	SCOTT	FELICIA	COMMUNITY EDUCATION SALARY	NON BARG	36,276.11	37,001.63
22308	SHEEHAN	KAREN	COMMUNITY ED HOURLY	NON BARG	17.22	17.56
23823	SHIN	DONG	COMPUTER TECHNICIAN	NON BARG	43,696.80	44,570.74
21345	SILVA	MARIE	COMMUNITY ED HOURLY	NON BARG	16.44	16.77
23981	SMITH	COLLEEN	COMMUNITY EDUCATION SALARY	NON BARG	45,000.00	45,900.00

23056	SPOONER	TRACEY	COMMUNITY ED HOURLY	NON BARG	16.24	16.56
23498	TERRANOVA	SANDRA	SCHOOL NUTRITION SECRETARY	NON BARG	14.86	15.16
21536	WALSH	MICHELE	COMMUNITY EDUCATION SALARY	NON BARG	55,141.20	56,244.02
23439	WEBBER	RUTH	ADMINSTRATIVE ASSISTANT	NON BARG	42,448.32	43,297.29
22521	WOOD	CHRISTINE	COMMUNITY EDUCATION SALARY	NON BARG	37,001.53	37,741.56
23114	WOODMAN	KAREN	CENT OFFICE ACCTS PAYABLE	NON BARG	39,535.20	40,325.90
20517	ZUKOWSKI	DAVID	HS DUTY SUPERVISOR	NON BARG	18,267.48	18,632.83

# CHELMSFORD PUBLIC SCHOOLS

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## Memorandum

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

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

DATE: June 14, 2020

RE: FY2020 Recommended Budget Transfers – Turf Fields, Classroom Technology, Supplies

---

I am writing to request three budget transfers for FY2020.

The first budget transfer is shifting \$ 93,800 of budget funds from the paraprofessional salary category to a new DESE function code category, 6200, Civic Activities and Community Services, to help fund the turf fields.

The paraprofessional salary accounts are projected to have a favorable balance of \$ 190,000 for similar reasons noted throughout the year on favorable labor variances. One example causing the favorable variance was an employee at a higher step (Step 2) leaving the district and the new employee being hired at the entry level step (Step 1). Another example is employees taking approved unpaid leaves of absence.

As reported in earlier financial updates, the turf field revolving fund (518) did not earn as much revenue this year since we were unable to rent out the fields this past spring. The bond payment for the turf fields is a fixed cost each year (\$ 80,000) which was a recorded expense in the revolving fund in May. The debt service interest payments totaled \$ 13,800 this year. This budget transfer would fund the new local account and a journal entry would be made to transfer (credit) the turf field revolving fund and debit the local budget expense account in the amount of \$ 93,800. This will also increase the reserve in the revolving fund from \$ 24,924 up to \$ 118,724.

From DESE Code		To			Amount
2230	Paraprofessionals	New Acct	6200	Civic Activities & Community Svc	\$ 93,800

### *Suggested Motion*

*I recommend the school committee vote to approve an FY2020 local operating budget transfer of \$ 93,800 from the Paraprofessionals Salaries Category to the Civic Activities and Community Service Category as presented.*

The second budget transfer request is shifting \$165,000 from various technology accounts throughout the budget into the classroom instructional technology category to fund end-of-year technology purchases at Chelmsford High School. The budget funds are from several technology accounts (in other DESE function codes) that have a favorable variance.



From DESE Code		To			Amount
11230000-54206	Districtwide Software				20,000.00
11450000-52470	Districtwide Tech Svc Contracts				21,637.03
11450000-58510	Districtwide MIS Equip Technology				1,869.74
14400000-52472	Districtwide MIS Contracted Services				88,319.40
12210100-54206	School Leadership (eqp)				8,273.83
12415100-53990	Inst Materials Library				3,500.00
12420139-58510	Inst Equip Tech Ed				6,500.00
12420400-58510	Inst Equip Byam				4,900.00
12420500-58510	Inst Equip Center				5,000.00
12420600-58510	Inst Equip Harrington				5,000.00
	Total w/in Technology Categories	12451100	54204	Instructional Technology CHS	165,000.00

**Suggested Motion:**

*I recommend the school committee vote to approve FY2020 local operating budget transfers totaling \$ 165,000 from the accounts noted to the Classroom Instructional Technology Category at CHS as presented.*

The third budget transfer is shifting \$ 100,000 of budget funds from the salary reserve COLA category and the paraprofessional salary category to the general classroom supplies category, 2430, to help fund school supplies for students. This would fund \$ 15,000 for each elementary school (4) and \$ 20,000 for each middle school (2).

From DESE Code		To			Amount
2305	Classroom Teachers, Salary Reserve COLA		2430	General Supplies	4,000
2230	Paraprofessionals		2430	General Supplies	\$ 96,000

**Suggested Motion**

*I recommend the school committee vote to approve an FY2020 local operating budget transfer of \$ 100,000 from the Classroom Teacher Salary Reserve COLA category and the Paraprofessionals Salaries Category to the General Supplies Category as presented.*

# CHELMSFORD PUBLIC SCHOOLS

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Jay Lang, Ed.D., Superintendent

## Memorandum

To: Members of the School Committee  
From: Jay Lang, Ed.D., Superintendent of Schools  
Date: June 13, 2020  
Re: 2019/2020 Superintendent's Evaluation Process

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Below is a proposed timeline and process for conducting my evaluation for the 2019/20 school year. This is in-line with previous evaluations conducted.

### Superintendent Evaluation Process

1. The superintendent submits a Year-in-Review Report at the July 7, 2020 regular school committee meeting and presents the highlights to the school committee. The school committee members will have an opportunity to ask clarifying questions or request additional evidence/information for use in completing the superintendent's evaluation.
2. Each school committee member prepares an End-of-Cycle Summative Evaluation Report by July 21, 2020 taking into consideration the Year-in-Review Report submitted by the superintendent as well as any other relevant evidence/information for the purpose of arriving at:
  - An assessment of progress on goals;
  - A rating of the superintendent's performance on the Standards;
  - An overall rating of the superintendent's performance.

Members will electronically submit their evaluation reports to Chairman King, copied to the superintendent, by July 21, 2020.

3. The Chair (Dennis) drafts an End-of-Cycle Summative Evaluation Report of the superintendent for the committee. The Chair will:
  - Prepare a single summative evaluation based upon the preponderance of individual ratings;
  - The Chair sends the summative evaluation to committee members by July 24, 2020;
  - The school committee adopts a final End-of-Cycle Summative Evaluation Report (on agenda for July 28, 2020).

# CHELMSFORD PUBLIC SCHOOLS

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Jay Lang, Ed.D., Superintendent

This timeline will allow us to review the current year and move the discussion to the next (2020/21) school year this summer. To aid in your review and evaluation of my work, I have attached an evaluation rubric taken from MA DESE for the superintendent's evaluation. This rubric is to be completed by each individual member and then submitted individually to Chairman King for compilation. The individual evaluations *are not public record* and *are not shared with the public*. The cumulative summative document (ratings and comments) that Chairman King will compile based upon individual member ratings will become public record and will be shared with the public.

I have colored coded the rubric for you. Each box that is colored (yellow and green) requires a rating. It is recommended that you complete the yellow sections first, review the ratings, and go back and complete the green sections. The green sections are overall summative ratings for each area included in the yellow sections. I hope this make sense, please feel free to let me know if there is anything I can provide to help in your review.

I am also available/willing to meet individually with any committee member that desires to review the work of this past year and assist in providing additional evidence of practice where it may be helpful. If you would like to schedule a time to meet, please reach out and we'll get together.

**End-of-Cycle Summative Evaluation Report: Superintendent  
2019 - 2020 School Year**

**Jay Lang, Ed.D.  
Superintendent of Schools**

Indicators	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p><b>Unsatisfactory</b> = Performance on a standard or overall has not significantly improved following a rating of <i>Needs Improvement</i>, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.</p>				
<p><b>Needs Improvement/Developing</b> = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.</p>				
<p><b>Proficient</b> = <b>Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.</b></p>				
<p><b>Exemplary</b> = A rating of <i>Exemplary</i> indicates that practice significantly exceeds <i>Proficient</i> and could serve as a model of practice regionally or statewide.</p>				
Standard I: Instructional Leadership				
Standard II: Management and Operations				
Standard III: Family and Community Engagement				
Standard IV: Professional Culture				
Rate Overall Summative Performance				

Comments:

**End-of-Cycle Summative Evaluation Report: Superintendent  
2019 - 2020 School Year**

**Jay Lang, Ed.D.  
Superintendent of Schools**

**Superintendent’s Performance Rating for Standard I: Instructional Leadership**

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>I-A. Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.				
<b>I-B. Instruction:</b> Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.				
<b>I-C. Assessment:</b> Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.				
<b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.				
<b>I-E. Data-Informed Decision Making:</b> Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.				
<b><i>Overall Rating for Standard I</i></b>				
The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.				

**Comments:**

**End-of-Cycle Summative Evaluation Report: Superintendent  
2019 - 2020 School Year**

**Jay Lang, Ed.D.  
Superintendent of Schools**

**Superintendent’s Performance Rating for Standard II: Management and Operations**

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.				
<b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.				
<b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.				
<b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.				
<b>II-E. Fiscal Systems:</b> Develops a budget that supports the district’s vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.				
<b>Overall Rating for Standard II</b>				
The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.				

**Comments:**

**End-of-Cycle Summative Evaluation Report: Superintendent  
2019 - 2020 School Year**

**Jay Lang, Ed.D.  
Superintendent of Schools**

**Superintendent’s Performance Rating for Standard III: Family and Community Engagement**

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>III-A. Engagement:</b> Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.				
<b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.				
<b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.				
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.				
<b><i>Overall Rating for Standard III</i></b>				
The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.				

**Comments:**

**End-of-Cycle Summative Evaluation Report: Superintendent  
2019 - 2020 School Year**

**Jay Lang, Ed.D.  
Superintendent of Schools**

**Superintendent's Performance Rating for Standard IV: Professional Culture**

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.				
<b>IV-B. Cultural Proficiency:</b> Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.				
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.				
<b>IV-D. Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.				
<b>IV-E. Shared Vision:</b> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.				
<b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.				
<b>Overall Rating for Standard IV</b>				
The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.				

**Comments:**



**End-of-Cycle Summative Evaluation Report: Superintendent  
2019 - 2020 School Year**

**Jay Lang, Ed.D.  
Superintendent of Schools**

**Add Evaluator Comments**

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

NOTES:

# CHELMSFORD PUBLIC SCHOOLS

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*Office of Human Resources*

*230 North Road, Chelmsford, MA 01824*

*Telephone: (978) 251-5100 Fax: (978) 251-5110*

TO: Dr. Jay Lang, Superintendent

FROM: Dr. Cheryl Kirkpatrick, Director of Personnel and Professional Learning

DATE: June 9, 2020

RE: **Personnel Report – May 2020**

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 – May 2020

New Hires

**Begin, Rosemary**

**Special Education Teacher  
Byam Elementary School  
Effective date: 8/31/2020**

**Brown, Amy**

**Art Teacher  
Byam Elementary School  
Effective date: 8/31/2020**

**Conroy, Danielle**

**School Nurse LPN (0.7 FTE)  
McCarthy Middle School  
Effective date: 8/31/2020**

**D’Amico, Allison**

**Grade 2 Teacher  
South Row Elementary School  
Effective date: 8/31/2020**

**Dremlyuga, Kori-Lin**

**Technology Integration Specialist  
District-wide  
Effective date: 8/31/2020**

**Duggan, Alda**

**School Nurse LPN (0.7 FTE)  
Chelmsford High School  
Effective date: 8/31/2020**

**Ferronetti, Jessica**

**World Language Teacher (Spanish)  
Chelmsford High School  
Effective date: 8/31/2020**

**Finnegan, Megan**

**Special Education Teacher  
Center Elementary School  
Effective date: 8/31/2020**

**Gardner, Andrea**

**Technology Integration Specialist  
Parker Middle School  
Effective date: 8/31/2020**

**Jackson, Kathryn**

**Grade 4 Teacher**

**Byam Elementary School**

Effective date: 8/31/2020

**Kelleher, Shayla**

**Grade 2 Teacher**

**Center Elementary School**

Effective date: 8/31/2020

**Lojzim, Kristi**

**Grade 1 Teacher**

**Byam Elementary School**

Effective date: 8/31/2020

**Luce, Rowena**

**English Language Arts Teacher**

**Chelmsford High School**

Effective date: 8/31/2020

**Manopolous, Marissa**

**BCBA**

**McCarthy Middle School**

Effective date: 8/31/2020

**Martinez, Axel**

**Physics & Physical Science Teacher**

**Chelmsford High School**

Effective date: 8/31/2020

**Matteucci, Andrew**

**Environmental Science & Biology Teacher**

**Chelmsford High School**

Effective date: 8/31/2020

**Nixon, Madeline**

**Special Education Teacher**

**Harrington Elementary School**

Effective date: 8/31/2020

**Sapp, Kathryn**

**BCBA**

**Harrington Elementary School & Center Elementary School**

Effective date: 8/31/2020

**Shainess, Jennifer**

**Special Education Teacher**

**Harrington Elementary School**

Effective date: 8/31/2020

**Smith, Lauren**  
**Grade 3 Teacher**  
**Byam Elementary School**  
Effective date: 8/31/2020

**Resignations:**

**Abrams, Jonathan**  
**Chorus/General Music Teacher**  
**Parker Middle School**  
Effective date: 6/17/2020

**Beato, Emilio**  
**World Language Teacher (Spanish)**  
**Chelmsford High School**  
Effective date: 6/17/2020

**Bellinghieri, Amy**  
**School Nurse LPN (0.7 FTE)**  
**McCarthy Middle School**  
Effective date: 5/1/2020

**Buckley, James**  
**Interim Grade 8 ELA/SS Teacher**  
**McCarthy Middle School**  
Effective date: 6/17/2020

**D'Alessandro, Elaine**  
**Special Education Teacher (STRIVE Program)**  
**McCarthy Middle School**  
Effective date: 6/17/2020

**DeVillasante, Jorge**  
**World Language Teacher (French/Spanish)**  
**Chelmsford High School**  
Effective date: 6/17/2020

**Meneses, Angela**  
**Interim Kindergarten Teacher**  
**Harrington Elementary School**  
Effective date: 6/17/2020

**Quesnel, Jaclyn**  
**School Psychologist**  
**Harrington Elementary School**  
Effective date: 6/17/2020

**Rush, Caroline**  
**8<sup>th</sup> Grade Science/Math Teacher**  
**McCarthy Middle School**  
Effective date: 6/17/2020

**Sousa, Steven**  
**Physics Teacher**  
**Chelmsford High School**  
Effective date: 6/17/2020

**St. Louis, Krista**  
**Special Education Teacher**  
**Parker Middle School**  
Effective date: 6/17/2020

**Trager, Brooke**  
**Special Education Teacher**  
**Center Elementary School**  
Effective date: 6/17/2020

**Young, Anne**  
**Registered School Nurse**  
**South Row Elementary School**  
Effective date: 6/17/2020

**Retirements:**

**None**

**Assignment Changes:**

**Brooks, Heather (formerly Speech Language Pathologist at Harrington Elementary School/CHIPS)**

**Speech Language Pathologist**  
**Center Elementary School**  
Effective date: 8/31/2020

**Gover, Allison (formerly Art Teacher at Byam Elementary School)**

**Art Teacher**  
**Chelmsford High School**  
Effective date: 8/31/2020

**Kimsoung, Pauline (formerly Paraprofessional at Byam Elementary School)**

**Technology Assistant**  
**Parker Middle School**  
Effective date: 8/31/2020

**Leoni, Miranda (formerly Speech Language Pathologist at CHIPS)**

**Speech Language Pathologist**

**Center Elementary School and CHIPS**

Effective date: 8/31/2020

**Marino, Colleen (formerly Grade 2 Teacher at Center Elementary School)**

**Grade 4 Teacher**

**Center Elementary School**

Effective date: 8/31/2020

**Panneton, Sherri (formerly HR Assistant/Facilities Admin at Central Office)**

**Technology Assistant**

**McCarthy Middle School**

Effective date: 8/31/2020

# CHELMSFORD PUBLIC SCHOOLS

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## Memorandum

TO: Jay Lang, Superintendent  
Members of the School Committee

FROM: Cheryl Kirkpatrick, Director Personnel & Professional Learning

DATE: June 10, 2020

RE: Proposed Updates to Sexual Harassment Policy and Discrimination and Harassment Procedures

---

The purpose of this memo is to provide the School Committee with recommended updates to the district's Sexual Harassment Policy, Nondiscrimination Policies, and Discrimination and Harassment Grievance Procedures. These updates are being recommended in order to comply with new Title IX regulations, and to include our grievance procedures in the district's policy manual, which is a practice that the Office of Civil Rights supports. All educational institutions that receive federal funding must ensure compliance with the new Title IX regulations by August 14, 2020.

Attached to this document you will find the following:

- 1) A new Sexual Harassment policy (File ACAB) that is in compliance with new Title IX regulations. I recommend that this policy replace the current File ACAB.
- 2) A marked-up version of File GBK Staff Grievance Policy. I recommend approval of the suggested changes.
- 3) A marked-up version of File ACA Nondiscrimination on the Basis of Sex. I recommend approval of the suggested changes.
- 4) A marked-up version of File AC Nondiscrimination. I recommend approval of the suggested changes, and the renaming on File AC to "Nondiscrimination Policy and Grievance Procedures".
- 5) A marked-up version of File ACE Nondiscrimination on the Basis of Disability. I recommend approval of the suggested changes.
- 6) "Clean," final versions of all updated policies

I am recommending replacing the current File ACAB Sexual Harassment Policy with a new version that complies with the new Title IX regulations, and the incorporation of the district's Discrimination and Grievance Procedures into the district's File AC Nondiscrimination, at the recommendation of our legal team given the new Title IX regulations and the legal team's familiarity with preferences expressed by the Office of Civil Rights. Please see accompanying memo from the legal team.

Once approved, the policies will be uploaded to the [MASC policy website](#). Links to these policies will also be updated in the Employee Handbook.

Thank you for your consideration.



June 10, 2020

Dennis F. King  
Chair of Chelmsford School Committee  
230 North Road  
Chelmsford, MA 01824

**Re: Revisions to Anti-Discrimination Policies**

Dear Chair King:

Enclosed you will find a series of policies relating to non-discrimination, which contain various levels of editing. The explanations behind these edits, and an introduction to the extent of these edits, are discussed below.

The Sexual Harassment Policy, Policy ACAB, is the only policy I recommend changing wholesale. There are so many differences between the old policies and procedures and the new ones that starting fresh makes the best sense, rather than trying to adapt your old policy. Instead, I have discussed your typical procedures with Ms. Kirkpatrick and have adapted this policy for your specific use.

The most significant changes occurred with respect to your Nondiscrimination Policy, which I have renamed your “Nondiscrimination Policy and Grievance Procedures.” As the name suggests, this policy was revamped to include your existing grievance procedures. It is now an amalgamation of your original policy and your original grievance procedures, with both of them edited to take into account the separation of the Sexual Harassment Policy procedures from typical procedures. I strongly advise separating the policies in this way because of the burdensome nature of many of the new Title IX regulations, which are not required when investigating other harassment matters. For example, Title VI racial harassment grievance procedures do not require you to provide a full written report to both sides, and to allow them then to comment on that, and to require school personnel to ask questions of all parties and witnesses after receiving it, whereas Title IX does. With Title VI, you can simply interview all of the parties, and write a final report which is, essentially, final, subject to the appeals process.

The reason I have included your grievance procedures in this policy is that OCR takes the position that grievance procedures need to be widely available in a district’s policy book. Last



300 Crown Colony Drive, Suite 410 | Quincy, Massachusetts 02169 | T 617.479.5000 | F 617.479.6469  
Boston | Springfield | info@mhtl.com | [www.mhtl.com](http://www.mhtl.com)

Chair King  
June 10, 2020  
Page 2

year, OCR recommended doing this in a separate case I was involved with and it did work well in that district, so I followed suit here.

An additional item of note is that, in both of the above policies, I gave the titles of the relevant coordinators (e.g., Title IX, 504), instead of the names. This will work so long as the job titles continue to be associated with the roles. The telephone number on the website for everyone is exactly the same, so that part, at least, was straightforward. You can list the names if you would prefer to do so; but in any event, you must designate the coordinators in some meaningful way in your policy book.

The remaining policies have been edited to a far less significant extent than the Sexual Harassment Policy and the Nondiscrimination Policy and Grievance Procedures. Primarily, the edits exist to refer to the other two policies. However, I did add a bit to your website accessibility section of the Nondiscrimination on the Basis of Disability Policy, which is based on feedback I received from OCR during several recent website accessibility investigations.

Thank you for your attention to this matter.

Very truly yours,

Elizabeth Sherwood, Esq.  
Murphy, Hesse, Toomey & Lehane, LLP

cc: Jay Lang, Superintendent of Schools  
Cheryl Kirkpatrick, Civil Rights Coordinator

**CHELMSFORD PUBLIC SCHOOLS  
SEXUAL HARASSMENT/ TITLE IX POLICY**

**Definitions**

In the employment context, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment under Massachusetts law when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's advancement (quid pro quo harassment);
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions;
- Such conduct interferes with an individual's job duties; or
- The conduct creates an intimidating, hostile or offensive work environment.

In the educational context, sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct ("quid pro quo harassment");
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity ("hostile environment harassment"); or
- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30)

The District will promptly investigate all allegations of sexual harassment of which it has actual knowledge and which are alleged to occur in the school's programs and activities, including locations, events, and/ or circumstances in which the school district exercises substantial control, in a way that is not deliberately indifferent.

The following additional definitions apply:

"Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to any employee of the district, except that this standard is not met when the only official of the district with actual knowledge is the respondent (where the respondent is an employee). Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. Complaints will be addressed whenever the district has actual knowledge of the allegation.

"Administrative leave" means placing an employee on leave pursuant to state law. Nothing in the Title IX regulations precludes a recipient from placing a non-student employee respondent on administrative leave during the pendency of a grievance process, provided that Massachusetts laws are followed.

“Consent” means cooperation in act or attitude pursuant to an exercise of free will of a conscious person with informed knowledge of the nature of the act or actions. A current or previous relationship shall not be sufficient to constitute consent. Consent will not be found when submission to the act or actions is undertaken due the influence of fear, fraud, forcible compulsion, threats, and/ or the complainant possessed any legal incapacity to consent at the time of the act or actions. Consent is a defense to all types of sexual harassment.

“Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Deliberate indifference” means a response to sexual harassment that is clearly unreasonable in light of the known circumstances.

“Emergency removal” means the suspension or expulsion of a student on an emergency basis, consistent with state law. Nothing in the Title IX regulations precludes a district from removing a respondent from the district’s education program or activity on an emergency basis, provided that the district follows all procedures under Massachusetts law, undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

“Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment and requesting that the district investigate the allegation of sexual harassment.

“Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

“Supportive measures” means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures

### **Complaints and Reports of Sexual Harassment**

Upon receiving actual notice of alleged sexual harassment without a formal complaint, staff

members must notify the Title IX Coordinator. The Title IX Coordinator must then contact the complainant within two school days of receiving the complaint and do the following:

- Discuss and offer supportive measures;
- Consider the complainant's wishes with respect to supportive measures;
- Explain that supportive measures may be received with or without filing a formal complaint;
- Determine whether the complainant wishes to file a formal complaint; and
- Explain to the complainant the purpose of filing a formal complaint.

The Title IX Coordinator must document in writing the supportive measures offered/provided or why no supportive measures were offered/provided. Complainant and respondents must be offered supportive measures even if they do not file a formal complaint.

If the complainant declines to file a formal complaint, the Title IX Coordinator must consider whether to sign a formal complaint and start an investigation despite the complainant's preferences. This decision may be appropriate when safety or similar concerns lead the district to conclude that a non-deliberately indifferent response to actual knowledge of Title IX sexual harassment could reasonably require the school district to investigate and potentially sanction a respondent. A Title IX Coordinator's decision to override the complainant's decision not to file a formal complaint must be documented in writing along with an explanation of why this decision was necessary in order to avoid deliberate indifference.

Formal complaints may also be filed directly with the Title IX Coordinator by a complainant in person, by mail, by email, or by telephone at any time, including during non-business hours. The contact information for the Title IX Coordinator is:

Title IX Coordinator: Director of Human Resources and Professional Learning, (978) 251-5100.

The complaint may be written by the complainant, or it will be reduced to writing by either the school employee who receives the complaint, the building Principal, or the Title IX Coordinator. Whether the complaint is reduced to writing by a student, parent, or staff member, the written complaint should include the name of the complainant, the name of the alleged victim (if different), the name of the respondent, the location of the school/department where the alleged discriminatory action occurred, the basis for the complaint, witnesses (if any), and the corrective action the complainant is seeking. This information will be made on or transferred to a discrimination/ harassment complaint form maintained by the District.

There is no time limit or statute of limitation on timing to file a formal complaint. However, at the time of filing a formal complaint, an alleged victim must be participating or attempting to participate in a program or activity of the school district. Additionally, the district has discretion to dismiss a formal complaint where the passage of time would result in the district's inability to gather evidence sufficient to reach a determination regarding responsibility, or when the district loses responsibility for the respondent (e.g., the respondent no longer attends or is employed by the district).

If the conduct alleged in the formal complaint would not constitute sexual harassment as defined

in this policy even if proved, did not occur in the school district's education program or activity, or did not occur against a person in the United States, then the school district must dismiss the formal complaint under these procedures, but could investigate it under other policies and procedures. The school district must send written notice of any dismissal.

Investigations to allegations of sexual harassment will be prompt and the formal process will be completed within a sixty day timeframe where feasible. There may be a temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

### **Written Notice**

Before any investigation can begin, the district must send written notice to both parties including sufficient details. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice must inform the parties that the District's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If additional allegations are added during the course of the investigation, additional written notice must be provided.

### **Informal Resolution**

Where appropriate, after notice has been issued, the Title IX Coordinator should also consider offering the parties an option for informal resolution (e.g., mediation). Informal resolution may only be offered after a formal complaint is filed, and the parties must give written consent to engage in this process. Informal resolution may not be used if the allegation is against an employee respondent. Facilitators of informal resolution will be designated by the Title IX Coordinator and must not be biased against any of the parties.

Informal resolution is entirely voluntary. Complainants may elect to pursue formal procedures at any step in the process of making their complaint, even if informal resolution has already begun. Similarly, respondents may elect to follow formal procedures and decline informal resolution.

If the complainant and the respondent feel that their grievances have been sufficiently addressed via informal resolution, then no further action needs to be taken. This voluntary conversation must occur within five (5) school days after receiving the complaint of discrimination or harassment, unless both parties agree otherwise. The results of an informal resolution shall be maintained by the facilitator, in writing.

If the complainant is not satisfied with the resolution from the informal process, or if he/she does

not choose informal resolution, then he/she can begin the formal complaint procedure described below.

### **Investigation**

If informal resolution is not offered to or accepted by the parties, the Title IX Coordinator will designate an investigator and a decision maker, who may not be the same person. The Title IX Coordinator is free to cast himself/ herself in either role, where appropriate.

The investigator must not be biased against any of the parties at the outset of the investigation. The investigator will be responsible for interviewing parties and witnesses, finding facts, and making determinations related to credibility, all of which will go into a written report. The investigator must avoid all questions that are protected by legal privilege, unless the privilege has been waived, and should avoid asking about the complainant's sexual history unless it is directly relevant to prove consent to the conduct at issue or to prove that the conduct was committed by someone other than the respondent.

Prior to completion of the investigative report, the school district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report.

The investigator must avoid making any final determinations of responsibility for sexual harassment.

Findings should be written in a factual way in an investigative report. Credibility determinations may not be based on an individual's status as complainant, witness, or respondent.

During the investigative process and any further hearings, complainants and respondents have a right to have advisors of their choice participate in all aspects of the proceedings. The district will provide both parties with written notice of investigative interviews, meetings, and hearings, with sufficient time to prepare.

The investigation will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

### **Findings of Responsibility**

After the investigator has completed the investigation, the designated decision-maker will be assigned to determine final responsibility or lack thereof for violating Title IX. The decision-maker must not be biased against any of the parties at the outset of this process.

Before the district can determine responsibility, an investigative report will be sent to the parties and the decision-maker will offer both the complainant and respondent the opportunity to submit proposed relevant, written questions to ask of any party or witness, to respond to questions posed by another party, and to offer additional limited follow-up. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such

questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

After this process is complete, the decision-maker will create a written determination regarding whether sexual harassment has occurred using a preponderance of the evidence standard.

A "preponderance of the evidence" means that it is more likely than not that the alleged conduct occurred. The decision-maker shall further recommend what action, if any, is required. If it is determined that sexual harassment occurred, the District will take steps to prevent the recurrence of the harassment and correct its discriminatory effect on the complainant and others if appropriate.

The written determination must be issued to both parties simultaneously and must include:

- (A) Identification of the allegations potentially constituting sexual harassment;
- (B) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- (C) Findings of fact supporting the determination;
- (D) Conclusions regarding the application of the recipient's code of conduct to the facts;
- (E) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
- (F) The district's procedures and permissible bases for the complainant and respondent to appeal (a copy of, or direct reference to, this policy will suffice).

If there is a finding that sexual harassment occurred, the school district will provide remedies to the complainant designed to restore or preserve equal access to the school district's education program or activity. Such remedies may include supportive measures.

Formal disciplinary actions may be imposed in the event that the preponderance of the evidence indicates a violation of this policy, up to and including expulsion or termination. Any disciplinary action will be in accordance with due process rights under State law and any applicable collective bargaining agreement.

As indicated above, these procedures do not limit the District from removing a student or employee from a program or activity on an emergency basis based on immediate threats to people's physical health or safety or placing an employee on administrative leave during the pendency of the investigation.

## **Records**



A record will be maintained for a period of seven years of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment and district staff will document the basis for the district's conclusion that its response was not deliberately indifferent.

### **Training**

The district will ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the recipient's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

The district will ensure that decision-makers receive training on any technology to be used in interviews and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

The district also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

These training materials will be posted on the school district's website.

### **Appeals**

Any party may appeal the decision in writing to the Superintendent within fifteen (15) school days of receipt of the findings of the formal procedure or a dismissal on the following bases:

- (A) Procedural irregularity that affected the outcome of the matter;
- (B) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- (C) The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The school district will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties. Both parties will have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

The Superintendent or designee, as a further impartial decision-maker, will review the comprehensiveness and accuracy of the investigation and the conclusions, and issue written findings to both the complainant and respondent within thirty (30) school days of the appeal.

The Superintendent may be reached at (978) 251-5100.

**External Grievance Procedure**

Any student, parent or employee who chooses not to use the District's internal grievance procedures or who is not satisfied with the District's internal grievance procedures may file a complaint of discrimination or harassment with an appropriate state or federal agency.

For complaints related to discrimination/harassment of students:

The Office for Civil Rights, US Department of Education  
5 Post Office Square, 8<sup>th</sup> Floor  
Boston, MA 02109-3921  
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

OR

The Massachusetts Commission Against Discrimination  
One Ashburton Place  
Sixth Floor, Room 601  
Boston, MA 02108  
Phone 617-994-6000, TIY: 617-994-6196

For complaints related to discrimination/harassment of parents:

The Office for Civil Rights, US Department of Education  
5 Post Office Square, 8<sup>th</sup> Floor  
Boston, MA 02109-3921  
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

For complaints related to discrimination/harassment of employees:

The Office for Civil Rights, US Department of Education  
5 Post Office Square, 8<sup>th</sup> Floor  
Boston, MA 02109-3921  
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

OR

The Massachusetts Commission Against Discrimination  
One Ashburton Place  
Sixth Floor, Room 601  
Boston, MA 02108  
Phone 617-994-6000, TIY: 617-994-6196

OR

The Equal Employment Opportunities Commission  
John F. Kennedy Federal Building  
475 Government Center  
Boston, MA 02203  
Phone: 1-800-669-4000

**Referral to Law Enforcement, Other Agencies**

Some alleged conduct may constitute both a violation of District policies and criminal activity. The building Principal, coordinator, Superintendent, or designee will refer matters to law enforcement and other agencies as appropriate under the law or District policy, and inform the complainant/ alleged victim of the right to file a criminal complaint.

**Retaliation**

Complainants and those who participate in the complaint resolution process or who otherwise oppose in a reasonable manner an act or policy believed to constitute discrimination are protected from retaliation by law and District policy. The coordinator or designee will inform all involved individuals that retaliation is prohibited, and that anyone who feels that they have experienced retaliation for filing a complaint or participating in the resolution process should inform the coordinator. The coordinator will investigate reports of retaliation and, where retaliation is found, take separate remedial and disciplinary action.

**File: GBK - STAFF COMPLAINTS AND GRIEVANCES**

The School Committee will encourage the administration to develop effective means of resolving differences that may arise among employees and between employees and administrators; reduce potential areas of grievances; and establish and maintain recognized channels of communication between the staff, administration, and the School Committee.

It is the Committee's desire that grievance procedures provide for prompt and equitable adjustment of differences at the lowest possible administrative level, and that each employee be assured opportunity for an orderly presentation and review of complaints and concerns.

Channels established will provide for the following:

1. That teachers and other school employees may appeal a ruling of a Principal or other administrator to the Superintendent.
2. That all school employees may appeal a ruling of the Superintendent to the Committee, except in those areas where the law has specifically assigned authority to the Principal and/or the Superintendent and Committee action would be in conflict with that law.
3. That all hearings of complaints before the Superintendent or Committee be conducted in the presence of the administrator who made the ruling that is the subject of the grievance.

The process established for the resolution of grievances in contracts negotiated with recognized employee bargaining units will apply only to "grievances" as defined in the particular contract.

[Where harassment based on race, color, homelessness, sex, gender identity, religion, national origin, sexual orientation, disability, pregnancy or pregnancy related condition, and/or parenting status, staff should further refer to the grievance procedures outlined in Policy AC \(Nondiscrimination Policy and Grievance Procedure\) and Policy ACAB \(Sexual Harassment\).](#)

LEGAL REFS.: M.G.L. [150E:5](#) and [8](#)

CONTRACT REFS.: All Contract Agreements

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Where harassment based on race, color, homelessness, sex, gender identity, religion, national origin, sexual orientation, disability, pregnancy or pregnancy related condition, and/or parenting status, staff should further refer to the grievance procedures outlined in Policy AC (Nondiscrimination Policy and Grievance Procedure) and Policy ACAB (Sexual Harassment).

LEGAL REFS.: M.G.L. [150E:5](#) and [8](#)

CONTRACT REFS.: All Contract Agreements

**File: ACA - NONDISCRIMINATION ON THE BASIS OF SEX**

The School Committee, in accordance with Title IX of the Education Amendments of 1972, declares that the school system does not and will not discriminate on the basis of sex in the educational programs and activities of the public schools. This policy will extend not only to students with regard to educational opportunities, but also to employees with regard to employment opportunities and to third parties.

The School Committee will continue to ensure fair and equitable educational and employment opportunities, without regard to sex, to all of its students and employees. If you believe that you or someone else has been harassed on the basis of sex, please refer to Policy ACAB (Sexual Harassment) and Policy AC (Nondiscrimination Policy and Grievance Procedure) for appropriate procedures to follow depending on the type of harassment at issue.

~~The Committee will designate an individual to act as the school system's Title IX compliance officer. All students and employees will be notified of the name and office address and telephone number of the compliance officer. At each school building, the principal will serve as the building Title IX Coordinator.~~

LEGAL REFS.: Title IX of the Education Amendments of 1972

45 CFR, Part 86, (Federal Register, 6/4/75)

M.G.L. [76:5](#); [76:16](#) (Chapter 622 of the Acts of 1971)

~~B~~DESE 603 CMR [26:00](#)

Department of Education's Title IX Final Rule (unpublished)

<https://www2.ed.gov/about/offices/list/ocr/docs/titleix-regs-unofficial.pdf>

CROSS REF.: [AC](#), Nondiscrimination Policy and Grievance Procedure

[ACAB, Sexual Harassment/ Title IX Policy](#)

**File: ACA - NONDISCRIMINATION ON THE BASIS OF SEX**

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LEGAL REFS.: Title IX of the Education Amendments of 1972

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Department of Education's Title IX Final Rule (unpublished)  
<https://www2.ed.gov/about/offices/list/ocr/docs/titleix-regs-unofficial.pdf>

CROSS REF.: [AC](#), Nondiscrimination Policy and Grievance Procedure

ACAB, Sexual Harassment/ Title IX Policy

**File: AC – NONDISCRIMINATION POLICY AND GRIEVANCE PROCEDURES**

Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed by the following statements that the School Committee intends to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, homelessness, sex, gender identity, religion, national origin, sexual orientation, disability, pregnancy or pregnancy related condition, and/or parenting status.

It will be a violation of this policy for any student, district employee or third party, based on a student's, employee's or third party's actual or perceived race, color, homelessness, sex, gender identity, religion, national origin, age, sexual orientation, disability, pregnancy or pregnancy related condition, and/or parenting status:to: (1) harass a student, district employee or third party through conduct or communication (e.g., physical, verbal, graphic or written) or to (2) inflict, threaten to inflict or attempt to inflict violence; or to (3) discriminate against a student, District employee or third party.

If someone has a complaint or feels that they have been discriminated against because of their race, color, homelessness, sex, gender identity, religion, national origin, age, sexual orientation, disability, pregnancy or pregnancy related condition, and/or parenting status, their complaint should be registered with the designated coordinator for the type of harassment or with the building principal where the alleged harassment occurred.



All of the designated Civil Rights Coordinators for different types of harassment can be reached at (978) 251-5100. The Administrators who serve in each role are as follows:

Title IX Coordinator (sexual harassment, stalking, domestic violence, dating violence, sexual assault): Director of ~~Human Resources~~ **Personnel** and Professional Learning.

Civil Rights Coordinator (race, color, gender identity, religion, national origin, age, sexual orientation, pregnancy, pregnancy related condition, and/or parenting status): ~~Superintendent of Schools~~ **Director of Personnel and Professional Learning.**

Section 504 Coordinator (disability, IDEA, ADA, and 504): Director of Student Services. ~~with the District's Civil Rights Coordinator who is the Director of Personnel & Professional Learning or the principal of the building.~~

Homeless Liaison: Director of Business and Finance.

Additionally, national origin and racial harassment complaints relating to English Language Learners may be addressed to the Reading/ ELL Department Coordinator and Title I Director.

~~Any complaint will be addressed pursuant to Chelmsford Public Schools' Discrimination and Harassment Grievance Procedures, which the Superintendent will adopt. The District will take appropriate action to respond to these incidents, which may include disciplinary action against any student or District employee who is found to have violated this policy. Appropriate administrative and staff follow up will be provided for targets and offenders of harassment, violence and discrimination.~~

## GRIEVANCE PROCEDURES

The following grievance procedures relate to all complaints except those that are explicitly addressed under Title IX. Please refer to the Title IX Coordinator and Policy ACAB (Sexual Harassment/ Title IX Policy) for Title IX complaints.

### Definitions

For the purposes of this procedure:

A. A "Complaint" is defined as an allegation that a student or employee has been discriminated against or harassed on the basis of race, color, national origin, age, sex (unless it falls under the Title IX Policy), sexual orientation, gender identity, disability, or religion.

A.B. "Complainant" means an individual who is alleged to be the victim of conduct that could constitute harassment.

B.C. "Discrimination" means discrimination or harassment on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion by

which an individual is excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any program or activity of the school.

D. “Harassment” means unwelcome conduct on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion that is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Harassment may include insults, name-calling, off color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which rises to the level of a hostile environment.

E. “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute harassment.

C.F. \_\_\_\_\_

~~D.G. \_\_\_\_\_ “Sexual Harassment” means unwelcome, sexually offensive or gender based conduct which is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Additionally, under M.G.L. c. 151C, § 1, the term “sexual harassment” may also include, but is not limited to, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:— (i) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges or placement services or as a basis for the evaluation of academic achievement; or (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual’s education by creating an intimidating, hostile, humiliating or sexually offensive educational environment.~~

~~When determining whether an environment is hostile, the school district examines the context, nature, frequency, and location of the sexual or gender based incidents, as well as the identity, number and relationships of the persons involved. The school district must consider whether the alleged harassment was sufficient to have created such an environment for a reasonable person of the same age, gender, and experience as the alleged victim, and under similar circumstances.~~

### Harassment and Retaliation Prohibited

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. Retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of school officials or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by the

Chelmsford Public Schools.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion, exclusion from extracurricular activities or teams, and/or other sanctions as determined by the school administration and/or School Committee, subject to applicable procedural requirements.

#### How to make a complaint

- A. Any student or employee who believes that he/she has been discriminated against or harassed should report their concern promptly to the school principal listed below [or the coordinator listed above](#). If the school principal receives the report, he or she will notify the [appropriate](#) Civil Rights Coordinator of the Complaint. Students or employees who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the school principal.
  
- B. District staff is expected to report possible incidents of discrimination or harassment of students and fellow employees. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students or employees which have allegedly occurred on school grounds, at school related events, or actions which occurred outside of school but [could](#) possibly create a hostile environment for a student or employee while he/she is at school. [Sexual harassment or assault that occurs solely off campus may fall within the scope of this Policy, but will not fall within the Title IX Policy. However, the Title IX Coordinator may investigate](#)
  
- C. Students and employees will not be retaliated against for making a Complaint. Any retaliation by students or school staff will result in disciplinary measures, up to and including expulsion or dismissal.
  
- D. Students and employees are encouraged to utilize the District's Complaint Procedure. However, students and employees are hereby notified that they also have the right to report complaints to:

[The United States Department of Education](#)  
[Office for Civil Rights](#)  
[5 Post Office Square, 8<sup>th</sup> Floor](#)  
[Boston, Massachusetts 02110-1491](#)  
[Telephone: \(617\) 289-0111](#)

~~Fax: 617-289-0150  
TDD: 877-521-2172~~

~~or~~

~~Program Quality Assurance Services  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street, Malden, MA 02148-4906  
Telephone: 781-338-3700  
TTY: N.E.T. Relay: 1-800-439-2370  
FAX: 781-338-3710~~

For complaints related to discrimination/harassment of students:

The Office for Civil Rights, US Department of Education  
5 Post Office Square, 8<sup>th</sup> Floor  
Boston, MA 02109-3921  
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

OR

The Massachusetts Commission Against Discrimination  
One Ashburton Place  
Sixth Floor, Room 601  
Boston, MA 02108  
Phone 617-994-6000, TTY: 617-994-6196

For complaints related to discrimination/harassment of parents:

The Office for Civil Rights, US Department of Education  
5 Post Office Square, 8<sup>th</sup> Floor  
Boston, MA 02109-3921  
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

For complaints related to discrimination/harassment of employees:

The Office for Civil Rights, US Department of Education  
5 Post Office Square, 8<sup>th</sup> Floor  
Boston, MA 02109-3921  
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

OR

The Massachusetts Commission Against Discrimination  
One Ashburton Place  
Sixth Floor, Room 601  
Boston, MA 02108  
Phone 617-994-6000, TTY: 617-994-6196

OR

The Equal Employment Opportunities Commission  
John F. Kennedy Federal Building  
475 Government Center  
Boston, MA 02203  
Phone: 1-800-669-4000

### Complaint Handling and Investigation

- A. The school principal shall promptly inform the relevant Civil Rights Coordinator and the person(s) who is the subject of the Complaint (Respondent) that a Complaint has been received.
- A-B. Interim Measures will be discussed with the Complainant and Respondent, to determine if any are necessary while the investigation is ongoing.
- B-C. After notifying the appropriate Civil Rights Coordinator, the school principal or designee may pursue an informal resolution (mediation) of the Complaint with the agreement of the parties involved. Informal resolution is optional, and the Complainant and Respondent may elect to proceed according to the formal resolution procedure at any time prior to the completion of the informal resolution.
- C-D. Under the formal resolution procedure, the Complaint will be investigated by the school principal or other individual designated by the school principal or Civil Rights Coordinator. Any Complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any Complaint about the Superintendent should be submitted to the School Committee Chair, who will consult with legal counsel concerning handling the investigation of the Complaint.

1. The Complainant shall have the opportunity to present witnesses and other relevant evidence to the investigator.
2. The person who is the subject of the Complaint ([Respondent](#)) will be provided with an opportunity to be heard as part of the investigation including the opportunity to provide relevant information and identify witnesses for the investigator's consideration.
3. The privacy rights of all parties to the Complaint shall be maintained in accordance with applicable state and federal laws. [Information about the Complainant and Complaint may need to be disclosed the Respondent in order to enable a full and fair response to the Complaint.](#)
4. The investigator will keep a written record of the investigation process.
5. The investigator may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending [and shall discuss the need for interim remedial measures with both the Complainant and Respondent immediately after or prior to commencing the investigation.](#)
6. The investigation and the notification of the outcome to the complainant and the subject of the complaint shall be completed within fifteen (15) school days of the date of the receipt of the Complaint.
7. The investigator may extend the investigation period beyond fifteen (15) school days because of extenuating circumstances, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations. If the investigator extends the investigation, he or she will notify the Complainant of the extension.
8. If a complaint or report of discrimination or harassment is received after June 1 of a given school year, the investigator will attempt to complete the investigation by the end of the school year. In the event that the investigation extends beyond the last day of school, the District will make reasonable efforts to complete the investigation within the above-referenced time frame, but may extend the investigation period to account for the availability of witnesses during the summer vacation period. If the investigator extends the investigation, he or she will notify the Complainant of the extension and make reasonable efforts to interview the witnesses during the summer vacation period.
9. Nothing in this procedure will preclude the investigator, in his or her discretion, from completing the investigation sooner than the fifteen (15) school days described above.

~~D.E.~~ If the investigator determines that discrimination or harassment has occurred, he/she shall take steps to eliminate the discriminatory or harassing environment, which may include, but is not limited to:

1. Determining what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any, - including, but not limited to reprimand, suspension, termination/expulsion, exclusion from extracurricular activities or teams, and/ or other sanctions as determined by the school administration and/or School Committee;
2. Determining what steps are necessary to prevent recurrence of any discriminatory behavior, including but not limited to harassment, and to correct its discriminatory effects if appropriate; and
3. Informing the Complainant and the ~~person(s) who was the subject of the Complaint~~ Respondent of the results of the investigation (in accordance with applicable state and federal privacy laws) within twenty (20) calendar days of receipt of the Complaint, unless the investigation is extended under the provision described above. The Complainant and Respondent should be given enough information to fully understand the findings and determine whether to appeal.

  - a. Please note that Complainants should be notified of any disciplinary actions against the Respondent(s) that will directly affect them (e.g., stay away orders). However, the Complainant is not otherwise permitted to know the details of the disciplinary consequences for the Respondent(s) under FERPA.

E.F. If the Complainant or the student's parents/legal guardians are dissatisfied with the results of the investigation, an appeal may be made to the appropriate Civil Rights Coordinator within ten (10) school days after receiving notice of the outcome of the investigation. In the appeal, the appellant should identify any specific alleged factual or legal errors and explain why the errors should result in a different conclusion. The relevant Civil Rights Coordinator shall review the investigation and may conduct further investigation if deemed appropriate. Within five (5) school days of receipt of any such appeal, the relevant Civil Rights Coordinator shall decide whether or not to reopen the investigation, uphold the principal or designee's determination, or reverse the principal or designees' determination. The Civil Rights Coordinator shall provide written notification of that determination to both the Complainant and the accused. The Civil Rights Coordinator's decision shall be final, subject to further appeal to the Superintendent or designee.

E.G. If the ~~employee or the student's parents or legal guardians~~ Complainant or the Respondent are dissatisfied with the decision of the Civil Rights Coordinator, an appeal may be submitted to the Superintendent within seven (7) calendar days after receiving notice of the ~~Civil Rights Coordinator's~~ decision. The Superintendent will

consider the appeal, unless the Superintendent was involved in the investigation or previous appeal in any capacity, in which case a designee will be chosen to hear the appeal. The Superintendent's appeal decision shall be final.

LEGAL REFS.: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972

Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975

M.G.L. [71B:1](#) et seq. (Chapter 766 of the Acts of 1972)

M.G.L. [76:5](#); Amended 2011

M.G.L.[76:16](#)

[BDESE](#) regulations 603CMR [26.00](#) Amended 2012

[BDESE](#) regulations 603CMR [28.00](#)

CROSS REFS.: [ACA- ACE](#), Subcategories for Nondiscrimination

[GBA](#), Equal Employment Opportunity

[JB](#), Equal Educational Opportunities



## **File: AC – NONDISCRIMINATION POLICY AND GRIEVANCE PROCEDURES**

Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed by the following statements that the School Committee intends to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, homelessness, sex, gender identity, religion, national origin, sexual orientation, disability, pregnancy or pregnancy related condition, and/or parenting status.

It will be a violation of this policy for any student, district employee or third party, based on a student's, employee's or third party's actual or perceived race, color, homelessness, sex, gender identity, religion, national origin, age, sexual orientation, disability, pregnancy or pregnancy related condition, and/or parenting status to: (1) harass a student, district employee or third party through conduct or communication (e.g., physical, verbal, graphic or written) or to (2) inflict, threaten to inflict or attempt to inflict violence; or to (3) discriminate against a student, District employee or third party.

If someone has a complaint or feels that they have been discriminated against because of their race, color, homelessness, sex, gender identity, religion, national origin, age, sexual orientation, disability, pregnancy or pregnancy related condition, and/or parenting status, their complaint should be registered with the designated coordinator for the type of harassment or with the building principal where the alleged harassment occurred.

All of the designated Civil Rights Coordinators for different types of harassment can be reached at (978) 251-5100. The Administrators who serve in each role are as follows:

Title IX Coordinator (sexual harassment, stalking, domestic violence, dating violence, sexual assault): Director of Personnel and Professional Learning.

Civil Rights Coordinator (race, color, gender identity, religion, national origin, age, sexual orientation, pregnancy, pregnancy related condition, and/or parenting status): Director of Personnel and Professional Learning.

Section 504 Coordinator (disability, IDEA, ADA, and 504): Director of Student Services.

Homeless Liaison: Director of Business and Finance.

Additionally, national origin and racial harassment complaints relating to English Language Learners may be addressed to the Reading/ ELL Department Coordinator and Title I Director.

### GRIEVANCE PROCEDURES

The following grievance procedures relate to all complaints except those that are explicitly addressed under Title IX. Please refer to the Title IX Coordinator and Policy ACAB (Sexual Harassment/ Title IX Policy) for Title IX complaints.

#### Definitions

For the purposes of this procedure:

- A. A “Complaint” is defined as an allegation that a student or employee has been discriminated against or harassed on the basis of race, color, national origin, age, sex (unless it falls under the Title IX Policy), sexual orientation, gender identity, disability, or religion.
- B. “Complainant” means an individual who is alleged to be the victim of conduct that could constitute harassment.
- C. “Discrimination” means discrimination or harassment on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion by which an individual is excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any program or activity of the school.
- D. “Harassment” means unwelcome conduct on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion that is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Harassment may include insults, name-calling, off color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which rises to the level of a hostile environment.

- E. "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute harassment.

### Harassment and Retaliation Prohibited

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. Retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of school officials or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by the Chelmsford Public Schools.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion, exclusion from extracurricular activities or teams, and/or other sanctions as determined by the school administration and/or School Committee, subject to applicable procedural requirements.

### How to make a complaint

- A. Any student or employee who believes that he/she has been discriminated against or harassed should report their concern promptly to the school principal listed below or the coordinator listed above. If the school principal receives the report, he or she will notify the appropriate Civil Rights Coordinator of the Complaint. Students or employees who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the school principal.
  
- B. District staff is expected to report possible incidents of discrimination or harassment of students and fellow employees. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students or employees which have allegedly occurred on school grounds, at school related events, or actions which occurred outside of school but could possibly create a hostile environment for a student or employee while he/she is at school. Sexual harassment or assault that occurs solely off campus may fall within the scope of this Policy, but will not fall within the Title IX Policy. However, the Title IX Coordinator may investigate

- C. Students and employees will not be retaliated against for making a Complaint. Any retaliation by students or school staff will result in disciplinary measures, up to and including expulsion or dismissal.
  
- D. Students and employees are encouraged to utilize the District's Complaint Procedure. However, students and employees are hereby notified that they also have the right to report complaints to:

For complaints related to discrimination/harassment of students:

The Office for Civil Rights, US Department of Education  
5 Post Office Square, 8<sup>th</sup> Floor  
Boston, MA 02109-3921  
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

OR

The Massachusetts Commission Against Discrimination  
One Ashburton Place  
Sixth Floor, Room 601  
Boston, MA 02108  
Phone 617-994-6000, TIY: 617-994-6196

For complaints related to discrimination/harassment of parents:

The Office for Civil Rights, US Department of Education  
5 Post Office Square, 8<sup>th</sup> Floor  
Boston, MA 02109-3921  
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

For complaints related to discrimination/harassment of employees:

The Office for Civil Rights, US Department of Education  
5 Post Office Square, 8<sup>th</sup> Floor  
Boston, MA 02109-3921  
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

OR

The Massachusetts Commission Against Discrimination  
One Ashburton Place  
Sixth Floor, Room 601  
Boston, MA 02108  
Phone 617-994-6000, TTY: 617-994-6196

OR

The Equal Employment Opportunities Commission  
John F. Kennedy Federal Building  
475 Government Center  
Boston, MA 02203  
Phone: 1-800-669-4000

#### Complaint Handling and Investigation

- A. The school principal shall promptly inform the relevant Civil Rights Coordinator and the person(s) who is the subject of the Complaint (Respondent) that a Complaint has been received.
- B. Interim Measures will be discussed with the Complainant and Respondent, to determine if any are necessary while the investigation is ongoing.
- C. After notifying the appropriate Civil Rights Coordinator, the school principal or designee may pursue an informal resolution (mediation) of the Complaint with the agreement of the parties involved. Informal resolution is optional, and the Complainant and Respondent may elect to proceed according to the formal resolution procedure at any time prior to the completion of the informal resolution.
- D. Under the formal resolution procedure, the Complaint will be investigated by the school principal or other individual designated by the school principal or Civil Rights Coordinator. Any Complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any Complaint about the Superintendent should be submitted to the School Committee Chair, who will consult with legal counsel concerning handling the investigation of the Complaint.
  1. The Complainant shall have the opportunity to present witnesses and other relevant evidence to the investigator.

2. The person who is the subject of the Complaint (Respondent) will be provided with an opportunity to be heard as part of the investigation including the opportunity to provide relevant information and identify witnesses for the investigator's consideration.
  3. The privacy rights of all parties to the Complaint shall be maintained in accordance with applicable state and federal laws. Information about the Complainant and Complaint may need to be disclosed to the Respondent in order to enable a full and fair response to the Complaint.
  4. The investigator will keep a written record of the investigation process.
  5. The investigator may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending and shall discuss the need for interim remedial measures with both the Complainant and Respondent immediately after or prior to commencing the investigation.
  6. The investigation and the notification of the outcome to the complainant and the subject of the complaint shall be completed within fifteen (15) school days of the date of the receipt of the Complaint.
  7. The investigator may extend the investigation period beyond fifteen (15) school days because of extenuating circumstances, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations. If the investigator extends the investigation, he or she will notify the Complainant of the extension.
  8. If a complaint or report of discrimination or harassment is received after June 1 of a given school year, the investigator will attempt to complete the investigation by the end of the school year. In the event that the investigation extends beyond the last day of school, the District will make reasonable efforts to complete the investigation within the above-referenced time frame, but may extend the investigation period to account for the availability of witnesses during the summer vacation period. If the investigator extends the investigation, he or she will notify the Complainant of the extension and make reasonable efforts to interview the witnesses during the summer vacation period.
  9. Nothing in this procedure will preclude the investigator, in his or her discretion, from completing the investigation sooner than the fifteen (15) school days described above.
- E. If the investigator determines that discrimination or harassment has occurred, he/she shall take steps to eliminate the discriminatory or harassing environment, which may include, but is not limited to:

1. Determining what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any, including, but not limited to reprimand, suspension, termination/expulsion, exclusion from extracurricular activities or teams, and/ or other sanctions as determined by the school administration and/or School Committee;
  2. Determining what steps are necessary to prevent recurrence of any discriminatory behavior, including but not limited to harassment, and to correct its discriminatory effects if appropriate; and
  3. Informing the Complainant and the Respondent of the results of the investigation (in accordance with applicable state and federal privacy laws) within twenty (20) calendar days of receipt of the Complaint, unless the investigation is extended under the provision described above. The Complainant and Respondent should be given enough information to fully understand the findings and determine whether to appeal.
    - a. Please note that Complainants should be notified of any disciplinary actions against the Respondent(s) that will directly affect them (e.g., stay away orders). However, the Complainant is not otherwise permitted to know the details of the disciplinary consequences for the Respondent(s) under FERPA.
- F. If the Complainant or the student's parents/legal guardians are dissatisfied with the results of the investigation, an appeal may be made to the appropriate Civil Rights Coordinator within ten (10) school days after receiving notice of the outcome of the investigation. In the appeal, the appellant should identify any specific alleged factual or legal errors and explain why the errors should result in a different conclusion. The relevant Civil Rights Coordinator shall review the investigation and may conduct further investigation if deemed appropriate. Within five (5) school days of receipt of any such appeal, the relevant Civil Rights Coordinator shall decide whether or not to reopen the investigation, uphold the principal or designee's determination, or reverse the principal or designees' determination. The Civil Rights Coordinator shall provide written notification of that determination to both the Complainant and the accused. The Civil Rights Coordinator's decision shall be final, subject to further appeal to the Superintendent or designee.
- G. If the Complainant or the Respondent are dissatisfied with the decision of the Civil Rights Coordinator, an appeal may be submitted to the Superintendent within seven (7) calendar days after receiving notice of the decision. The Superintendent will consider the appeal, unless the Superintendent was involved in the investigation or previous appeal in any capacity, in which case a designee will be chosen to hear the appeal. The appeal decision shall be final.

LEGAL REFS.: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972

Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975

M.G.L. [71B:1](#) et seq. (Chapter 766 of the Acts of 1972)

M.G.L. [76:5](#); Amended 2011

M.G.L.[76:16](#)

DESE regulations 603CMR [26.00](#) Amended 2012

DESE regulations 603CMR [28.00](#)

CROSS REFS.: [ACA- ACE](#), Subcategories for Nondiscrimination

[GBA](#), Equal Employment Opportunity

[JB](#), Equal Educational Opportunities



## **File: ACE - NONDISCRIMINATION ON THE BASIS OF DISABILITY**

Title II of the Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act prohibit discrimination on the basis of a person's disability. The Chelmsford Public Schools is committed to maintaining an educational environment and workplace where individuals are not discriminated against on the basis of their disability. The Chelmsford Public Schools strives to create an environment where all students and staff feel welcome. To meet this end, the Chelmsford Public Schools will not tolerate the denial of access to activities, programs, or services to individuals with disabilities (as defined in Section 504 of the Rehabilitation Act 29 U.S.C. §705(20)).

The Chelmsford Public Schools does not discriminate against an individual with a disability with regards to job application procedures, hiring, advancement, or discharge of employees, employee compensation, job training, or other conditions of employment.

The Chelmsford Public Schools is committed to supporting students who qualify under Section 504 of the Rehabilitation Act and to ensuring that such students are not denied admission or access to the activities, programs and services offered by the Chelmsford Public Schools because of their disability.

As well, the Chelmsford Public Schools is committed to ensuring that students with disabilities are not treated differently because of their disability. The Superintendent of Schools for the Chelmsford Public Schools shall take the necessary steps to inform parents/guardians and students of their rights under Section 504 of the Rehabilitation Act, including the right to receive reasonable accommodations if the student is found to be qualified under Section 504 of the Rehabilitation Act. Additionally, the Superintendent of Schools for the Chelmsford Public Schools shall take the necessary steps to ensure parents/guardians and students are informed of their procedural rights under Section 504 of the Rehabilitation Act.

**Definition:** A "qualified individual with a disability" is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the District.

**Reasonable Modification/Accommodations:** The District shall make reasonable modifications or accommodations in policies, practices, or procedures when the modifications or accommodations are necessary to avoid discrimination on the basis of disability, unless the District can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

A request for an accommodation or modification should be made in writing to the District's Section 504/ADA Coordinator. Alternative means of filing a request will be made available if needed, such as large print or audiotape. Requests should include the name, address and telephone number of the individual request the accommodation/modification, the location where the accommodation/modification is required and why the accommodation is needed. For public meetings and hearings, the District's Section 504/ADA Coordinator should be notified at least seventy-two (72) hours in advance.

For students, the District's Section 504/ADA Coordinator will respond to such a request in accordance with the Chelmsford Public Schools' Section 504 Policies and Procedures or Special Education Policies and Procedures, consistent with the IDEA. For all other individuals, the District's Section 504/ADA Coordinator will respond within ten (10) school days of receipt of the request.

**Communications:** The District shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. To this end, the District shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, a service, program, or activity conducted by the District. In determining what type of auxiliary aid or service is necessary, the District shall give primary consideration to the requests of the individuals with disabilities.

**Auxiliary Aids and Services:** "Auxiliary aids and services" includes (1) qualified interpreters, note takers, transcription services, written materials, assisted listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments; (3) acquisition or modification of equipment or devices and (4) other similar services and actions.

**Limits of Required Modification:** The District is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or activity or result in undue financial and administrative burdens. Any decision that, in compliance with its responsibility to provide effective communication for individuals with disabilities, would fundamentally alter the service, program, or activity or unduly burden the District shall be made by the Superintendent after considering all resources available for use in funding and operating the program, service, or activity. A written statement of the reasons for reaching that conclusion shall accompany the decision.

**Notice:** The District shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American with Disabilities Act (ADA) and its applicability to the services, programs, or activities of the District. The information shall be made available in such a manner as the School Committee and Superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA.

**Website Accessibility:** The Chelmsford Public Schools is committed to providing all users of their websites, including users with disabilities, with meaningful accessibility in this online environment. The Chelmsford Public Schools follow standards that are generally based on the standards used by the federal government for technology accessibility for individuals with disabilities and web content accessibility guidelines developed by the World Wide Web Consortium (W3C). The Chelmsford Public Schools' websites are regularly tested and reviewed by users to verify that the websites are compliant with applicable standards.

If an individual needs assistance in accessing materials or wishes to report an accessibility problem with the website, such a request should be made to the District Section 504/ADA Coordinator.

**Compliance Coordinator:** The District shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA and Section 504, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA or Section 504. Information regarding the Coordinator and Grievance Procedures can be found in Policy AC, the Nondiscrimination Policy and Grievance Procedure. ~~The District shall make available to all interested individuals the name, office address, and telephone number of the employee(s) so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA or Section 504.~~ The school system receives federal financial assistance and must comply with the above requirements.

Additionally, the School Committee is of the general view that:

1. Discrimination against a qualified disabled person solely on the basis of disability is unfair; and
2. To the extent possible, qualified disabled persons should be in the mainstream of life in the school community. Accordingly, employees of the school system will comply with the above requirements of the law and policy statements of this Committee to ensure nondiscrimination on the basis of disability.

LEGAL REFS.: Rehabilitation Act of 1973, Section 504, as amended

Education for All Disabled Children Act of 1975

M.G.L. [71B:1](#) et seq. (Chapter 766 of the Acts of 1972)

Title II, Americans with Disabilities Act of 1992, as amended

Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 3/28/78

CROSS REFS.: [IGB](#), Support Services Programs

[AC, Nondiscrimination Policy and Grievance Procedure](#)

## **File: ACE - NONDISCRIMINATION ON THE BASIS OF DISABILITY**

Title II of the Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act prohibit discrimination on the basis of a person's disability. The Chelmsford Public Schools is committed to maintaining an educational environment and workplace where individuals are not discriminated against on the basis of their disability. The Chelmsford Public Schools strives to create an environment where all students and staff feel welcome. To meet this end, the Chelmsford Public Schools will not tolerate the denial of access to activities, programs, or services to individuals with disabilities (as defined in Section 504 of the Rehabilitation Act 29 U.S.C. §705(20)).

The Chelmsford Public Schools does not discriminate against an individual with a disability with regards to job application procedures, hiring, advancement, or discharge of employees, employee compensation, job training, or other conditions of employment.

The Chelmsford Public Schools is committed to supporting students who qualify under Section 504 of the Rehabilitation Act and to ensuring that such students are not denied admission or access to the activities, programs and services offered by the Chelmsford Public Schools because of their disability.

As well, the Chelmsford Public Schools is committed to ensuring that students with disabilities are not treated differently because of their disability. The Superintendent of Schools for the Chelmsford Public Schools shall take the necessary steps to inform parents/guardians and students of their rights under Section 504 of the Rehabilitation Act, including the right to receive reasonable accommodations if the student is found to be qualified under Section 504 of the Rehabilitation Act. Additionally, the Superintendent of Schools for the Chelmsford Public Schools shall take the necessary steps to ensure parents/guardians and students are informed of their procedural rights under Section 504 of the Rehabilitation Act.

**Definition:** A "qualified individual with a disability" is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the District.

**Reasonable Modification/Accommodations:** The District shall make reasonable modifications or accommodations in policies, practices, or procedures when the modifications or accommodations are necessary to avoid discrimination on the basis of disability, unless the District can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

A request for an accommodation or modification should be made in writing to the District's Section 504/ADA Coordinator. Alternative means of filing a request will be made available if needed, such as large print or audiotape. Requests should include the name, address and telephone number of the individual request the accommodation/modification, the location where the accommodation/modification is required and why the accommodation is needed. For public meetings and hearings, the District's Section 504/ADA Coordinator should be notified at least seventy-two (72) hours in advance.

For students, the District's Section 504/ADA Coordinator will respond to such a request in accordance with the Chelmsford Public Schools' Section 504 Policies and Procedures or Special Education Policies and Procedures, consistent with the IDEA. For all other individuals, the District's Section 504/ADA Coordinator will respond within ten (10) school days of receipt of the request.

**Communications:** The District shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. To this end, the District shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, a service, program, or activity conducted by the District. In determining what type of auxiliary aid or service is necessary, the District shall give primary consideration to the requests of the individuals with disabilities.

**Auxiliary Aids and Services:** "Auxiliary aids and services" includes (1) qualified interpreters, note takers, transcription services, written materials, assisted listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments; (3) acquisition or modification of equipment or devices and (4) other similar services and actions.

**Limits of Required Modification:** The District is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or activity or result in undue financial and administrative burdens. Any decision that, in compliance with its responsibility to provide effective communication for individuals with disabilities, would fundamentally alter the service, program, or activity or unduly burden the District shall be made by the Superintendent after considering all resources available for use in funding and operating the program, service, or activity. A written statement of the reasons for reaching that conclusion shall accompany the decision.

**Notice:** The District shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American with Disabilities Act (ADA) and its applicability to the services, programs, or activities of the District. The information shall be made available in such a manner as the School Committee and Superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA.

**Website Accessibility:** The Chelmsford Public Schools is committed to providing all users of their websites, including users with disabilities, with meaningful accessibility in this online environment. The Chelmsford Public Schools follow standards that are generally based on the standards used by the federal government for technology accessibility for individuals with disabilities and web content accessibility guidelines developed by the World Wide Web Consortium (W3C). The Chelmsford Public Schools' websites are regularly tested and reviewed by users to verify that the websites are compliant with applicable standards.

If an individual needs assistance in accessing materials or wishes to report an accessibility problem with the website, such a request should be made to the District Section 504/ADA Coordinator.

**Compliance Coordinator:** The District shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA and Section 504, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA or Section 504. Information regarding the Coordinator and Grievance Procedures can be found in Policy AC, the Nondiscrimination Policy and Grievance Procedure. The school system receives federal financial assistance and must comply with the above requirements.

Additionally, the School Committee is of the general view that:

1. Discrimination against a qualified disabled person solely on the basis of disability is unfair; and
2. To the extent possible, qualified disabled persons should be in the mainstream of life in the school community. Accordingly, employees of the school system will comply with the above requirements of the law and policy statements of this Committee to ensure nondiscrimination on the basis of disability.

LEGAL REFS.: Rehabilitation Act of 1973, Section 504, as amended

Education for All Disabled Children Act of 1975

M.G.L. [71B:1](#) et seq. (Chapter 766 of the Acts of 1972)

Title II, Americans with Disabilities Act of 1992, as amended

Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 3/28/78

CROSS REFS.: [IGB](#), Support Services Programs

AC, Nondiscrimination Policy and Grievance Procedure