



# 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 March 21, 2023 TIME: 6:00 p.m. ROOM: Conf. Room 1**

**PLACE: CPS Central Administration Office ADDRESS: 230 North Road**

The Chelmsford School Committee (CSC) intends to conduct an in-person meeting on the date and time specified. The meeting will be live-streamed by Chelmsford Telemedia for interested community members to access and watch. Interested community members may e-mail Superintendent of Schools, Dr. Jay Lang, at [langj@chelmsford.k12.ma.us](mailto:langj@chelmsford.k12.ma.us) prior to 12:00 p.m. on Tuesday March 21, 2023 to be scheduled to provide in-person input under the public participation portion(s) of the agenda.

### **CALL TO ORDER**

### **PLEDGE OF ALLEGIANCE**

### **CHAIR OPENING STATEMENT**

### **CONSENT AGENDA**

1. Approval of the minutes of the regular school committee meeting of February 28, 2023
2. Approval of the minutes of the regular school committee meeting of March 7, 2023
3. Approval of the minutes of the executive session school committee meeting of May 4, 2021
4. Approval of the minutes of the executive session school committee meeting of July 20, 2021
5. Approval of the minutes of the executive session school committee meeting of March 7, 2022
6. Approval of the minutes of the executive session school committee meeting of August 16, 2022
7. Approval of the minutes of the executive session school committee meeting of November 15, 2022
8. Approval of the minutes of the executive session school committee meeting of December 6, 2022
9. Approval of the minutes of the executive session school committee meeting of December 12, 2022
10. Approval of the minutes of the executive session school committee meeting of December 20, 2022
11. Approval of the minutes of the executive session school committee meeting of January 3, 2023
12. Approval of the minutes of the executive session school committee meeting of January 9, 2023
13. Approval of the minutes of the executive session school committee meeting of February 7, 2023

### **CHS STUDENT REPRESENTATIVE ANNOUNCEMENTS**

## **GOOD NEWS**

**PUBLIC COMMENTS:** The School Committee will hear from members of the public on items listed under New Business on the posted agenda. Speakers are asked to limit comments to 3 - 5 minutes to allow others an opportunity to speak. The School Committee will not respond directly to public comments, however will try to address comments when the item is reached on the agenda.

## **NEW BUSINESS**

1. Spotlight on the Departments: World Languages
2. Spotlight on the Departments: Fine & Performing Arts
3. Presentation: Chapter 70 State Aid and Net School Spending Analysis – Mr. Roger Hatch
4. Facility Naming: W. Allen Thomas, Jr. Tennis Courts at Chelmsford High School
5. Approval of School Committee Warrant Signing Procedure – Revised March 2023
6. Approval of School Committee Handbook – Revised March 2023
7. Discussion on legislative matters for the benefit of public education and Chelmsford Public Schools
8. Vote on School Choice Program: 2023/24 School Year
9. MSBA Vote: Vote to authorize the Superintendent to submit to the Massachusetts School Building Authority a Statement of Interest (SOI) for Parker Middle School
10. FY2023 Budget Projection
11. Approval of Non-Affiliated Employees Rate Increase
12. Update on Middle School Realignment for 2023/24 School Year
13. Personnel Report: February 2023
14. Approval of Field Trips

## **REPORTS**

1. Liaison Reports

## **ACTION/NEW ITEMS**

1. Request for Reports & Updates

**PUBLIC COMMENTS:**

The School Committee will hear from members of the public on general matters of education interest. Speakers are asked to limit comments to 3 - 5 minutes to allow others an opportunity to speak. The School Committee will not respond directly to public comments, however will try to address comments at future meetings.

**ADJOURNMENT**

**CHELMSFORD SCHOOL COMMITTEE  
REGULAR MEETING  
February 28, 2023  
Meeting Minutes**

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

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

**Call to Order**

6:00 p.m.

**Pledge of Allegiance**

**Chair Opening Statement**

“This meeting is being live-streamed by Chelmsford Telemedia and posted to the CPS website for interested community members to access and watch. In-person public participation will be taking place tonight in accordance with the Chelmsford School Committee Public Participation Guidelines. Anyone speaking tonight during the public input portion of this meeting has notified the superintendent's office of their desire to speak and has been provided with these guidelines. Upon request written comments received no later than 12:00 p.m. on the day of this meeting will also be read and made part of the record of the meeting during the second public comment session.”

**Consent Agenda**

1. Approval of the minutes of the regular school committee meeting of February 7, 2023

**Mr. Doherty motioned that The School Committee approve the minutes of the regular scheduled School Committee meeting of February 7, 2023. Mr. Moses seconded. Motion carries 5-0.**

**CHS Students Representative Announcements**

Keya shared that March 2, 2023, will be a student half-day. During February vacation 22 students participated in The Student Exchange Program with eleven students going to France and eleven others to Spain. They will be sharing their experiences with the rest of the student body.

Lana added that the House Olympics will run from March 13<sup>th</sup> through the 17<sup>th</sup>. This is a contest to see which of the three CHS houses is the best! This Friday freshmen and sophomores will host the Shamrock Shakedown Dance. Congratulations to sophomore, Thomas Brown, for winning the MIAA D1 State Wrestling Championship for the second time.

## **Good News**

Dr. Hirsch shared that the “Good News” is here tonight and is on the agenda! Ms. Santos added that CHS is hosting the “Competitive Plays”. All are welcome to attend.

## **Public Comments**

None

## **New Business**

### **1. Recognition: Massachusetts Outstanding Biology Teacher Award – Dr. Linda Tanini**

CHS Principal Steve Murray and Dr. Tanini joined the meeting. Mr. Murray shared that Dr. Tanini was awarded the 2022 Massachusetts Outstanding Biology of the Year by The National Association of Biology Teachers! He presented her plaque to her and she was rewarded with a round of applause from all in attendance. She gracefully accepted.

### **1. Recognition: UMASS Lowell Teaching Excellence and Achievement (TEA) Fulbright Scholars**

Dr. Hirsch acknowledged the presence tonight of the TEA Fulbright Scholars. Dr. Matthew Beyranevand, Department Coordinator for Mathematics, invited the TEA Scholars who have been sharing teaching practices with the CHS staff, to join the meeting. Mr. Hector Madrid, from Honduras, expressed thanks for the “honor and opportunity” to be here and to be able to share with teaching experts. He is grateful to have had the opportunity to bond internationally and to learn that teaching “struggles” are the same in the United States and Honduras. Mr. Somez, from Burkina Faso, who teaches English as a foreign language is grateful for the opportunity to learn how teaching is practiced at CHS. He looks forward to engaging these practices when he returns to his country. He feels “well-equipped” to do so.

### **2. Spotlight on the Departments: Mathematics.**

Dr. Beyranevand presented tonight on the planning and implementing a full K through 12 curriculum adoption. A K-5 committee working closely together this year has identified two curricula that best will fit the needs of the district. They are “The Reveal Math Program” from McGraw-Hill and “The Into Math Program” from Houghton-Mifflin. Both are in the process of being piloted this school year. A decision will be made on which program is chosen later this month.

The “Big Ideas Program” is currently used in grades 6-8 and 9-11. Middle and high school classes are using “The Big Ideas Program”. After looking at other programs a decision was made to continue with using “Big Ideas” and we will move to a newer version (2022 edition) with the textbook and digital curricula. Additionally, for CHS the CP Statistics and AP Statistics an adoption will be decided by the end of March. Moving forward in late Spring new materials will be received and initial trainings held. By summer curriculum writing and pacing guides will be completed and continuous PD for all staff will occur throughout the 2023/24 school year.

### 3. FY2024 Budget Hearing

Dr. Lang began by referring attendees to page 10 of the budget binder which contains the summary level totals which adds up to \$70,700,000. He then moved to page 11.

Mr. Doherty motioned to approve the bottom line budget figure on page 11, 1110 School Committee, in the amount of \$34,050. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 12, 1210 series Superintendent in the amount of \$454,125. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 13, 1220 series Assistant Superintendent in the amount of \$262,742. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 14, 1230 series District Wide in the amount of \$530,700. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 15, 1410 series Budget and Finance in the amount of \$449, 652. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 16, 1420 series Human Resources in the amount of \$362, 969. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 17, 1430 through 1435 series Legal Services and Settlements in the amount of \$128,000. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 18, 1450 series Districtwide MIS in the amount of \$1,476,567. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 19, 2110 series Curriculum Directors in the amount of \$1,400,891. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 20, 2110 Curriculum Directors – Special Education in the amount of \$982,289. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 21, 2210 series School Leadership in the amount of \$3,088,474. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 22, series 2300-2305 Classroom Teachers – Regular Education in the amount of \$25, 224,967. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 23, 2310 series Teacher Specialists – Regular Education in the amount of \$2,227,404. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 24, 2310 series Teacher Specialists – Special Education in the amount of \$7,430,185. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 25, 2320 series Medical/Therapeutic Services in the amount of \$447,729. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 26, 2325 series Substitutes in the amount of \$811,000. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 27, 2330 series Paraprofessionals in the amount of \$4,696,835. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 28, 2340 series Library/Media Center in the amount of \$829,070. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 29, 2357 series Professional Development in the amount of \$218,275. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 30, 2410-2415 series Textbooks and Instructional Materials in the amount of \$547,405. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 31, 2420 series Instructional Equipment in the amount of \$173,300. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 32, 2430 series General Supplies in the amount of \$597,008. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 33, 2440 series Other Instructional Services – Special Education in the amount of \$190,000. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 34, 2451-2455 series Classroom Instructional Technology & Software in the amount of \$735,000. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 35, 2710-2800 series Guidance and Psychological Services in the amount of \$2,874,759. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 36, 3200 series Medical & Health Services in the amount of \$995,976. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 37, 3300 series Transportation in the amount of \$4,467,560. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 38, 3400 series Food Services in the amount of \$125,628. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 39, 3510 series Athletic Department in the amount of \$950,696. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 40, 3520 series Other Student Activities in the amount of \$204,240. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 41, 3600 series School Security in the amount of \$204,004. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 42, 4110 - 4210 - 4230 series Custodial Services in the amount of \$1,943,177. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 43, 4120 - 4130 series Heating of Buildings and Utility Services in the amount of \$1,311,145. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 44, 5150 series Employee Separation Costs in the amount of \$144,593. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure on page 46, 9300 series Tuitions in the amount of \$4,179,586. Mr. Moses seconded. Motion carries 5-0.

Mr. Doherty motioned to approve the bottom line budget figure of \$70,700,000 as referenced on pages 10 and 47 of the superintendent's recommended FY2024 Budget. Mr. Moses seconded. A roll call vote was taken. Motion carries 5-0.

#### 4. Recommended FY2023 Budget Transfers

Mr. Doherty moved that the School Committee vote to approve the FY2023 local operating budget transfer for the Chelmsford Public Schools as presented. Mr. Moses seconded. A roll call vote was taken. Motion carries 5-0.

#### 5. Personnel Report – January 2023

No action required.

#### 6. Approval of Field Trip Requests

Mr. Doherty motioned for the School Committee to approve the CHS qualifying wrestlers field trip to the New England Wrestling Championships March 3rd through the 4<sup>th</sup> in Providence, Rhode Island. Mr. Moses seconded. Motion carries 5-0.



**Mr. Doherty motioned that the School Committee approve the CHS qualifying DECA students for the field trip to the DECA State Career Development Conference March 9<sup>th</sup> through the 11<sup>th</sup> in Boston. Mr. Moses seconded. Motion carries 5-0.**

**Mr. Doherty moved that the School Committee approve The Parker Middle School sixth grade students PBIS Team Building Experience at the YMCA Camp Lincoln with one group going on May 24<sup>th</sup> and the second group going on May 25<sup>th</sup> at the campus in Kingston, New Hampshire. Mr. Moses seconded. Motion carries 5-0.**

**Mr. Doherty moved that the School Committee approve The McCarthy Middle School eighth grade student French Cultural and Language Experience field trip June 2<sup>nd</sup> through the 4<sup>th</sup> to Quebec, Canada. Mr. Moses seconded. Motion carries 5-0.**

### **Liaison Reports**

Ms. Santos attended Parker's PTO meeting. Their "Dime to Donate" earned them \$112. They will be holding their first calendar raffle starting tomorrow with daily drawings. This weekend they will produce *The Junior High School Musical*. Parker and McCarthy PTOs are collaborating on a middle school night at Fenway Park on June 1<sup>st</sup> with tickets going on sale March 10<sup>th</sup>. The two PTOs will be hosting community building activities for the upcoming school year. Ms. Santos also attended to McCarthy PTO Zoom meeting. Their musical, *Matilda*, took place with "Candy Grams" being sold. McCarthy also had an "extremely successful" 7<sup>th</sup> grade dance. Rock and Roll Bingo for March 24<sup>th</sup> sold out in just two hours! They are planning events with Parker in advance of the middle school realignment.

Mr. Doherty added that the Chelmsford Boosters Club will host a St. Patrick's Day party on March 11<sup>th</sup> at The Establishment. They will also sell tulips at Easter time.

Mr. King shared that CHIPS PTO will meet this Thursday night, Center School is holding their science fair on March 16<sup>th</sup> and they are still looking for volunteers to help.

### **Action/New Items**

An update on Chapter 70 funding needs to be scheduled. A conversation about this should be held with the state representatives. Planning for this will be done at the SC workshop on March 14, 2023.

### **Public Comments**

None

**Adjournment (7:55 p.m.)**

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

*Respectfully submitted,  
Sharon Giglio, Recording Secretary*

**CHELMSFORD SCHOOL COMMITTEE  
REGULAR MEETING  
March 7, 2023  
Meeting Minutes**

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

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

**Call to Order**

6:00 p.m.

**Pledge of Allegiance**

**Chair Opening Statement**

“This meeting is being live-streamed by Chelmsford Telemedia and posted to the CPS website for interested community members to access and watch. In-person public participation will be taking place tonight in accordance with the Chelmsford School Committee Public Participation Guidelines. Anyone speaking tonight during the public input portion of this meeting has notified the superintendent’s office of their desire to speak and has been provided with these guidelines. Upon request written comments received no later than 12:00 p.m. on the day of this meeting will also be read and made part of the record of the meeting during the second public comment session.”

**Good News**

Dr. Hirsch shared that there was a “great turnout” for the K-12 Youth Art Month Exhibit at The Chelmsford Public Library. Mr. King added that Thomas Brown, a CHS sophomore, won the New England Championship in wrestling! Jack Walsh also made it to the N. E. Championships! Ms. Santos expressed appreciation for the improved district website. She stated it is not only an informative tool for the district but also “a good storyteller” for what is happening in the district.

**Public Comments**

Dr. Lang invited Evelyn Thoren, Chairman of The Arts and Technology Education Fund, to the table to speak about the upcoming program. Applications for these awards are open and must be submitted and received by midnight on March 31, 2023. Awards will be announced the first Monday in June at The Board of Selectmen’s meeting.

**New Business**

**1. Spotlight on the Schools: South Row Elementary School**

Principal Terri Gilbert and Assistant Principal Jayson Ramalho came to the table to share highlights of this school year from South Row School. Their thorough presentation was accompanied by video clips of

students and staff demonstrating different components of the foundation skills for the reading programs. The phonemic awareness curriculum, Heggarty, which is used for kindergarten, grade one and special education was demonstrated. This involves rhyming and manipulations of sounds. The Foundations curriculum (grades K-3) was demonstrated by a second-grade student who began using this program in kindergarten. The student described this as “fun”! PD is offered on an ongoing basis for Foundations. The Fountas and Pinnell program is used for comprehension and vocabulary, Components of this include: guided reading; IRA; word study; iReady; enrichment book club and co-teaching to promote inclusion in the classroom.

Regarding Math, Mr. Ramalho spoke about “math centers” which are supported by teachers and paraprofessionals. The focus can be on Tier 1 Instruction and small group support also facilitates ways to learn different topics. IReady offers more targeted work for students at their individual levels and provides challenges. Enrichment is offered to students who are working above grade level. An interventionist supplies Tier 2 support for students who may be struggling. A video was shown featuring math centers in a fourth-grade classroom where students spoke of being able to collaborate with their classmates.

Principal Gilbert expressed appreciation for the curriculum coordinators for Science, Mr. Jon Morris, and Social Science, Ms. Stephanie Quinn, who support teachers and offer in-person monthly sessions for staff. The school has six weeks of science every day followed by six weeks of social studies daily. These lessons are tied in with the Fountas and Pinnell reading program. The students enjoy hands-on, project-based, real world experiences. Each spring the parents assist in sponsoring an “Engineering Day”. “Parent Discussion Night” is offered annually and supported by the School Council. Stations which are available offer parents a view into the school day of their children and greater understanding of curriculum.

Goals moving forward include: personalized learning experiences for all; partnering with families; and keeping up with newest technologies, resources and opportunities to meet student needs. This presentation may be fully appreciated by watching this segment of tonight’s meeting on Chelmsford Telemedia. The School Committee expressed appreciation to Ms. Gilbert and Mr. Ramalho.

## **2. Presentation: CPS Strategic Plan Implementation & Special Education Opportunities Review Update**

Dr. Lang invited John Kim and Talia Mercado from the District Management Group to join the meeting with an overview and updates on the Strategic Plan and Special Education Opportunities. They have been working with the district for over a year. Mr. Kim reviewed the Chelmsford Public Schools’ Mission and described DMG’s “Theory of Action” which will enable Chelmsford to implement initiatives to reach the “outcomes” stated in the Strategic Plan. The five-pronged priority initiatives of the Strategic Plan are: Academic Achievement; Equity; Social Emotional Learning; Human Capital and Facilities and Operations. There is a steering committee for each of these initiatives with district leadership assigned for each one. DMG continues to collaborate with each of the committees.

Regarding the Special Education Opportunities Review, the project goals include: understanding current Special Education practices and intervention in the district; aligning current practices with best practice research to raise achievement for students with disabilities and aligning staff practices with best practices for sustained change in classrooms and improved teacher “work life”. Their findings for the district will include commendations (areas where the district does well) and a short list of areas where the district will have the highest opportunities for improvement. The School Committee is looking forward to the findings and moving forward with the Strategic Plan’s goals. Frequent updates will be provided to ascertain that the district is “on track” with the flexibility to reprioritize as needed. The complete presentation from tonight’s meeting, including slides, may be viewed on Chelmsford Telemedia.

### 3. Recommended FY2023 Budget Transfers

**Mr. Doherty moved that the School Committee approve the FY2023 local operating budget transfer for the Chelmsford Public Schools as presented. Mr. Moses seconded. A roll call vote was taken. Motion carries 5-0.**

### 4. School Committee Policy Updates

Dr. Lang thanked Mr. King and Ms. Santos for working as a subcommittee to look at current policies and recommending updates based on guidance from MASC. The first two policies have been vetted by legal counsel. Changes were prompted in these by changes in Massachusetts legislation.

**Mr. Doherty moved that the School Committee vote to approve the amendments to Policy AC: Non-Discrimination Policy Including Harassment and Retaliation as presented. Mr. Moses seconded. Motion carries 5-0.**

**Mr. Doherty moved that the School Committee vote to approve the amendments to Policy ACAB: Sexual Harassment as presented. Mr. Moses seconded. Motion carries 5-0.**

**Mr. Doherty moved that the School Committee vote to approve the amendments to Policy GBA: Equal Employment Opportunity as presented. Mr. Moses seconded. Motion carries 5-0.**

**Mr. Doherty moved that the School Committee vote to approve the amendments to Policy GCF: Professional Staff Hiring as presented. Mr. Moses seconded. Motion carries 5-0.**

**Mr. Doherty moved that the School Committee vote to approve the amendments to Policy IHBEA: English Language Learners as presented. Mr. Moses seconded. Motion carries 5-0.**

**Mr. Doherty moved that the School Committee vote to approve the amendments to Policy IHBG: Home Schooling as presented. Mr. Moses seconded. Motion carries 5-0.**

**Mr. Doherty moved that the School Committee vote to approve the amendments to Policy JB: Equal Educational Opportunities as presented. Mr. Moses seconded. Motion carries 5-0.**

**Mr. Doherty moved that the School Committee vote to approve the amendments to Policy JFBB: School Choice as presented. Mr. Moses seconded. Motion carries 5-0.**

**Mr. Doherty moved that the School Committee vote to approve the amendments to Policy JIC: Student Discipline as presented. Mr. Moses seconded. Motion carries 5-0.**

**Mr. Doherty moved that the School Committee vote to approve the amendments to Policy JICA: Student Dress as presented. Mr. Moses seconded. Motion carries 5-0.**

**Mr. Doherty moved that the School Committee vote to rescind Policy EBCFA: Face Coverings as presented. Mr. Moses seconded. Motion carries 5-0.**

**Mr. Doherty moved that the School Committee vote to establish a new policy, Policy JEBA: Upper Entrance Age / School Admissions. Mr. Moses seconded. Motion carries 5-0.**

Dr. Lang stated that the district website would be updated so that newly approved policies are able to be viewed.

### **Liaison Reports**

Mr. Doherty shared that the Boosters Club is holding a St. Patrick's Day party on March 11<sup>th</sup>, at The Establishment starting at 7:00 p.m. The tulips for the fundraiser may be ordered online and can be picked up on April 4<sup>th</sup>. The CHS PTO meeting was held last night. They still need volunteers for "The After-Prom Breakfast".

Mr. King added that the CHIPS PTO met and continue to offer many enrichment programs. They will sponsor eight new enrichment activities between now and June. Center School's PTO will meet on March 15<sup>th</sup>. Their Science Fair will take place on March 16<sup>th</sup>.

Mr. Moses stated that both Parker and Byam PTO's will meet tomorrow night.

Ms. Santos attended the "Competitive Play" this past weekend. She had high praise for parents of the Theatre Guild and the students involved.

Ms. Newcomb attended South Row's PTO meeting last night. They have many in-person enrichment activities planned by their "really terrific group of parents". The Community Read-in will take place next week and volunteers may receive more information on the district website.

### **Public Comments**

Mr. Moses asked when the School Choice applications will be available. Dr. Lang this will be addressed at the first meeting in April.

### **Adjournment (7:33 p.m.)**

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

*Respectfully submitted,  
Sharon Giglio, Recording Secretary*

# CHELMSFORD PUBLIC SCHOOLS

---

Jay Lang, Ed.D., Superintendent

## **Memorandum**

To: Members of the School Committee

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

Date: March 18, 2023

Re: Spotlight on the Departments: World Languages & Student Exchange Programs

---

Attached please find a PowerPoint presentation provided by Ms. Jessica Nollet, Department Coordinator for World Languages and Student Exchange Programs. I look forward to hearing Ms. Nollet's presentation and discussing the work that is ongoing in the district with respect to this department.

---

---

# World Language Department

— School Committee Update —  
Tuesday, March 21, 2023

---

---

# Chelmsford High School

## Seal of Biliteracy data (2020-2023)

Year	Number of students testing	Number of awards* <i>*some students earn multiple awards*</i>
2020	17	12
2021	27	10
2022	22	22
2023	40	18



# Languages represented in Seal of Biliteracy testing

American Sign Language*	Mandarin Chinese
Arabic	Malayalam
Estonian	Portuguese
French	Russian
Hindi	Spanish
Greek	Tamil
Korean	Telugu
Japanese	Urdu

# Awards for 2023 (so far!)

3 seniors



13 seniors  
15 awards



More information: <https://www.doe.mass.edu/scholarships/biliteracy/>

# Cultural Exchange Program

## Partner Schools:

- *Fenelon Notre Dame (La Rochelle, France)*
- *San Estanislao de Kostka (Málaga, Spain)*





# Cooking class in Seville, Spain



*¡Adiós, San Estanislao!*

# Plaza de España, Seville (Spain)

Guest Student  
Speaker:

Armaan McCarthy





# French Exchange: La Rochelle, France



At the Louvre Museum in  
Paris, France



Final goodbye breakfast in La  
Rochelle!





# What's next for World Language?

- Continue to promote the Seal of Biliteracy
- Enrollment for next year's Spanish and French exchange programs will begin this spring
- **New:** French 4 and Spanish 4 will be offered as dual enrollment classes with Middlesex Community College for 2023-24

*For more information:*

<https://chelmsfordschools.org/programs/world-languages/>



# CHELMSFORD PUBLIC SCHOOLS

---

Jay Lang, Ed.D., Superintendent

## **Memorandum**

To: Members of the School Committee  
From: Jay Lang, Ed.D., Superintendent of Schools  
Date: March 18, 2023  
Re: Spotlight on the Departments: Fine & Performing Arts

---

Attached please find a PowerPoint presentation provided by Dr. Christina Whittlesey, Department Coordinator for Fine & Performing Arts. I look forward to hearing Dr. Whittlesey's presentation and discussing the work that is ongoing in the district in the fine and performing arts programs.

# CPS Fine and Performing Arts Update

Dr. Christy Whittlesey

PK-12 Fine and Performing Arts Coordinator

March is *National Youth Art Month* and *National Music in Our Schools Month*!



Learn more at [nafme.org/MIOSM](https://nafme.org/MIOSM)

#MIOSM | #MusicsAllOfUs

- **Fostering an Environment Where All Students Belong**
- **Celebrating Student Success in the Arts**

# DESE Cultural Responsiveness Continuum



- Cultural responsiveness is an approach to viewing **culture and identity** as assets, including students' race, ethnicity, or linguistic assets, among other characteristics. Within this framework, cultural identity is valued and embraced within curriculum and instruction.



# Professional Development Focused on Culturally Responsive Arts Programs

- Art of Ed Workshop “Celebrating Diversity Through Contemporary Art”
  - Book Groups
    - *The Horizon Leans Forward: Stories of Courage, Strength, and Triumph of Underrepresented Communities in the Wind Band Field*
    - *Constructing an Activist Music Education*
    - *Posters for Change*
    - *Art of Protest*
    - *Stamped*
  - Collaboration: New Art Projects, Reviewing Music Libraries
-

# Community Partnerships



"I think this piece should tell a story of who we are, something that people who hear it would think of us."  
- McCarthy  
Orchestra Student

- Commissioned Pieces: Middle School Orchestra Programs



Janelle Zook Cunalata



Shawn Johnson

*"Voices of the Unheard is dedicated to the voices of historically marginalized artists, composers, and musicians. These artists deserve the recognition that they now have but were once denied due to their status in society."*

-Shawn Johnson

# Community Partnerships



- Artist in Residence: Byam



Bren Bataclan

Byam Art  
Teacher  
Amy Brown  
MAEA  
Elementary Art  
Teacher of the  
Year!

---







The background is a solid pink color. In the top right corner, there are several overlapping geometric shapes: a dark pink square, a medium pink square, and a light pink square, all partially cut off by the edge of the image.

# **Celebrating Student Success in the Arts**

# Celebrating Student Success: **Visual Art** Chelmsford K-12 Youth Art Month Art Exhibit and Reception at Chelmsford Public Library





# Celebrating Student Success: **Visual Art**

- **50** CPS K-12 artists currently have work displayed at this year's Massachusetts Art Educators Association (MAEA) Exhibit



**Aden Osgood**

**Grade 3, Center Elementary**  
**NAVAJO INSPIRED WEAVING**  
**Art Teacher Beth Glennon**



**Ethan Werle**  
**Grade 6, Parker**  
***Aladdin's Forest***  
**Art Teacher Dawnmari Annunziata**



**Sharon Chen**  
**Grade 12, CHS**  
***The Joys of Being a Child***  
**Art Teacher Allison Gover**



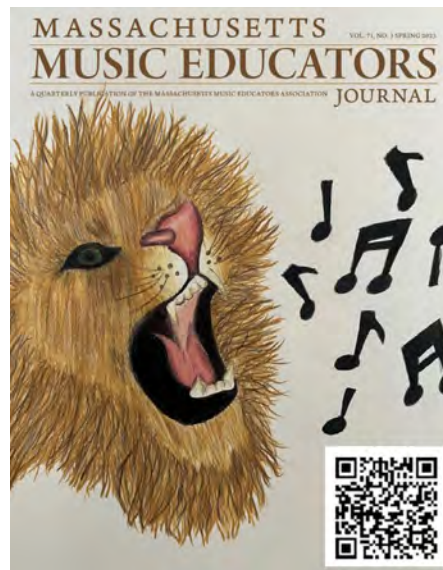
**Amanda Hoang**  
**Grade 11, CHS**  
***Joyous Frog***  
**Art Teacher Madalena Alves**

# Celebrating Student Success: Visual Art

- Two CPS Student Artists' work featured on the cover of the Massachusetts Music Educators Journal



Morgan Simmons-Silva



Addyson Mele

# Celebrating Student Success: Performing Arts

- Theatre

- METG Awards:

- Jon Walsh, Set Carpentry
- Jocelyn Pica, Acting
- Maeve McNeal, Acting



THE MASSACHUSETTS  
EDUCATIONAL  
THEATER GUILD, INC.

- Music

- Band Students selected for Western International Band Clinic in Seattle:

- Sarah Buliszak, Flute
- Rachel O'Brien, Clarinet



- Students inducted into CHS Tri-M Music Honor Society:

- Aryaman Bajpai, Cello
- Jade Boyer, Flute
- Elizabeth Kelliher, Tenor Saxophone
- Carter Lindberg, Baritone Saxophone
- Katherine Sanroma, Flute
- Mia Troncoso, Vocalist
- Sofia Trottier, Flute
- Joshua Wolman, Bassoon



Tri-M<sup>®</sup> Music  
HONOR SOCIETY

A program of NAfME  
National Association for Music Education

# Celebrating Student Success: Performing Arts



- 22 CHS musicians selected for Massachusetts Music Educators Association (MMEA) All State Treble Chorus Festival

- Henry Brennan
- Lyra Cody-Little
- Rasm Dadiala
- Isla Gubitose
- Phillipa Nazziwa
- Lyla Reale
- Sreekanta Saha
- Aditi Yadav
- Grace Connolly
- Anjali Pillai
- Quinn McCabe
- Layla Cassidy
- Owen Goodin
- Liliana Tellez
- Naisha Giduthuri
- Averie Clark
- Esther Pessin
- Haley Gallagher
- Kalia Roberts
- Krish Garg
- Charlotte Mulholland
- Elyse Jean

- 7 CHS musicians selected for MMEA All State Music Festival

- Ryan Blaine, French Horn
- Jade Boyer, Flute
- Ethan Jiang, Tenor Saxophone
- Kaitlyn Kaminuma, Violin
- Kyle Pinto, Trombone
- Sarah Roch, Mallets
- Jack Tallent, Tuba





# Celebrating Student Success: A Cappella

## The Thursdays



## The Crescendos





# Please welcome The Crescendos!



Thank you!

Dr. Christy Whittlesey

Email: [whittleseyc@chelmsford.k12.ma.us](mailto:whittleseyc@chelmsford.k12.ma.us)

# Chapter 70 and Net School Spending

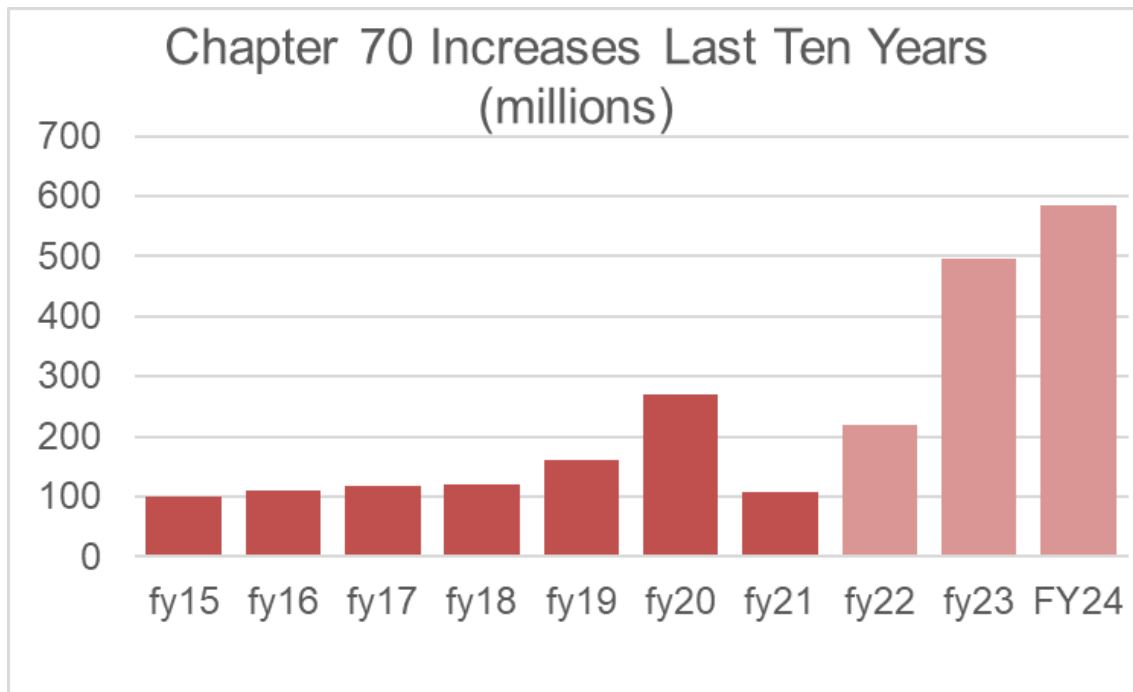
Roger Hatch, Retired ESE School Finance Administrator

March 21, 2023

Chelmsford School Committee

# Student Opportunity Act (SOA)

- Massachusetts education bill passed in 2019
- Based upon recommendations of Foundation Budget Review Commission (2015)
- Legislated changes in numerous areas of education finance, accountability
- FY24 will be third year of a six-year phase-in of C70 rates



# ESE Chapter 70 website

<https://www.doe.mass.edu/finance/chapter70/>

The screenshot displays the ESE Chapter 70 website. On the left is a dark blue navigation sidebar with the following links: Chapter 70 Program, Charter Schools, Circuit Breaker, Educational Collaboratives, DESE Budget, Grants/Funding Opportunities, Nutrition Programs, Regional Districts, School Buildings, Inter-District School Choice, School Finance Regulations, Spending Comparisons, Transportation, Chapter 74 Nonresident Tuition, School Finance Contacts, and Related Links. The main content area features a paragraph about the Chapter 70 program, followed by a section titled "Chapter 70 Legislation & Regulation". This section includes sub-sections for "Legislation" (with further links for Regulations, Compliance With Net School Spending Requirements, Student Opportunity Act, Supplemental Low-Income Data Collection, Local Contribution Study, and Local Contribution Study Public Comment), "Retiree Health Insurance and Section 260 of the FY'15 State Budget", "Chapter 70 District Profiles" (with a description of the on-line database), and "Chapter 70 Trends in Aid and Local Contribution" (with a description of the trend data tool). Below this is a section titled "Chapter 70 State Aid and Spending Requirement" with a contact link for earlier spending requirements. At the bottom, a red oval highlights a link for "FY2024 Preliminary Chapter 70 Aid and Net School Spending Requirements" dated 02/23/2023. The browser's taskbar at the bottom shows the date as 3/13/2023 and the time as 3:49 PM.

# At Bottom of the Cover Memo, Select “Complete Formula Spreadsheet”

The reimbursement formula for transitional aid to districts reflects the change enacted by Section 38 of the FY20 budget, which provides reimbursement of 100% of any tuition increase in the first year, 60% in the second year, and 40% in the third year. Funding for first year reimbursements is prioritized first, followed by funding for second year reimbursements. The Act required 75% of the total state obligation to be funded in the first year (FY2022), 90% in the second (FY2023), and 100% in subsequent years (FY2024 and beyond). The Governor has recommended a \$243.8 million appropriation for these reimbursements. This appropriation level is expected to meet the 100% requirement in FY2024. The projected assessments and reimbursements for charter tuition payments at this point in time can be useful for budget planning but should not be viewed as final numbers, given normal fluctuations in both projected and actual enrollments which occur over the course of the fiscal year.

Here are links to more detailed information on the Governor's proposed budget:

- [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 contribution for each member of the district
- [PowerPoint](#), describing the major components of the formula
- [Complete formula spreadsheet](#), showing the detailed calculations for each municipality and district
- [Preliminary FY2024 charter school tuition and enrollment](#)

Questions about the Chapter 70 program should be directed to:

[Rob Hanna](#) 781-338-6525

[Rob O'Donnell](#) 781-338-6512

Last Updated: February 23, 2023

# Key Factors In The Formula

## Foundation Budget

- Inflation
- Enrollment
- Wage Adjustment Factor

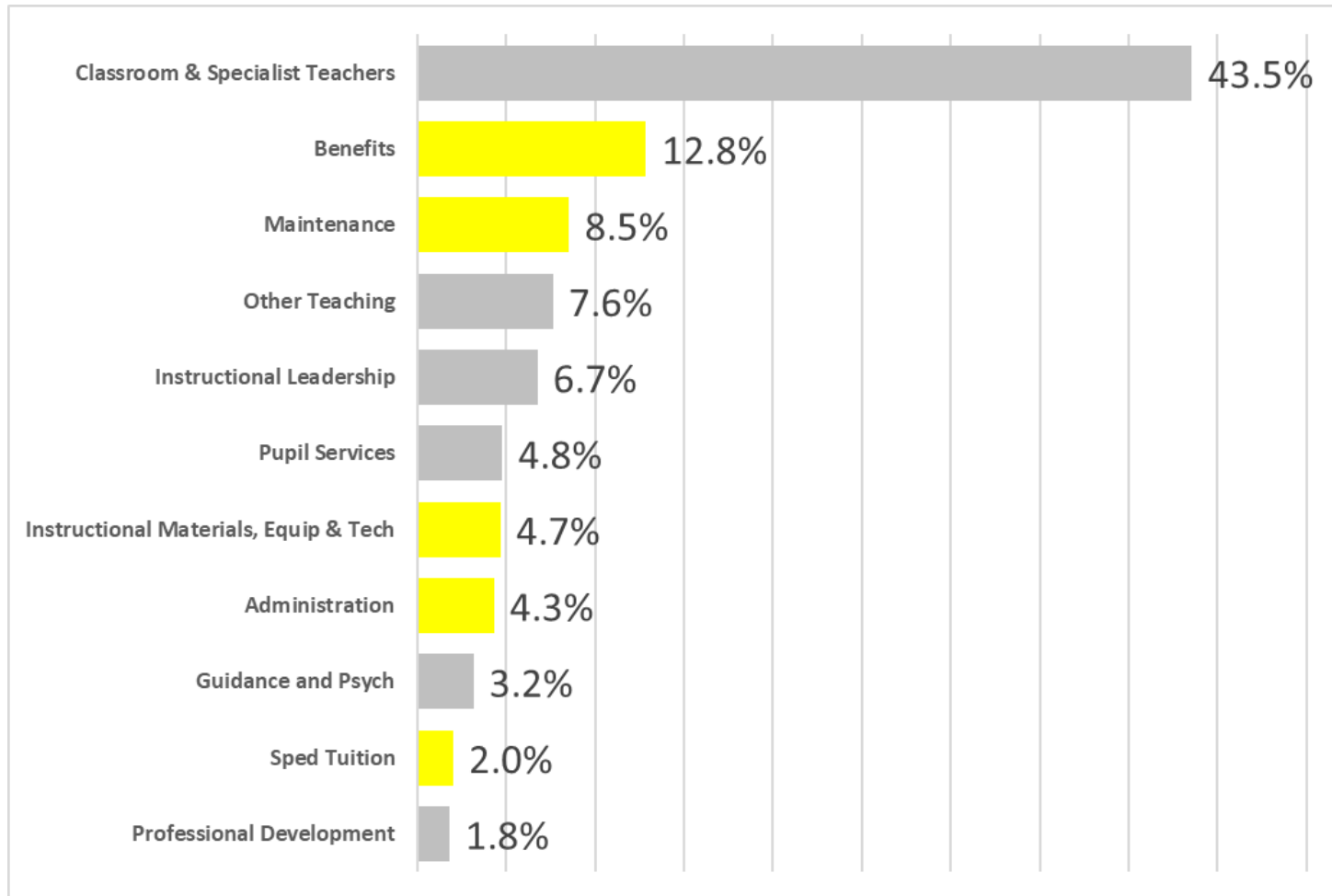
## Required Contribution

- Property Value
- Residents' Income
- Municipal Revenue Growth Factor

## **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 **target local contribution percentage**--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. Poorer communities are required to pay less, wealthier communities more.
3. The remainder is funded by Chapter 70 **state aid**. **Target aid share** is 100% minus the target local contribution share.

# Instructional categories comprise 67% of the statewide foundation budget in FY23.





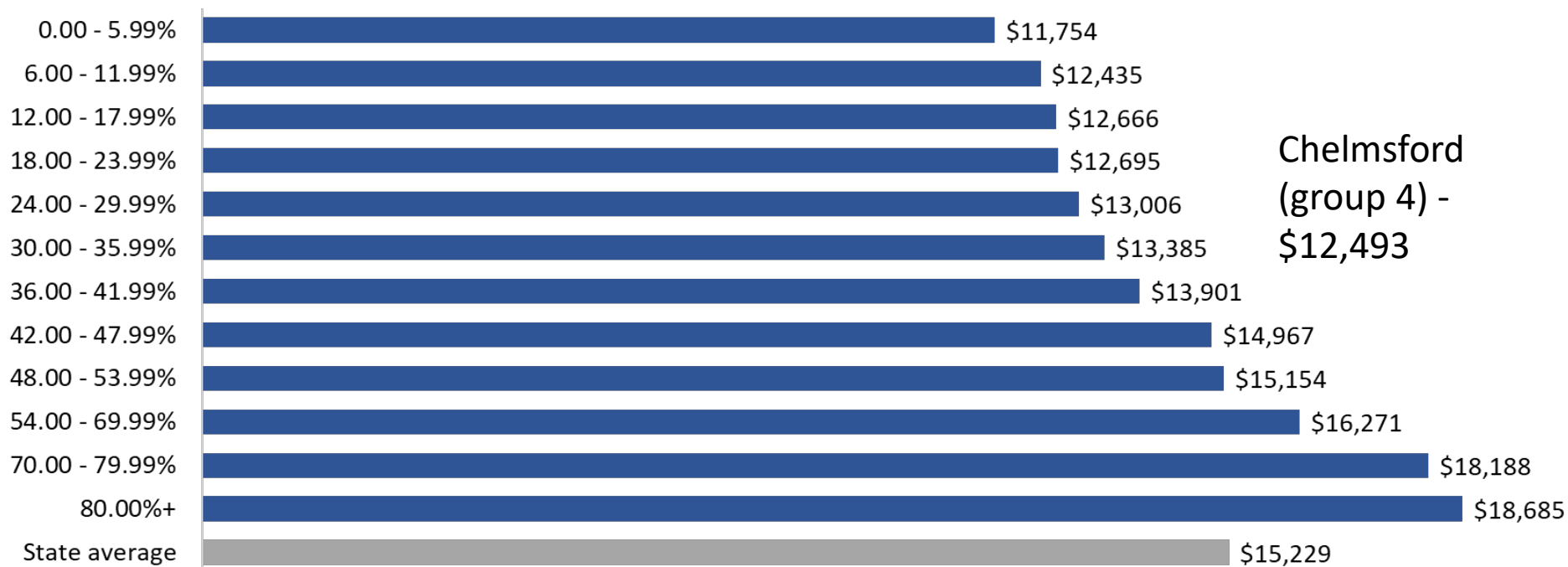
# SOA mandates rate increases in five areas

- Low income students
- English learners
- Benefits
- Special education
- Guidance and psychological services

# What is Not in the Foundation Budget?

- Amount needed above minimum
- Spending from grants
- Transportation
- Capital Equipment
- Food Service / Community Services
- Bonded Debt Service

## Foundation budget per pupil, by low-income % range

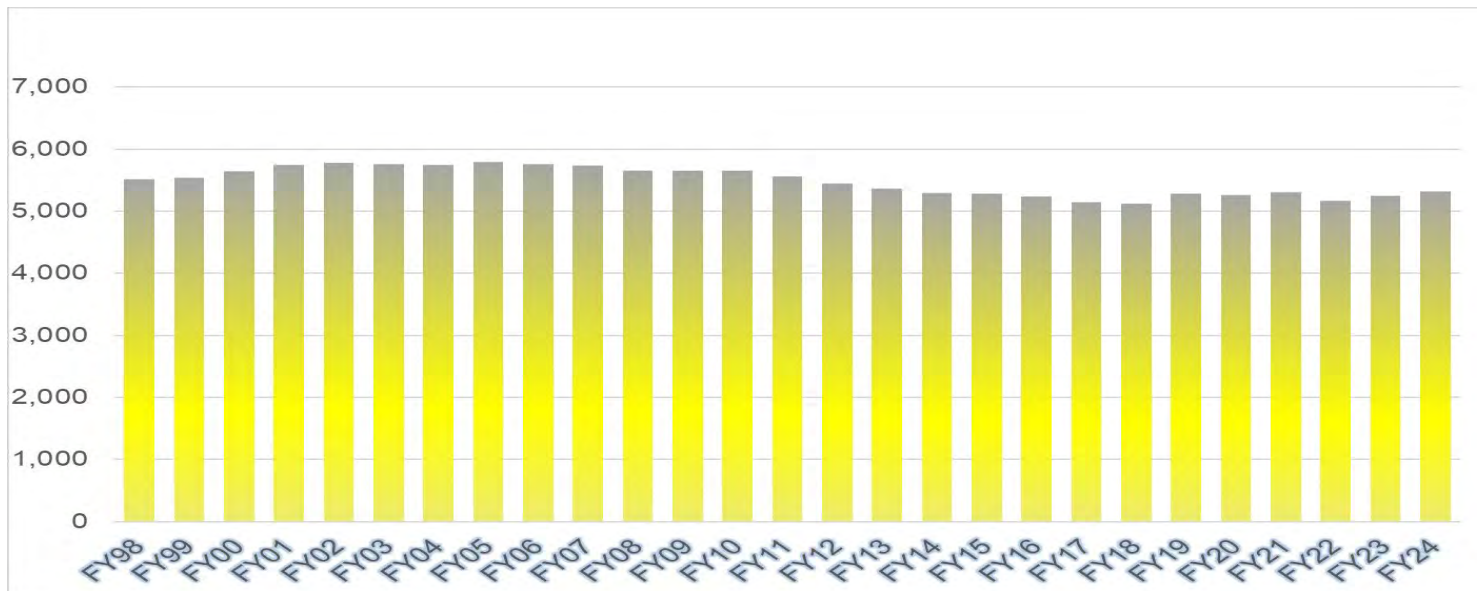


Source: ESE School Finance

# Foundation Enrollment

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

Chelmsford's foundation enrollment has been very steady



# Each Functional and Enrollment Category Has A Per Pupil Rate That Rises Annually With Inflation

	Administration	Instructional Leadership	Classroom & Specialist Teachers	Other Teaching Services	Professional Development	Instructional Materials, Equipment & Technology	Guidance & Psychological Services	Pupil Services	Operations & Maintenance	Employee Benefits/Fixed Charges	Special Education Tuition	Total, All Categories
Pre-school	221.34	399.74	1,832.98	470.10	72.49	265.29	173.40	53.04	509.00	728.64	0.00	4,726.02
Kindergarten half-day	221.34	399.74	1,832.98	470.10	72.49	265.29	173.40	53.04	509.00	728.64	0.00	4,726.02
Kindergarten full-day	442.67	799.51	3,665.96	940.25	145.06	530.61	346.82	106.13	1,017.99	1,457.26	0.00	9,452.26
Elementary	442.67	799.51	3,665.91	940.25	145.08	530.61	346.82	159.17	1,017.99	1,457.28	0.00	9,505.29
Junior/Middle	442.67	799.51	3,226.02	676.84	157.26	530.61	390.98	260.01	1,103.62	1,544.05	0.00	9,131.57
High School	442.67	799.51	4,744.11	563.46	152.49	848.96	445.11	599.57	1,070.08	1,376.63	0.00	11,042.59
Vocational	442.67	799.51	8,065.05	563.46	252.11	1,485.67	445.11	599.57	2,002.71	1,834.90	0.00	16,490.76
Special Education in-district	3,055.17	0.00	10,081.28	9,412.75	486.31	424.47	0.00	0.00	3,412.76	3,898.38	0.00	30,771.12
Special Education tuitioned-out	3,531.53	0.00	0.00	53.95	0.00	0.00	0.00	0.00	0.00	0.00	33,529.93	37,115.41
English learners PK-5	107.66	188.40	1,318.74	188.40	53.82	134.56	80.74	26.92	322.96	301.97	0.00	2,724.17
English learners 6-8	114.12	199.69	1,397.81	199.69	57.05	142.63	85.59	28.53	342.32	320.07	0.00	2,887.50
English learners high school/voc	114.60	200.55	1,403.82	200.55	57.29	143.24	85.95	28.65	343.79	321.45	0.00	2,899.89
Low-income group 1 (0-5.99%)	55.76	264.22	2,579.36	0.00	125.14	19.18	104.45	542.73	0.00	425.57	0.00	4,116.41
Low-income group 2 (6-11.99%)	57.77	273.72	2,672.06	0.00	129.64	19.87	108.20	562.24	0.00	440.88	0.00	4,264.38
Low-income group 3 (12-17.99%)	59.77	283.22	2,764.76	0.00	134.14	20.56	111.95	581.75	0.00	456.17	0.00	4,412.32
Low-income group 4 (18-23.99%)	61.78	292.71	2,857.46	0.00	138.63	21.25	115.71	601.25	0.00	471.47	0.00	4,560.26
Low-income group 5 (24-29.99%)	63.78	302.21	2,950.16	0.00	143.13	21.94	119.46	620.75	0.00	486.76	0.00	4,708.19
Low-income group 6 (30-35.99%)	69.89	331.16	3,232.78	0.00	156.83	24.05	130.90	680.22	0.00	533.39	0.00	5,159.22
Low-income group 7 (36-41.99%)	74.71	353.95	3,455.32	0.00	167.63	25.70	139.92	727.05	0.00	570.10	0.00	5,514.38
Low-income group 8 (42-47.99%)	79.52	376.75	3,677.86	0.00	178.43	27.36	148.93	773.87	0.00	606.82	0.00	5,869.54
Low-income group 9 (48-53.99%)	84.33	399.55	3,900.40	0.00	189.23	29.00	157.94	820.70	0.00	643.54	0.00	6,224.69
Low-income group 10 (54-69.99%)	89.14	422.35	4,122.95	0.00	200.02	30.66	166.95	867.52	0.00	680.27	0.00	6,579.86
Low-income group 11 (70-79.99%)	95.89	454.30	4,434.90	0.00	215.16	32.98	179.59	933.16	0.00	731.73	0.00	7,077.71
Low-income group 12 (80%+)	102.63	486.26	4,746.85	0.00	230.29	35.30	192.22	998.80	0.00	783.20	0.00	7,575.55

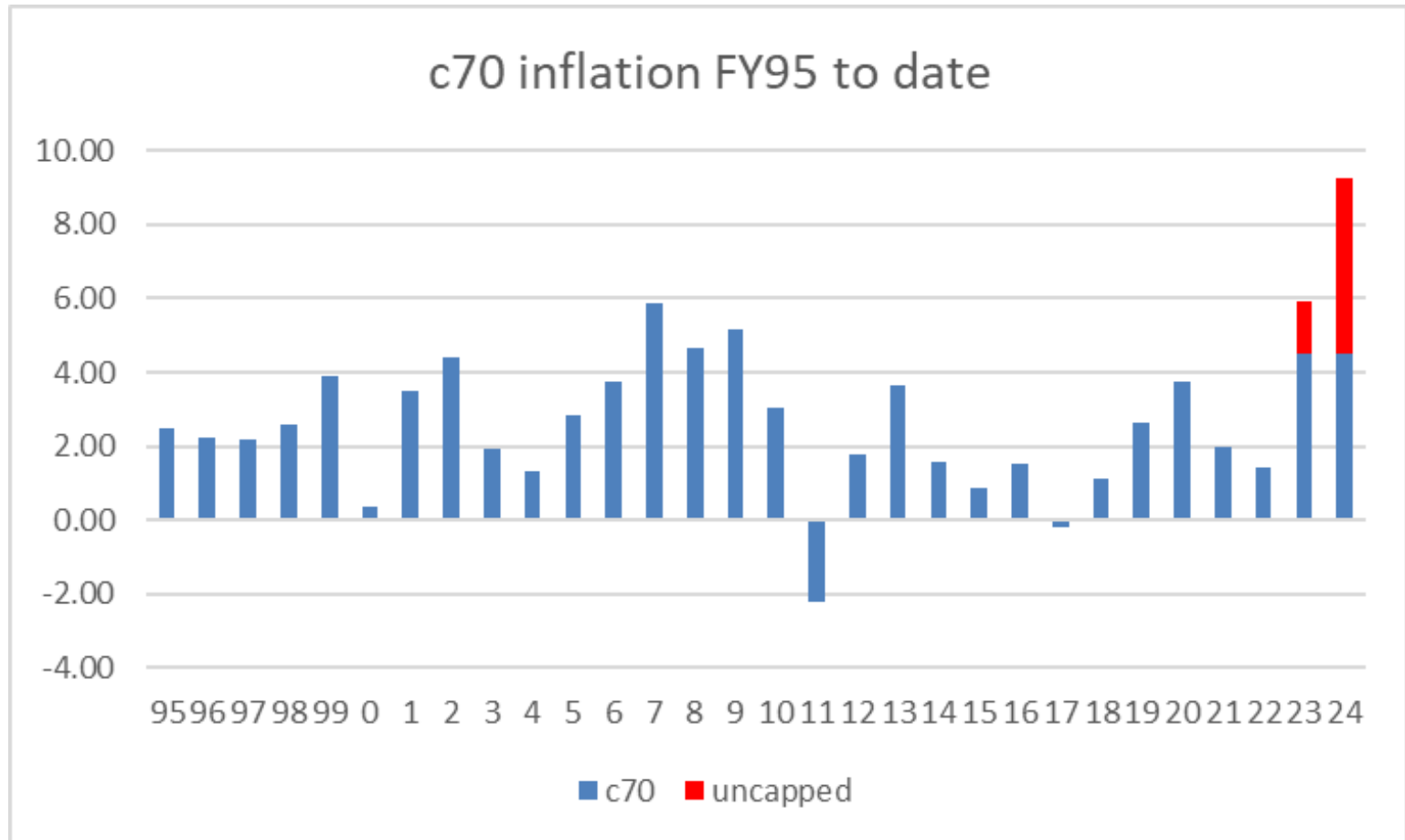
# Foundation Budget Example: Chelmsford

## FY24 Chapter 70 Foundation Budget

### 56 Chelmsford

	Base Foundation Components					Incremental Costs Above the Base						TOTAL	
	1	3	4	5	6	8	9	10	11	12	13		14
	Pre-school	Kindergarten Full-Day	Elementary	Junior/ Middle	High School	Special Ed In-District	Special Ed Tuitioned-Out	English learners PK-5	English learners 6-8	English learners High School/Voc	Low income		
<b>Foundation Enrollment</b>	<b>201</b>	<b>354</b>	<b>1,976</b>	<b>1,226</b>	<b>1,451</b>	<b>195</b>	<b>50</b>	<b>182</b>	<b>32</b>	<b>19</b>	<b>1,100</b>	<b>5,108</b>	
1 Administration	44,489	156,705	874,716	542,713	642,314	595,758	176,577	19,594	3,652	2,177	67,958	3,126,654	
2 Instructional Leadership	80,348	283,027	1,579,832	980,199	1,160,089	0	0	34,289	6,390	3,810	321,981	4,449,965	
3 Classroom & Specialist Teachers	368,429	1,297,750	7,243,838	3,955,101	6,883,704	1,965,850	0	240,011	44,730	26,673	3,143,206	25,169,290	
4 Other Teaching Services	94,490	332,849	1,857,934	829,806	817,580	1,835,486	2,698	34,289	6,390	3,810	0	5,815,332	
5 Professional Development	14,570	51,351	286,678	192,801	221,263	94,830	0	9,795	1,826	1,089	152,493	1,026,696	
6 Instructional Materials, Equipment & Techno	53,323	187,836	1,048,485	650,528	1,231,841	82,772	0	24,490	4,564	2,722	23,375	3,309,936	
7 Guidance & Psychological Services	34,853	122,774	685,316	479,341	645,855	0	0	14,695	2,739	1,633	127,281	2,114,488	
8 Pupil Services	10,661	37,570	314,520	318,772	869,976	0	0	4,899	913	544	661,375	2,219,231	
9 Operations & Maintenance	102,309	360,368	2,011,548	1,353,038	1,552,686	665,488	0	58,779	10,954	6,532	0	6,121,703	
10 Employee Benefits/Fixed Charges*	146,457	515,870	2,879,585	1,893,005	1,997,490	760,184	0	54,959	10,242	6,108	518,617	8,782,517	
11 Special Education Tuition*	0	0	0	0	0	0	1,676,497	0	0	0	0	1,676,497	
<b>12 Total</b>	<b>949,930</b>	<b>3,346,100</b>	<b>18,782,453</b>	<b>11,195,305</b>	<b>16,022,798</b>	<b>6,000,368</b>	<b>1,855,771</b>	<b>495,799</b>	<b>92,400</b>	<b>55,098</b>	<b>5,016,286</b>	<b>63,812,308</b>	
13 Wage Adjustment Factor	100.0%											<b>Foundation Budget per Pupil</b>	<b>12,493</b>
*The wage adjustment factor is applied to underlying rates in all functions except instructional equipment, benefits and special education tuition.													
14 Low-income percentage	21.75%											English learner foundation budget as % total foundation budget	1.0%
15 Low-income group	4											Low-income foundation budget as % total foundation budget	7.9%

# Statute Sets A 4.5% Cap On Inflation





# Determining Target Local Share

- 59% of statewide foundation is paid by cities and towns
- Half of the statewide requirement is derived from property value (FY24: 0.3534%)
- Half is derived from residential income (FY24: 1.5329%)
- Any given town's share from property and income will vary depending upon their particular mix of the two measures of wealth
- Sum of the two calculations is "combined effort yield"
- Target share is combined effort yield as percent of foundation
- Target share is capped at 82.5% (166 communities)

# Determining Required Contribution

- Municipal revenue growth factor raises last year's requirement
- Getting closer to targets
  - No community is required to spend MORE than its target
  - If mrgf leaves city or town short of target by 2.5-7.5%, add one percent
  - If short by more than 7.5%, add two percent
  - 225 fall short by 2.5-7.5%, another 63 by more than 7.5%
- Why not set every district at its target?
  - Proposition 2 1/2

# Chelmsford Effort Goal and FY24 Required Contribution

## FY24 Chapter 70 Determination of City and Town Total Required Contribution

### 56 Chelmsford

**Effort Goal**

**FY24 Increments Toward Goal**

1) 2022 equalized valuation	7,194,279,300
2) Uniform property percentage	0.3534%
3) Local effort from property wealth	25,422,190
4) 2020 income	2,220,847,000
5) Uniform income percentage	1.5329%
6) Local effort from income	34,044,340
7) Combined effort yield (3 + 6)	59,466,531
8) FY24 Foundation budget	68,125,870
9) Maximum local contribution (82.5% * 8)	56,203,843
10) Target local contribution (lesser of 7 or 9)	56,203,843
11) Target local share (10 as % of 8)	82.50%
12) Target aid share (100% minus 11)	17.50%

**source: ESE Chapter 70 Preliminary FY24 workbook**

13) FY23 required local contribution	50,507,780
14) Municipal revenue growth factor (DOR)	3.99%
15) FY24 preliminary contribution (13 raised by 14)	52,523,040
16) Preliminary contribution pct of foundation (15 / 8)	77.10%

***If preliminary contribution is above the target share:***

17) Excess local effort (15 - 10)	
18) 100% reduction toward target (17 x 100%)	
19) FY24 required local contribution (15 - 18)	
20) Contribution as percentage of foundation (19 / 8)	

***If preliminary contribution is below the target share:***

21) Shortfall from target local share (10 - 15)	3,680,803
22) Shortfall percentage (11 - 16)	5.40%
23) Added increment toward target (13 x 1% or 2%)*	505,078
<i>*1% if shortfall is between 2.5% and 7.5%; 2% if shortfall &gt; 7.5%</i>	
24) Special increment toward 82.5% target**	0
25) Shortfall from target after adding increments (10 - 15)	3,175,725
26) FY24 required local contribution (15 + 23 + 24)	<b>53,028,118</b>
27) Contribution as percentage of foundation (26 / 8)	77.84%

# Apportionment Between Chelmsford and Nashoba Valley

56	Chelmsford	Chelmsford	Nashoba Valley	Combined Total for All Districts

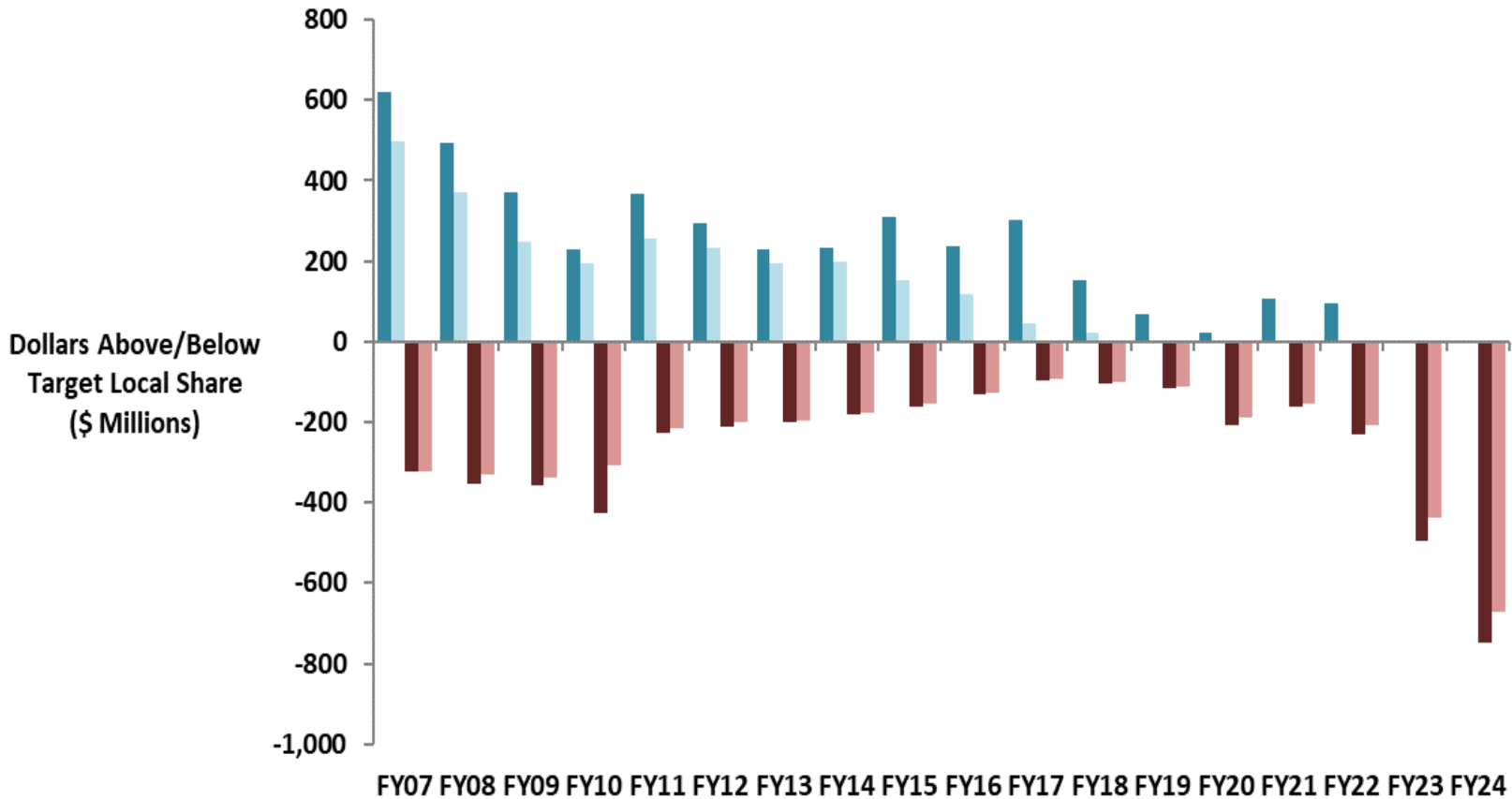
## Prior Year Data (for comparison purposes)

1	FY23 foundation enrollment	5,047	207	5,254
2	FY23 foundation budget	59,337,599	3,923,241	63,260,840
3	Each district's share of municipality's combined FY23 foundation	93.80%	6.20%	100.00%
4	FY23 required contribution	47,375,444	3,132,336	50,507,780

## FY24 apportionment of contribution among community's districts

5	FY24 total unapportioned required contribution ('municipal contribution' tab row 19 or 25)			53,028,118
6	FY24 foundation enrollment	5,108	212	5,320
7	FY24 foundation budget	63,812,308	4,313,563	68,125,870
8	Each district's share of municipality's total FY24 foundation	93.67%	6.33%	100.00%
9	<b>FY24 Required Contribution</b>	<b>49,670,508</b>	<b>3,357,610</b>	<b>53,028,118</b>
10	Change FY24 to FY23 (9 - 4)	2,295,064	225,274	2,520,338

# Statewide, Required Local Contributions Are Falling Behind Target



- excess effort before effort reduction
- net excess after effort reduction
- shortfall below target before increment
- net shortfall below target after increment

# Aid Calculation, Chelmsford

## 56 Chelmsford

### Aid Calculation FY24

#### Prior Year Aid

1 Chapter 70 FY23 **11,962,155**

#### Foundation Aid

2 Foundation budget FY24 63,812,308

3 Required district contribution FY24 49,670,508

4 Foundation aid (2 - 3) 14,141,800

5 Increase over FY23 (4 - 1) **2,179,645**

#### Minimum Aid

6 Minimum \$30 per pupil increase 153,240

7 Minimum aid amount

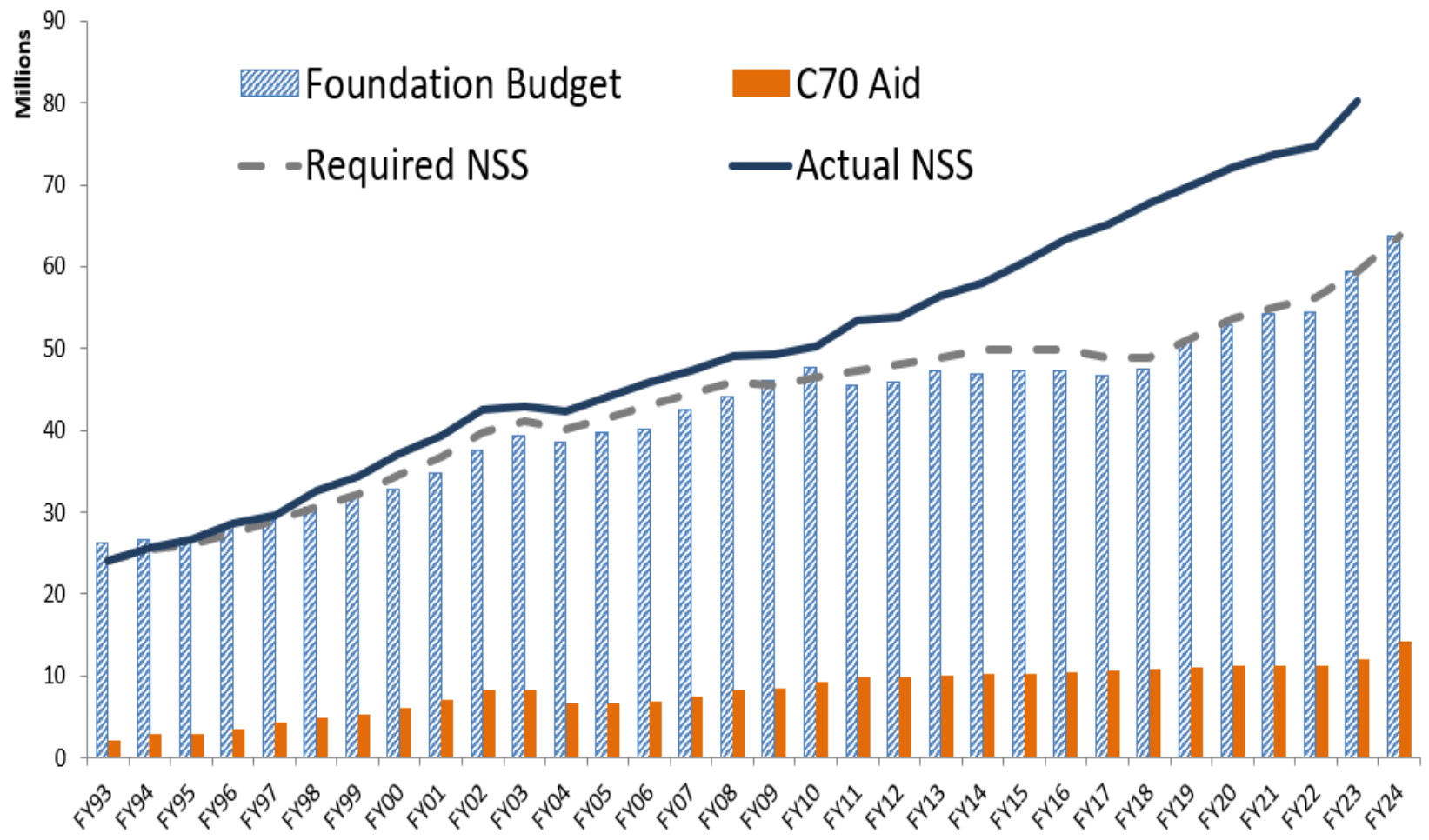
(if line 6 - line 5 > 0, then line 6 - line 5) **0**

### Comparison to FY23

	FY23	FY24	Change	Pct Chg
Enrollment	5,047	5,108	61	1.21%
Foundation budget	59,337,599	63,812,308	4,474,709	7.54%
Required district contribution	47,375,444	49,670,508	2,295,064	4.84%
Chapter 70 aid	<b>11,962,155</b>	<b>14,141,800</b>	2,179,645	18.22%
Required net school spending (NSS)	59,337,599	63,812,308	4,474,709	7.54%
Target aid share	17.50%	17.50%		
C70 % of foundation	20.16%	22.16%		
Required NSS % of foundation	100.00%	100.00%		

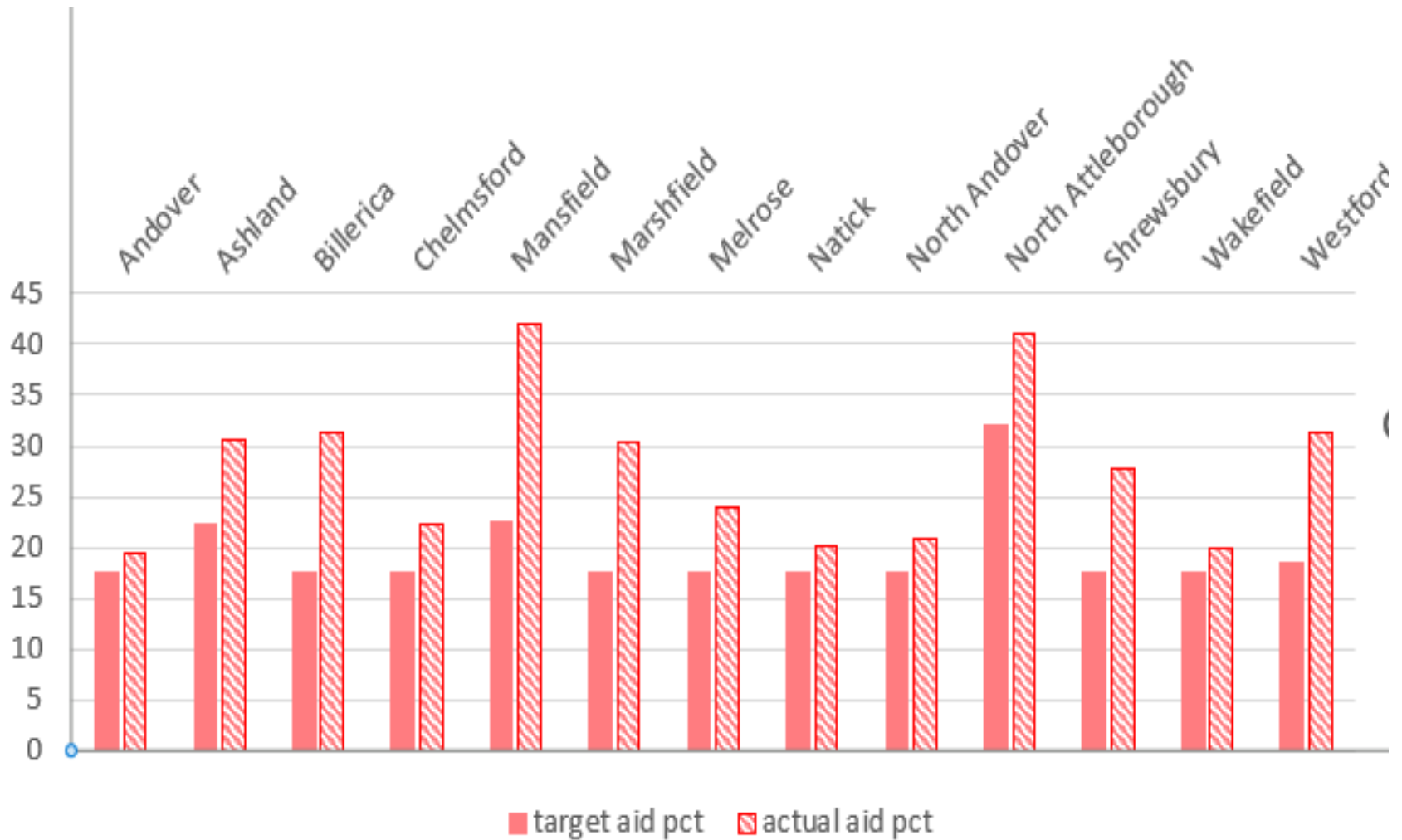
Foundation aid supercedes target share

# Chelmsford Chapter 70 And Net School Spending (NSS) During the Foundation Budget Era

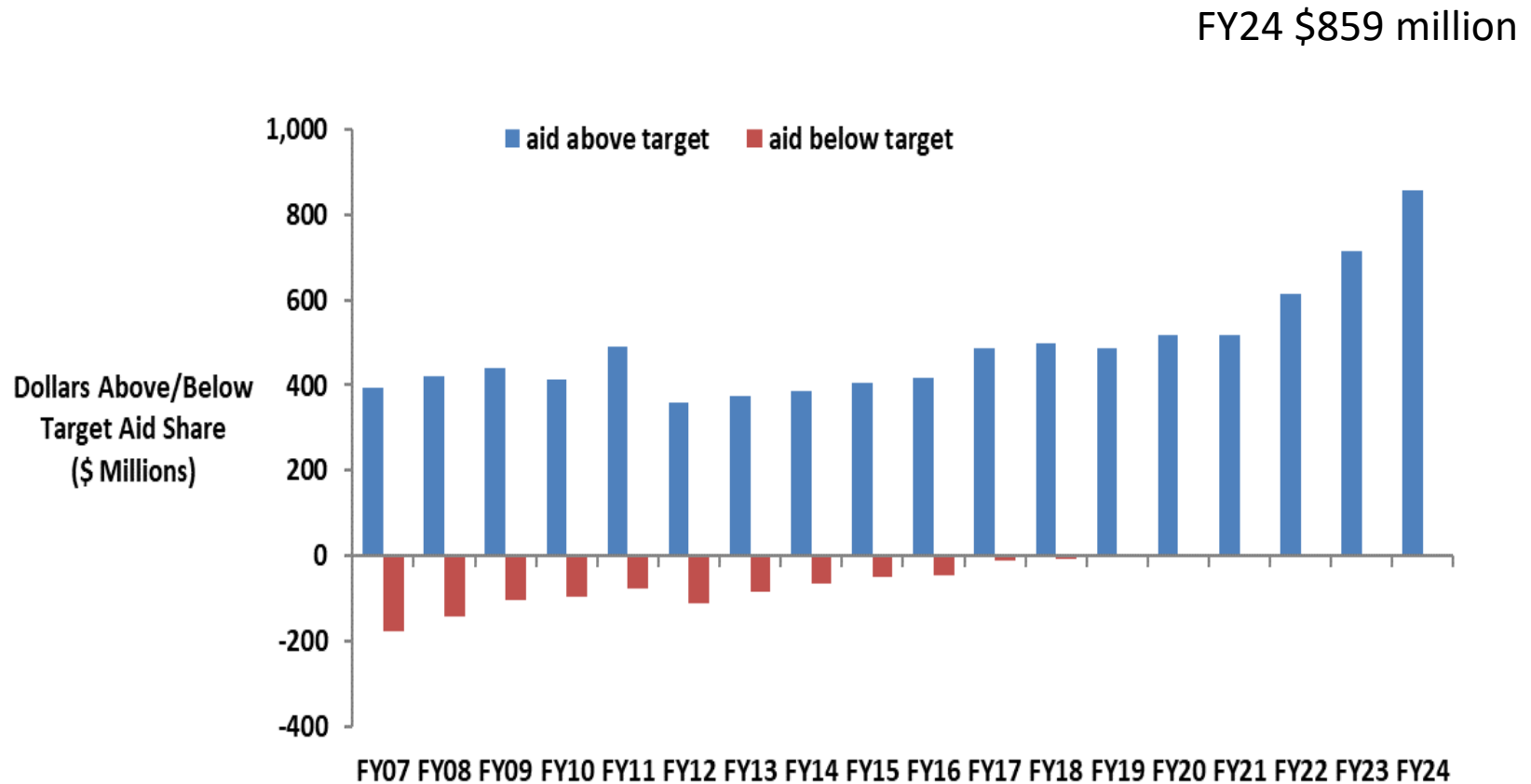




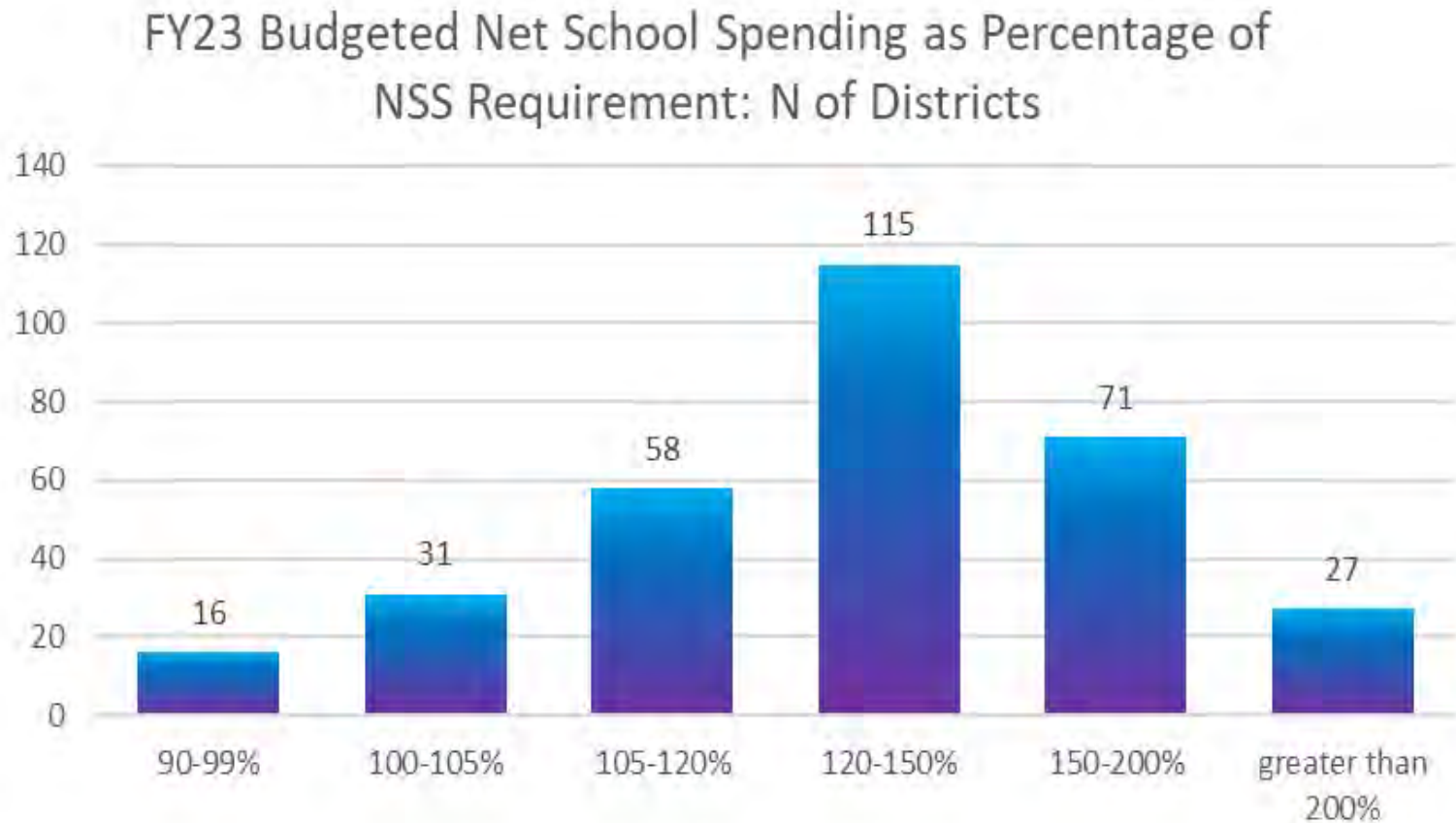
# Districts Often Receive More Than Target Share



# Statewide, Above Target Is Increasing



# Most Districts Spend Well Above Requirement



## Short-Term: Will The Governor's Numbers Hold Up In the Legislature?

- Almost certainly
- The formula is being run in accordance with statute
- Possible changes would likely drive more aid
  - Higher minimum aid per pupil
  - Uncapping inflation
- ESE will issue the final, official school spending requirements as soon as the Governor and Legislature approve either the FY24 state budget (June or July), or an earlier local aid resolution

# Long-Term: Will SOA Reach Its Goal? What About Beyond FY27?

- It is good to have a quantifiable goal.
- We're halfway there
- Chapter 70 is in statute
- Beyond FY27, inflation and the other six key factors will still drive increases
- Will there be a way to recapture “missing” inflation?

# Projecting Chapter 70 Aid: Pro's and Con's

- Pro's
  - Formulas are securely in place
  - More accurate than just expecting "what we got last year"
  - Long-range budgeting is sound practice
- Con's
  - Six key factors change annually
  - Long-term projections would be quickly out of date
  - It is human nature to assign projections the trappings of fact, no many how many caveats are attached
  - Would need to be done for all districts to determine eqv and income percentages

# Questions and Follow-Up

- Roger Hatch [rmhatch@verizon.net](mailto:rmhatch@verizon.net)

## Related Sources

- Governor's House 1 Budget: <https://budget.digital.mass.gov/govbudget/fy24/>
- DESE Chapter 70 website  
<https://www.doe.mass.edu/finance/chapter70/fy2024/preliminary.html>
- DLS Data Bank website: <https://www.mass.gov/lists/cherry-sheet-estimates#fy2024-cherry-sheet-estimates->

- -



# CHELMSFORD PUBLIC SCHOOLS

---

Jay Lang, Ed.D., Superintendent

## **Memorandum**

To: Members of the School Committee

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

Date: March 20, 2023

Re: W. Allen Thomas, Jr. Tennis Courts at Chelmsford High School

---

In preparing for the demolition and reconstruction of the tennis courts, basketball courts, and street hockey venue at Chelmsford High School (CHS) to be completed in the fall of 2023, it was determined that the tennis courts, recognized and named by previous CHS administration for Mr. W. Allen Thomas, Jr., were never formally dedicated and named by the Chelmsford School Committee. Therefore, in accordance with Chelmsford School Committee Policy FF, Naming of Buildings and Grounds, I recommend the Committee vote at the regular school committee meeting on March 21, 2023 to name the tennis courts at Chelmsford High School in dedication to Mr. W. Allen Thomas Jr.

It is without question that Mr. Thomas has made outstanding contributions to education and our community in Chelmsford, displays outstanding leadership, community service and contributions, and is an excellent character in alignment with the criteria outlined in School Committee Policy FF. Attached please find a biography in support of this facility naming.

I recommend the school committee formally vote to name the tennis courts at Chelmsford High School the "W. Allen Thomas, Jr. Tennis Courts".



# CHELMSFORD PUBLIC SCHOOLS

---

**W. Allen Thomas, Jr.**  
**Teacher/Coach/Administrator/Community Member**

W. Allen Thomas, Jr., is a staple among the Chelmsford community. His name is synonymous with servant leadership not only as a long-time teacher, coach, and administrator in the Chelmsford Public Schools, but also as a rotary club member, school committee member, and an amazing husband to his "high school sweetheart" wife, Judy, father and father-in-law to his son and daughter-in-law, Damon and Danielle, daughter and son-in-law, Lauren and Daniel Paquin, and four grandchildren, Aiden, Shea, Ty, and Gabby. Wherever you go in town, Al Thomas is there. There is not one person in town that does not know of Al or has not benefited from what he has helped create and build in the Chelmsford community. Al's strong sense and modeling of civic duty are what separates him from others. As a member and former president of the Chelmsford Rotary Club, he embodies the international club's mottoes of "Service Above Self", because Al believes that "One Profits Most Who Serves Best."

Al's career in education and community began at the Parish Hill School in Chaplin, CT where he was a social studies teacher, basketball coach, and both initiated and coached the soccer program for the school. In 1972, Al came to the Chelmsford Public Schools where he kicked off his 37-year career as a social studies teacher at McCarthy Middle School and Chelmsford High School. Once at Chelmsford High School, he became increasingly involved beyond teaching in the classroom as an advisor to the Student Council, Mock Trial Team, International Relations Club, and Model UN Club, and that was not all. Al was a highly successful athletic coach for the boys and girls swim teams, guiding many students that moved on as collegiate swimmers, "All-American" swimmers, and Olympic trial qualifiers. His work as a coach in Chelmsford led to winning numerous accolades such as the Boston Globe Swimming and Diving Coach of the Year, Lowell Sun and MVC Coach of the Year, and induction into the Eastern Interscholastic Swimming Coach Hall of Fame. Al was also the manager of Chelmsford Swim and Tennis Club in town where he would see countless families and make connections as a local educator and coach in town. Because of Al's commitment to the students of Chelmsford High School, he quickly moved up the administrative ranks as the Dean of Hawthorne House and ultimately became the Principal of Chelmsford High School, where he was able to continue his legacy of excellence in all aspects of school life for the students in Chelmsford. His work did not go unnoticed as he was eventually inducted into the Chelmsford High School Alumni Association's Hall of Fame in 2018.

Al eventually retired from the Chelmsford Public Schools in 2009, but that didn't stop his drive for civic duty and connection to the community, students, and families of Chelmsford. He continued on as a Chelmsford Rotary Club member, sat on the Chelmsford School Committee from 2011 – 2019 as the secretary and eventually chairperson, was a town meeting representative, and parishioner of All Saints Church as a vestry representative and lay reader. He would also be seen at many school and community events, and even write news stories for sports teams to be sure the students were recognized for their hard work and to highlight the excitement of the games. To this day, Al can be seen around town and still attends a plethora of events. There is nothing that seems to slow Al Thomas down.

Al Thomas lives by his own, memorable motto that has become a Chelmsford High School core and is still used to this day, "Make it a great day, or not, the choice is yours." It is evident from his robust career and community commitment to Chelmsford that Al Thomas has chosen to make every day a great one!

## Warrant Signing Procedure

One of the primary responsibilities of the school committee is to approve and monitor the school department budget. One of the ways this is achieved is through the approval of school department expenditures through a review and signing of payroll and expense warrants. To assure that this task is carried out properly and efficiently the following are some guidelines to consider.

### **Who must sign the warrant and when?**

Per school committee policy, three members of the school committee will be assigned to examine and sign warrants on a rotating basis. Through a provision under MGL Ch. 41 & 46 adopted by the committee on April 22, 2020, only one school committee member signature is required on the warrant, although all members scheduled to sign the warrant are encouraged to come in and examine the warrant and add their signature. At the start of each school year a schedule of when the warrants will be ready for signatures and who will be responsible will be prepared by the business manager. In most instances, warrants will be available bi-weekly and the members who are responsible for signing will rotate. E-mail reminders will be sent to the members whose turn it is to sign when the warrant is ready to sign in the business office.

It is the expectation that school committee members will come in to review and sign-off on the warrant in a timely manner so that it may be sent to the Town Accountant's office for payment. *If none of the school committee members scheduled to sign the warrant can get in to sign in a timely manner, they should contact other school committee members who are not scheduled to sign the warrant to see if they would be available to do it for them.*

### **What to look for?**

The purpose of reviewing the warrant is to make sure that money is being spent on school department related expenditures, that expenses are being charged to the correct accounts, that the balances in the accounts being charged are sufficient to cover the expenses, and that expenses are being charged to the proper fiscal year budget.

When you come in to sign the warrant there will be a cover sheet listing all the warrant batches to be signed off on. Make sure that the number of the batch you are signing matches the number on the sheet and that the total expense of the batch matches the total on the sheet. It is best practice to look through the whole batch first to see if you have any questions, and then sign off on the packet and check it off on the cover sheet if no issues are found.

Some of the things to look for as you are examining each batch include:

- Inspect the individual items listed to make sure they are appropriate expenses to be charged to the school department.
- Inspect the dates of the bills in the packet to make sure they are being billed to the proper fiscal year budget.
- Make sure that the proper accounts are listed for the expenditure.  
For example, if a warrant batch contains heating bills, they should be charged to the proper utility accounts. Often there will be a mix of bills in the packet so there may be multiple accounts listed on the summary page.
- In looking over the accounts being charged, look to see if there is enough money in the account to cover the bills.
- Make sure the totals listed on the different pages of the batch match up to the amounts being charged to each account.

*If you have any questions about an expenditure bring it to the attention of the business manager or one of the business office staff for clarification. If you don't get what you feel is a proper explanation, do not sign the warrant batch and notify the committee chair of your concerns.*

# Chelmsford School Committee Handbook

DRAFT

# Chelmsford School Committee Handbook

## Table of Contents

I.	Introduction/Welcome .....	2
II.	Vision Statement/Mission Statement .....	2
III.	Overview .....	3
	A. Overarching Goals	
	B. Who we represent	
	C. How we conduct Business	
	D. How we communicate	
IV.	New Member Information	
	A. Overview of being a School Committee member .....	4
	B. Organization of the Committee .....	5
	C. Subcommittees and Liaison Positions .....	6
	D. Professional Development Opportunities .....	7
	E. Representative Opportunities .....	7
	F. Roles and Responsibilities .....	8
	G. Communication .....	10
V.	School Committee Meetings	
	A. Schedule of Meetings.....	12
	B. Agenda Format .....	12
	C. Types of Meetings .....	13
	D. Effective committee members .....	14
	E. Open Meeting Law .....	14
VI.	Appendix	
	A. Warrant Signing Procedures .....	16
	B. Acronyms .....	17
	C. New School Committee Member Checklist .....	18

Welcome to the Chelmsford School Committee

Thank you for serving on the Chelmsford School Committee! Your commitment to serve the children of Chelmsford is one of the most important responsibilities you can undertake.

In your role as a School Committee member you will work with the other members of the Committee on complex issues including setting goals and policy, deciding the budget, negotiating contracts, supervising the Superintendent, and advocating at the local, state, and federal levels for our students. Central to your success as a member of the Committee is your ability to create and maintain effective working relationships with your fellow Committee members, Superintendent, other administrators and school staff, municipal leaders and staff, parents, students, and the community at large.

It is expected that you will share a commitment with the other Committee members to provide an exceptional educational experience for all students, a willingness to become well-versed in public education and the Chelmsford public schools, and a sincere desire to be a part of a high-functioning governing body that takes the responsibilities of public service seriously.

You can expect to work with the other School Committee members as part of a team despite any differences. We welcome your commitment and contributions.

#### Mission and Vision

The mission of the School Committee, Superintendent, Administrative Personnel and Staff of the Chelmsford Public Schools is to cultivate inspired, creative, and well-rounded lifelong learners who possess the integrity and self-direction necessary to be contributing community members.

The Chelmsford Public Schools provide all students with multiple pathways to optimize their own potential for academic excellence, leadership, and social and emotional wellness. Teachers work from a rigorous curriculum that is aligned with state standards incorporating the common core, and they use multiple forms of data that informs innovative approaches to teaching. Student success is anchored in the high expectations of teachers who are part of a professional, collaborative culture that demands a continuous focus on instructional improvement. Every student feels safe, cared for, and appropriately challenged and supported in schools that are fully staffed and technologically integrated. Student successes are celebrated within and across schools as well as throughout the broader community. Parents and the community are connected to the daily life of Chelmsford schools through consistent, multidirectional and multi-modal communication, which builds external support for and pride in the district, schools, teachers, and students. As a result of high quality teaching, meaningful partnerships, and well-resourced schools, students contribute to the Chelmsford community as self-directed, creative, and inspired learners who are ready to tackle contemporary issues.

## Overview of the Chelmsford School Committee

For the purpose of enhancing teamwork among members of the School Committee and between the School Committee and Administration, we, the members of the Chelmsford School Committee, do hereby publicly commit ourselves to the following operating protocols:

### **Whom we represent**

The School Committee is responsible to the people of the Town of Chelmsford to represent the needs and interests of all children in the District. It is the School Committee's responsibility to set the tone and promote a positive image for the school system. We accept our roles as ambassadors of the school system, promote support for public education, spread news of the District's successes, and continuously look for ways to improve.

### **How we conduct business**

The Committee will conduct its business through a set agenda. In as much as is possible, all materials relevant to the meeting will be available in advance. Emerging items will be addressed in a future agenda, as is required by the Open Meeting law. We acknowledge that a School Committee meeting is a meeting held in public, not a public meeting. The School Committee will approach decision making with an open mind. Research, best practice, public input and financial impact will all be taken into consideration. We will uphold and support the decision of the majority of the School Committee once a decision has been made. We will maintain the confidentiality of privileged information and respect the Open Meeting Law. The School Committee will help establish the vision, create policies and ensure accountability to sustain continuous improvements in teaching and learning. The Superintendent and Administration will manage the day-to-day operations of the district. Individual School Committee members do not have authority, only the School Committee as a whole has authority. When School Committee members attend meetings of other committees or boards as liaisons from the School Committee, they will speak as individuals and not for the Committee except when reporting a decision of the majority of the School Committee. We will recognize the importance of working collaboratively with town officials to improve our schools and seek ways to enlist their support for our efforts.

### **How we communicate**

We will work together to build trust between School Committee members, the Superintendent and Administrators by treating everyone with dignity and respect. The Superintendent and the School Committee recognize the importance of proactive communication and agree there will be no surprises during an open meeting. If School Committee members have questions or concerns, they agree to contact the Superintendent or Chair in advance of the meeting. Personnel complaints and criticisms received by the School Committee or its individual members will be directed to the Superintendent. The School Committee will encourage others to follow the District Chain of Command policy. We will clearly define success and accountability for the School Committee, Superintendent, staff and students. We will revise our protocols as needed as part of the Committee's self-evaluation.



## New Member Orientation (Policy Reference BIA)

### Overview

Upon election or appointment, the new member needs to be sworn in by the Town Clerk. The Town Clerk will provide information on the on-line Ethics course, which needs to be completed within two weeks. After completing the course, a receipt is to be printed and provided to the Town Clerk's Office.

New members will meet with the Chairperson and Superintendent of Schools for the primary purpose of introducing the new member to his or her responsibilities to the Committee's method of operating and to the district's policies and issues.

Each new School Committee member is required to complete at least eight hours of orientation training within one year of joining the Committee. Massachusetts Association of School Committees (MASC) offers a course titled: "Charting the Course: An Orientation Program for New and Veteran School Leaders". Attendance at the Charting the Course program meets the eight hours orientation requirement for new school committee members. This orientation shall include a review of School Finance, the Open Meeting Law, Public Records Law, Conflict of Interest Law, Special Education Law, Collective Bargaining, School Leadership Standards and Evaluations, the Roles and Responsibilities of School Committee Members, and any other appropriate information.

Each new member will receive the Chelmsford School Committee Member Handbook and any other materials the Chair and/or Superintendent determine to be necessary.

The School Committee and Superintendent shall assist each new member with understanding the Committee's functions, policies and procedures. Upon request each new member shall be provided access to:

- The School Committee Policy Manual
- The Open Meeting Law
- The Conflict of Interest Regulations
- The District's Budget
- Collective Bargaining Agreements and Contracts
- Student and Staff Handbooks
- Other relevant materials at the discretion of the Committee Chair or Superintendent

The Chair and/or Superintendent shall also clarify such policies as:

- Arranging visits to schools or administrative offices
- Requesting information regarding school district operations
- Responding to community requests/complaints concerning staff or programs
- Handling confidential information

Each new member should be advised of all memberships and resources available to them as a School Committee member.

## **Chairperson**

The Chairperson shall preside at all meetings of the School Committee and shall perform other duties as directed by law, State Department of Education regulations, and by the Committee. In carrying out these responsibilities, the chairperson shall:

- Sign any documents necessary to carry out state requirements and the will of the Committee.
- Consult with the superintendent in the planning of Committee agendas.
- Confer with the superintendent on crucial matters that may occur between Committee meetings.
- Appoint any subcommittees of the School Committee, subject to Committee approval.
- Call special meetings of the Committee as found necessary, subject to legal notification requirements.
- Be public spokesperson for the Committee at all times except as this responsibility is specifically delegated to others.
- Be responsible for the orderly conduct of all Committee meetings.

As presiding officer at all meetings of the Committee, the chairperson shall:

- Call the meeting to order at the appointed time.
- Announce the business to come before the Committee in its proper order.
- Enforce the Committee's policies relating to the order of business and the conduct of meetings.
- Recognize persons who desire to speak and protect the speaker who has the floor from disturbance or interference.
- Explain what the effect of a motion would be if it is not clear to every member.
- Restrict discussion to the question when a motion is before the Committee.
- Answer all parliamentary inquiries, referring questions of legality to the appropriate legal authority.
- Put motions to a vote, stating definitely and clearly the vote and result thereof. The chairperson shall have the right, as other Committee members have, to offer resolutions, discuss questions, and to vote.

## **Vice Chairperson**

Duties assigned to the vice-chairperson, will receive guidance from and assist the chairperson in performance of the chairperson's enumerated duties.

The vice-chairperson will act as chairperson in the chairperson's absence.

## **Secretary**

The secretary will be responsible for taking the minutes of all executive sessions.

The Secretary will be responsible for ensuring the accuracy of the minutes for all regular and special meetings.

**Subcommittee & Liaison Positions (Policy Reference BDE, BDF, BDFA)**

Subcommittees of the School Committee may be appointed by the Chair or the Committee itself and will typically have 2 members.

Subcommittees:

Policy Subcommittee

Facilities/Maintenance

Finance/Budget

Superintendent Evaluation

Contract Negotiations

Administrators, Teachers/Nurses, Professional Support/Secretaries, Custodians, Food Service

Liaison Positions

School Organizations

PTO Liaisons

Byam School Organization, Center School PTO, CHIPS PTO, Harrington PTO,

South Row PTO, McCarthy PTO, Parker PTO, Chelmsford High PTO, Council of Schools

SEPAC

Wellness Committee

Other Organizations

CHS Alumni Association

CHS Boosters

Chelmsford Business Association

Chelmsford Friends of Music

MASC

Town Boards

Board of Selectman

Finance Committee

Capital Planning Committee

Planning Board

Economic Development

Turf Fields

Recycling

Legislative Outreach

State Elected Officials

Federal Elected Officials

#### PROFESSIONAL DEVELOPMENT OPPORTUNITIES (Policy Reference BIBA, BK)

All members are encouraged to utilize the services and resources that the Massachusetts Association of School Committees (MASC), the National School Board Association (NSBA), and the Department of Elementary and Secondary Education (DESE) provide by attending meetings or workshops specifically designed for school committee members. The School Committee is committed, both individually and as an organization, to the principles of continuous improvement and ongoing education.

Some opportunities for professional development include:

- MASC Annual Conference in Hyannis during November
- MASC workshops and classes
- National Advocacy Institute programs
- National School Boards Association Conference and Workshops

#### REPRESENTATIVE OPPORTUNITIES (Policy Reference BJ)

As a member of the School Committee, you may have the opportunity to represent the Committee at various functions. It is important to remember that you represent only yourself at these functions; you may not speak on behalf of the Committee (unless predetermined by the Committee). Nonetheless, your comportment and comments will reflect upon the Committee as a whole.

These functions may include but are not limited to:

- MASC Day on the Hill
- Chelmsford High School graduation
- Various PTO and SEPAC events
- Town Meetings and town wide events

## ROLES AND RESPONSIBILITIES OF A SCHOOL COMMITTEE (Policy Reference BBA, BBAA, BCA, BDD)

### **Goals** (Policy Reference BA, BAA, CN)

The School Committee is a goal driven body whose charge it is to effectively use its resources to provide the best education possible for all students.

The Superintendent, with input from district staff and community members, is responsible for the creation of a Strategic Plan every three to five years to establish a set of Overarching Goals for the district and should work with the Committee to ensure the realization of these goals.

Each year the School Committee and Superintendent will develop annual goals to accomplish the Overarching Goals. The annual goals should be guided by the Strategic Plan. Most of the annual goals will become the responsibility of the Superintendent to implement, which the School Committee will monitor and oversee. Sometimes the implementation of a goal (such as hiring a Superintendent or negotiating contracts with bargaining collectives) will be the responsibility of the Committee, and it is incumbent upon the Chair or his/her designee to ensure that this goal is accomplished.

The school committee will also endeavor to create and work toward several professional practice goals to build on and improve procedures, practices and collaborations between schools committee members and at school committee meetings.

Goals set by both the Superintendent and the School Committee will follow the SMART goal format (Specific, Measurable, Attainable, Relevant and Timebound) to ensure progress is made each year. These goals will be evaluated at the end of each school year to determine how well they were addressed and as a starting point for establishing new goals for the subsequent year.

A School Committee self-evaluation will also be completed by the full committee at the end of the school year to evaluate operational procedures and practices of the Committee. Implied in the concept of evaluation is an assumption that individuals and Committees are capable of improvement. This self-evaluation will then form the basis for setting new professional practice goals for the subsequent year.

### **Budget** (Policy Reference DA, DB, DBC, DBF, DBG, DBJ, DGA)

The Budget calendar is prepared by the Superintendent in conjunction with the district Business Manager and given to the School Committee during the fall of the prior fiscal year. In subsequent months budget requests are prepared and submitted by principals and administrators and then reviewed by the Superintendent and Business Manager. In January/February the Superintendent and Business Manager will present an overview of the proposed Operating Budget for the coming Fiscal year. This begins the formal public portion of the budget process. A detailed budget presentation will follow, and a meeting of the Budget/Finance subcommittee will be held if deemed necessary. The School Committee will hold a public meeting on the budget in February/March and the Committee vote on the proposed budget after hearing from all stakeholders within the district.

During the course of the fiscal year, committee members will be required to sign payroll warrants and accounts payable **warrants** to allow for the release of checks on a rotating basis established by the Business

Manager. New Committee members will meet with the Superintendent and Chairperson at the beginning of their term to review the procedures and responsibilities of this process. (See Appendix A - Procedures for Signing the warrant)

#### **Policy** (Policy Reference BG, BGB, BGC, BGE, BGF, CH, CHD)

The formulation and adoption of written policies constitute the basic method by which the School Committee will exercise its leadership in providing for the successful and efficient functioning of the school system.

Policies are principles adopted by the school committee to chart a course of action. They tell what is wanted and they may include why and how much. Policies are meant to be broad enough to indicate a line of action to be followed by the administration in meeting day to day problems, yet specific enough to give clear guidance.

The policies of the School Committee are framed and meant to be interpreted in terms of state law, regulations of the Massachusetts Board of Elementary and Secondary Education and other regulatory agencies of various levels of government.

In an effort to keep its written policies up to date so that they can be used consistently as a basis for School Committee action and administrative decisions, the Committee will review, and if necessary, revise its policies on a regular basis.

#### **Superintendent Evaluation** (Policy reference CBI)

The Superintendent will meet with the School Committee at least once each year for the purpose of discussing the district goals and objectives and the Superintendent's job description and performance, as well as the working relationship between the Superintendent and the Committee.

Throughout the year, the Superintendent will provide evidence of his/her performance based upon the annual goals established at the start of the year. Additionally, school committee members are responsible for gathering information based on their observations, feedback and other appropriate sources as evidence of the Superintendent's performance including but not limited to"

- Evidence of instructional leadership and links to student achievement
- Reports and research prepared by the Superintendent for review by the Committee
- Recommendations from the Superintendent on any range of subjects
- Personnel recommendations
- Involvement in collective bargaining negotiations
- Advice and counsel to Committee members when requested
- The quality of the budget proposed by the Superintendent and the appropriate linkage to District goals and needs
- Fulfillment of professional duties (i.e. Timely preparation and presentation of the budget, ensuring that all educators are evaluated as required by law, filling all necessary positions, etc.)
- Performance at School Committee meetings where he/she makes recommendations, addresses questions, speaks to the Committee or the public, and reflects the values of the district
- Relationship with municipal officials

- Interactions with the public
- District morale which can be linked appropriately to the Superintendent's leadership

The Superintendent of Schools shall be evaluated in accordance with the standards and procedures mandated by the DESE under the educator evaluation regulations 603 CMR 35.00.”

The evaluation will be publicly shared at a posted scheduled school committee meeting.

**Negotiations** (Policy reference HA, HB, HF)

The role of School Committee by Mass General Law Chapter 150E is to be the legal representative of management. Union negotiations are arguably one of the two most important roles of the School Committee, the other being to select a highly qualified Superintendent. The negotiating team is comprised of the Superintendent, School Committee Attorney and two members of the School Committee. By law, the Chelmsford Town Manager along with each School Committee member is allowed a vote on all district contracts. The Chelmsford Public Schools have five units for negotiation: - Administrators, Teachers/Nurses, Professional Support/Secretaries, Custodians, Food Service workers. The school committee will also negotiate with the Superintendent to establish or renew his/her contract. **At the discretion of the chair, a two person negotiating subcommittee may be appointed to conduct negotiations with the superintendent on behalf of the committee or negotiations may take place with the entire committee.**

**Hiring Responsibilities** (Policy Reference BBA)

The School Committee is responsible for appointing the following personnel:

- Superintendent
- Assistant Superintendent (upon recommendation of the Superintendent)
- School Business Administrator
- Director of Student Services, School Physician, Registered Nurses

**Communication** (Policy Reference KDB)

As an elected official representing the Chelmsford public schools, each member of the school committee commits to actively seeking input from a variety of stakeholders, to listening carefully to all viewpoints, and to maintaining a broad understanding of the important issues confronting the schools and the town at large. We uphold the value of clear, timely, and honest communication with relevant constituencies. We are eager to hear communal voices and, in turn, we resolve to communicate publicly our decisions, actions, and rationales. Our goal is to maintain an open, two-way system of communication with the community while following the protocols outlined in earlier sections of this handbook. We also commit to ongoing assessment of our communication systems and to continuous improvement.



### **Communication with District Personnel Members (Policy Reference BHC, CCB)**

In communicating with staff employed in the district committee members should always remain cognizant that they possess no authority outside of the authority of the full school committee. Any feedback received from district personnel that relates to district operations should be relayed to the appropriate administrative authority, usually the person's immediate supervisor. When this is unclear, the concerns should be communicated to the superintendent. Unless otherwise indicated by the superintendent, members should not discuss specific concerns of staff members during a school committee meeting.

### **Communication with Students**

The primary objective of the school committee is to establish policies that ensure the academic achievement of all students. The school committee benefits from hearing the opinion of students on issues affecting their education and the overall social, intellectual, and extracurricular climate of the schools. Students may address the school committee by speaking during the public input portions of School Committee meetings, or by asking the school committee student representatives to speak on their behalf. We value the input of our students.

### **Communication with Municipal Leaders (Policy Reference KLG, KLJ, KLK)**

Chelmsford has a rich tradition of service by elected and appointed committees, boards, officials, administrators, and their staff. The school committee is eager to work together with community leaders in the service of public education. We affirm the importance of maintaining a productive, collegial, and efficient working relationship with all municipal leaders in the pursuit of excellence in our schools. We may not always agree on our respective priorities, but the school committee commits to collaboration, to explaining carefully our decisions, and to resolving disagreements in a harmonious and respectful manner.

### **Communication with Parents, Guardians, Families, and Community Members (Policy Reference KA)**

Communications with all stakeholders in the district are encouraged to maintain a healthy dialogue with members of the community to keep people up to date on the committee's actions. We will ensure that our

decisions and actions are performed in a public and transparent manner – with the sole exception of the topics that legally permit and require school committee to adjourn to executive session. These exceptions aside, the public will always be informed of committee decisions and the rationale.

### **How to Respond to Constituent Complaints (Policy Reference GBK, KE)**

The School Committee's policy with regard to the handling of complaints from the public is clearly defined in policy KE. While members of the community, including parents and students have the right to contact elected, school committee members often lack the authority to resolve problems brought to their attention. When

addressing complaints from constituents Committee members should direct them to the proper chain of command to best handle and address their complaints as close to their origins as possible. The proper channeling of complaints involving instruction, discipline or learning materials will be as follows:

1. Teacher
2. School Building Administrator
3. Superintendent
4. School Committee

The Committee expects that the professional staff that receives complaints will address them courteously and make a proper reply to the complainant.

Complaints about school personnel will be investigated fully and fairly. However, before any such complaint is investigate, the complainant must submit their complaint in writing. Anonymous complaints will be disregarded.

## SCHOOL COMMITTEE MEETINGS

### **Schedule of Meetings** (Policy Reference BEDA)

Regular meetings are usually scheduled the first and third Tuesday of every month from September through June. If the third Tuesday falls during a vacation week, the meeting will be adjusted appropriately.

### **Agenda Format** (Policy Reference BEDB, BEDBA)

Every school committee meeting has an agenda that:

- Serves as the steering mechanism for each meeting.
- Enables logical organization and preparation for each meeting
- Informs committee members of the items and issues to be discussed
- Provides guidelines necessary for the conduct of the meeting in an efficient, well organized, and effective manner.
- Is kept on file, as per law, and can be cited as the record of what transpired.
- Serves as the basis for the preparation of the minutes.
- Allows the superintendent to assure that items and matters to be reported and acted upon will be brought to the committee's attention.

The School Committee Chair and Superintendent work together to develop the agenda for each School Committee meeting. The number of items on the agenda needs to be considered as it may adversely affect the length of the meeting. The time needed for each item on the agenda is estimated to ensure a reasonable meeting length with enough time allocated to discuss each item. Ideally, School Committee agendas are designed so that the meeting is dedicated to focused, informed discussion on student achievement, progress

towards the educational goals, and priorities of our district. Meeting agendas, along with the necessary documents and materials, are emailed to School Committee members.

### **Types of Meetings** (Policy Reference BE, BEC)

The Committee regularly uses four types of meetings:

**Regular:** An open meeting for official legal actions, presentations. This meeting is televised.

**Special:** An official legal action meeting may be called between regular meetings to consider specific topics. These meetings typically include a school committee retreat. Reorganization: At the first meeting following the Town's annual election, the School Committee will elect from its membership a Chair, Vice Chair and Secretary, all of whom will hold their respective offices for a term of one year or until a successor is elected. This meeting contains a full agenda.

**Executive Session:** All meetings of the School Committee are open to the public and media. However, the Committee has the right to convene in a closed executive session when allowed by law. These reasons are limited to:

1. The reputation, character, physical condition or mental health, rather than the professional competence, of a single individual, or the discipline or dismissal, including the hearing of charges against, a member of the committee, a school department employee or student, or other individual. The individual has certain rights enumerated in the law including requiring the Committee to hold an open session should the individual so request.
2. Strategy with respect to non-union negotiations or to conduct collective bargaining sessions with nonunion personnel.
3. Strategy with respect to collective bargaining or litigation, if an open meeting might have a detrimental effect. Collective bargaining may also be conducted.
4. The deployment of security personnel or devices.
5. Allegations of criminal misconduct or to discuss the filing of criminal complaints.
6. Transactions of real estate, if an open meeting might be detrimental to the negotiating position of the committee or another party.
7. To comply with the provisions of any general or specific law of federal grant-in-aid requirements.
8. To consider and interview applicants for employment by a preliminary screening committee (The only position that the school committee would be involved in that might qualify would be for the position of Superintendent.) This exemption only applies if it can be determined that an open meeting will have a detrimental effect in obtaining qualified applicants. This shall not apply to applicants who have passed a prior preliminary screening.
9. To meet or confer with a mediator with respect to any litigation or public business. 10

10. To discuss trade secrets or confidential competitively sensitive or other proprietary information conducted by a governmental body as an energy supplier.

When meeting in executive session, the Committee should follow these procedures:

1. The Committee will first convene in an open session for which due notice has been given.
2. The Chairperson (or, in his/her absence, the presiding member) will state the purpose for the executive session by stating all subjects that may be revealed without compromising the purpose for which the executive session was called.
3. A majority of the members must vote to enter the executive session, with the vote taken by roll call and recorded in the official minutes.
4. The Chairperson or presiding member will state before entering the executive session whether the Committee will reconvene in open session after the executive session. Accurate records of the proceedings conducted in executive session will be kept and may remain secret only so long as their publication would defeat the purpose of the session.

**Effective Committee members are:**

- Prepared for the meeting
- Focused on the students
- Respectful of fellow members
- Represent the community.
- Monitor not manage.

**Procedures - Quorum & Voting Open Meeting Law**

School Committee members should familiarize themselves with the Open Meeting Law and are encouraged to read it in its entirety for a more complete understanding. There are four main sections under the Open Meeting law:

- Open Meeting law
- Public Participation
- Remote Participation
- Executive Session

School committee meetings are subject to the Massachusetts Open Meeting law, M.G.l.c.30A, §19 and must be open to the public. The statute defines a meeting as "a deliberation by a public body with respect to any matter within the body's jurisdiction."

A deliberation is an oral or written communication through any medium, between or among a quorum of members of a public body. A quorum is a simple majority of the members. Whether or not a communication constitutes a meeting subject to the law depends on four factors:

- The communication must be between members of a public body;
- The communication must constitute a deliberation;
- The communication involves a matter within the body's jurisdiction
- The communication does not fall within an exception listed in the law.

There are five exceptions to the definition of a meeting under the Open Meeting Law:

- Members of a public body may conduct an on-site inspection of a project or program; however, they cannot deliberate at such gatherings;
- Members of a public body may attend a conference, training program or event; however, they cannot deliberate at such gatherings;
- Members of a public body may attend a meeting of another public body provided that they communicate only by open participation; however, they cannot deliberate at such gatherings;
- Meetings of quasi-judicial boards or commissions held solely to make decisions in an adjudicatory proceeding are not subject to the Open Meeting Law; and,
- Town Meetings are not subject to the Open Meeting Law.

The School Committee, as a public body, must provide notice to the public at least 48 hours in advance of their meeting, except in emergencies, but excluding Saturdays, Sundays, and legal holidays. The agenda for the meeting is sent to the Town Clerk, who posts it on the web and in the Town Hall where it is conspicuously visible to the public at all hours.

The School Committee is required to create and maintain accurate minutes of all meeting, including executive sessions. Minutes, exhibits and other materials must be approved in a timely manner and existing minutes must be made available to the public within 10 days or upon request regardless if they have been approved. However, any documentation involving the performance evaluation of an individual's professional competence or used in deliberation about employment or appointment of individuals, are not subject to the disclosure requirement of the Open Meeting law.

## Appendix A

### Warrant Signing Procedure

One of the primary responsibilities of the school committee is to approve and monitor the school department budget. One of the ways this is achieved is through the approval of school department expenditures through a review and signing of payroll and expense warrants. To assure that this task is carried out properly and efficiently the following are some guidelines to consider.

#### Who must sign the warrant and when?

Per school committee policy, three members of the school committee will be assigned to examine and sign warrants on a rotating basis. Through a provision under MGL Ch. 41 & 46 adopted by the committee on April 22, 2020, only one school committee member signature is required on the warrant, although all members scheduled to sign the warrant are encouraged to come in and examine the warrant and add their signature. At the start of each school year a schedule of when the warrants will be ready for signatures and who will be responsible will be prepared by the business manager. In most instances, warrants will be available bi-weekly and the members who are responsible for signing will rotate. E-mail reminders will be sent to the members whose turn it is to sign when the warrant is ready to sign in the business office.

It is the expectation that school committee members will come in to review and sign-off on the warrant in a timely manner so that it may be sent to the Town Accountant's office for payment. *If none of the school committee members scheduled to sign the warrant can get in to sign in a timely manner, they should contact other school committee members who are not scheduled to sign the warrant to see if they would be available to do it for them.*

#### What to look for?

The purpose of reviewing the warrant is to make sure that money is being spent on school department related expenditures, that expenses are being charged to the correct accounts, that the balances in the accounts being charged are sufficient to cover the expenses, and that expenses are being charged to the proper fiscal year budget.

When you come in to sign the warrant there will be a cover sheet listing all the warrant batches to be signed off on. Make sure that the number of the batch you are signing matches the number on the sheet and that the total expense of the batch matches the total on the sheet. It is best practice to look through the whole batch first to see if you have any questions, and then sign off on the packet and check it off on the cover sheet if no issues are found.

Some of the things to look for as you are examining each batch include:

- Inspect the individual items listed to make sure they are appropriate expenses to be charged to the school department.
- Inspect the dates of the bills in the packet to make sure they are being billed to the proper fiscal year budget.
- Make sure that the proper accounts are listed for the expenditure.  
For example, if a warrant batch contains heating bills, they should be charged to the proper utility accounts. Often there will be a mix of bills in the packet so there may be multiple accounts listed on the summary page.
- In looking over the accounts being charged, look to see if there is enough money in the account to cover the bills.
- Make sure the totals listed on the different pages of the batch match up to the amounts being charged to each account.

*If you have any questions about an expenditure bring it to the attention of the business manager or one of the business office staff for clarification. If you don't get what you feel is a proper explanation, do not sign the warrant batch and notify the committee chair of your concerns.*

## Appendix B

### Acronyms

CPS – Chelmsford Public Schools

DESE - Department of Elementary & Secondary Education

ELL- English Language Learners

ESP – Education Support Professional

FCSN - Federation for Children with Special Needs

FTE- Full-time Equivalent

FY- Fiscal Year

IEP- Individualized Education Program

IDEA -Individuals with Disabilities Education Act

MASC- Massachusetts Association of School Committees

MCAS- Massachusetts Comprehensive Assessment System

MEOE- Massachusetts Executive Office of Education

MSBA- Massachusetts School Building Authority

MTRS – Massachusetts Teachers’ Retirement System

MTSS - Massachusetts Tiered System of Support

NCLB- No Child Left Behind

NEASC-New England Association of Schools and Colleges

NSBA- National School Boards Association

OPEB – Other Post-Employment Benefits

PARCC- Partnership for Assessment of Readiness for College and Careers

RTTT- Race-To-The-Top

SEI – Sheltered English Immersion

SEL – Social Emotional Learning

SEPAC – Special Education Parent Action Council

SOI- Statement of Interest

STEM- Science, Technology, Engineering & Mathematics

## New School Committee Member Checklist

Get sworn in by the Town Clerk/Receive folder with Open Meeting Law, Campaign Finance Reporting, Ethics Training information

Attend Re-organization meeting after swearing in ceremony

Complete online state ethics training

After completing the ethics class give a copy of the certificate to the Town Clerk and the Superintendent's secretary

Obtain computer, e mail address from IT Department

Join Massachusetts Association of School Committees

Register for Charting the Course with MASC

After completing the class give a copy of the certificate to the Town Clerk and the Superintendent's secretary

Obtain and review the School Committee Handbook

Receive training for warrant signing from the Director of Finance and Business

Review District Policy Manual

Arrange to meet with Superintendent and/or Chair to review schedules and procedures for school committee meetings

Review Liaison assignments with Chair

Obtain copies of and review the following documents.

- a. Current budget
- b. Collective bargaining agreements
- c. Strategic plan
- d. Student handbook
- e. Employee handbook
- f. Administrative contracts
- g. District goals
- h. Superintendent goals
- i. School committee goals



# CHELMSFORD PUBLIC SCHOOLS

---

Jay Lang, Ed.D., Superintendent

## **Memorandum**

To: Members of the School Committee  
From: Jay Lang, Ed.D., Superintendent of Schools  
Date: March 17, 2023  
Re: Vote on School Choice Program: 2023/24 School Year

---

Each year the school committee is required to vote prior to June 1 indicating whether the district will participate in the Commonwealth's School Choice Program during the following school year. Further, the district must specify the number of students that will be accepted and may specify the school and grade level(s) to which it will accept new students.

As of March 17, 2023, the Chelmsford Public Schools enrolls a total of thirty-five (35) students from other communities through the School Choice Program. Nine (9) of the thirty-five (35) students will be graduating from Chelmsford High School this June. The grade level distribution for the remaining twenty-six (26) students for the upcoming school year is provided in the table below:

<b>2023 - 2024 School Year</b>	
<b>Grade</b>	<b># Students</b>
<b>K</b>	0
<b>1</b>	0
<b>2</b>	0
<b>3</b>	0
<b>4</b>	0
<b>5</b>	0
<b>6</b>	0
<b>7</b>	0
<b>8</b>	2
<b>9</b>	0
<b>10</b>	10
<b>11</b>	8
<b>12</b>	6
<b>Total:</b>	<b>26</b>

# CHELMSFORD PUBLIC SCHOOLS

---

Jay Lang, Ed.D., Superintendent

Under state law, the students who are currently attending the Chelmsford Public Schools under the School Choice Program may continue in the Chelmsford schools until they graduate from high school. As we have limited educational space at the elementary and middle school levels of the district, I am concerned about significantly expanding the number of students accepted into the Chelmsford schools through the School Choice Program. Twenty-six (26) students currently enrolled in grades K-11 in the Chelmsford Public Schools will remain in the district for 2023/24 school year.

I recommend the school committee accept twelve (12) additional students at Chelmsford High School in Grade 9, one (1) additional student at Chelmsford High School in Grade 10, and one (1) additional student at Parker Middle School in Grade 5 to bring the total school choice participation at forty (40) students. \$ 200,000 in School Choice tuition is expected from enrolling forty (40) students in the 2023/24 school year. If the school committee agrees with this recommendation, the following motion is recommended:

**Motion to accept twelve (12) additional students at Chelmsford High School in Grade 9, one (1) additional student at Chelmsford High School in Grade 10, and one (1) additional student at Parker Middle School in Grade 5 under the Commonwealth of Massachusetts School Choice Program bringing the total School Choice participation in the Chelmsford Public Schools to forty (40) enrolled students during the 2023/24 school year.**

# CHELMSFORD PUBLIC SCHOOLS

---

Jay Lang, Ed.D., Superintendent

## **Memorandum**

To: Members of the Chelmsford School Committee  
From: Jay Lang, Ed.D., Superintendent of Schools  
Date: March 21, 2023  
Re: MSBA Vote: Parker Middle School Statement of Interest (SOI)

---

Below is the vote required by the Massachusetts School Building Authority to authorize the submission of a Statement of Interest by the April 12, 2023 deadline. I recommend the School Committee vote in the affirmative as follows:

### **Recommended/Required Vote:**

Having convened in an open meeting on March 21, 2023, prior to the SOI submission closing date, the School Committee of the Town of Chelmsford, in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest Form dated March 21, 2023 for the Parker Middle School located at 75 Graniteville Road which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future: Priority 2 – Elimination of existing severe overcrowding, Priority 4 – Prevention of severe overcrowding expected to result from increased enrollments, Priority 5 – Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility, and Priority 7 – Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements; and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the Town of Chelmsford to filing an application for funding with the Massachusetts School Building Authority.

## Massachusetts School Building Authority

---

### Next Steps to Finalize Submission of your FY 2023 Statement of Interest

Thank you for submitting an FY 2023 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete if the District selected statutory priority 1 or priority 3.** If either of these priorities were selected, the District is required to mail the required supporting documentation to the MSBA, which is described below.

**ADDITIONAL DOCUMENTATION FOR SOI STATUTORY PRIORITIES #1 AND #3:** If a District selects Statutory priority #1 and/or priority #3, the District is required to submit additional documentation with its SOI.

- If a District selects statutory priority #1, Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of the school children, where no alternative exists, the MSBA requires a hard copy of the engineering or other report detailing the nature and severity of the problem and a written professional opinion of how imminent the system failure is likely to manifest itself. The District also must submit photographs of the problematic building area or system to the MSBA.
- If a District selects statutory priority #3, Prevention of a loss of accreditation, the SOI will not be considered complete unless and until a summary of the accreditation report focused on the deficiency as stated in this SOI is provided.

**ADDITIONAL INFORMATION:** In addition to the information required above, the District may also provide any reports, pictures, or other information they feel will give the MSBA a better understanding of the issues identified at a facility.

If you have any questions about the SOI process please contact the MSBA at 617-720-4466 or [SOI@massschoolbuildings.org](mailto:SOI@massschoolbuildings.org).

# Massachusetts School Building Authority

---

School District Chelmsford

District Contact Roger J Lang IV TEL: (978) 251-5100

Name of School Col Moses Parker

Submission Date 3/21/2023

---

## SOI CERTIFICATION

To be eligible to submit a Statement of Interest (SOI), a district must certify the following:

- The district hereby acknowledges and agrees that this SOI is NOT an application for funding and that submission of this SOI in no way commits the MSBA to accept an application, approve an application, provide a grant or any other type of funding, or places any other obligation on the MSBA.
- The district hereby acknowledges that no district shall have any entitlement to funds from the MSBA, pursuant to M.G.L. c. 70B or the provisions of 963 CMR 2.00.
- The district hereby acknowledges that the provisions of 963 CMR 2.00 shall apply to the district and all projects for which the district is seeking and/or receiving funds for any portion of a municipally-owned or regionally-owned school facility from the MSBA pursuant to M.G.L. c. 70B.
- The district hereby acknowledges that this SOI is for one existing municipally-owned or regionally-owned public school facility in the district that is currently used or will be used to educate public PreK-12 students and that the facility for which the SOI is being submitted does not serve a solely early childhood or Pre-K student population.
- Prior to the submission of the SOI, the district will schedule and hold a meeting at which the School Committee will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is required for cities, towns, and regional school districts.
- Prior to the submission of the SOI, the district will schedule and hold a meeting at which the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is not required for regional school districts.
- The district hereby acknowledges that current vote documentation is required for all SOI submissions. The district will use the MSBA's vote template and the required votes will specifically reference the school name and the priorities for which the SOI is being submitted.
- The district hereby acknowledges that it must upload all required vote documentation on the "Vote" tab, in the format required by the MSBA. All votes must be certified or signed and on city, town or district letterhead.
- The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all required supporting documentation for statutory priority 1 and statutory priority 3. If statutory priority 1 is selected, your SOI will not be considered complete unless and until you provide the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system. If statutory priority 3 is selected, your SOI will not be considered complete unless and until you provide a summary of the accreditation report focused on the deficiency as stated in this SOI. The documentation noted above must be post-marked and submitted to the MSBA by the Core Program SOI filing period closure date.

**LOCAL CHIEF EXECUTIVE OFFICER/DISTRICT SUPERINTENDENT/SCHOOL COMMITTEE CHAIR  
(E.g., Mayor, Town Manager, Board of Selectmen)**

<b>Chief Executive Officer *</b>	<b>School Committee Chair</b>	<b>Superintendent of Schools</b>
----------------------------------	-------------------------------	----------------------------------

---

(signature)	(signature)	(signature)
Date	Date	Date

\* Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

# Massachusetts School Building Authority

School District Chelmsford

District Contact Roger J Lang IV TEL: (978) 251-5100

Name of School Col Moses Parker

Submission Date 3/21/2023

## Note

### The following Priorities have been included in the Statement of Interest:

1.  Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of school children, where no alternative exists.
2.  Elimination of existing severe overcrowding.
3.  Prevention of the loss of accreditation.
4.  Prevention of severe overcrowding expected to result from increased enrollments.
5.  Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility.
6.  Short term enrollment growth.
7.  Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.
8.  Transition from court-ordered and approved racial balance school districts to walk-to, so-called, or other school districts.

## SOI Vote Requirement

I acknowledge that I have reviewed the MSBA’s vote requirements for submitting an SOI, which are set forth in the Vote Tab of this SOI. I understand that the MSBA requires votes from specific parties/governing bodies, in a specific format using the language provided by the MSBA. Further, I understand that the MSBA requires certified and signed vote documentation to be submitted with the SOI. I acknowledge that my SOI will not be considered complete and, therefore, will not be reviewed by the MSBA unless the required accompanying vote documentation is submitted to the satisfaction of the MSBA. All SOI vote documentation must be uploaded on the Vote Tab.

**SOI Program:** Core

**Potential Project Scope:** Potential New School

**Is this a Potential Consolidation?** No

**Is this SOI the District Priority SOI?** Yes

**School name of the District Priority SOI:** Col Moses Parker

**Is this part of a larger facilities plan?** Yes

**If "YES", please provide the following:**

**Facilities Plan Date:** 1/28/2022

**Planning Firm:** Dore & Whittier, Inc.

**Please provide a brief summary of the plan including its goals and how the school facility that is the subject of this SOI fits into that plan:**

The plan included a district wide assessment of each school's facility to determine capital needs, an overview of the district's educational programs, and an in-depth study of enrollment projections and facility capacity. The goal was to determine how best to resolve several key issues across the district: 1) overcrowding at the elementary and middle school levels; 2) inequities between schools due to lack of program space; 3) multiple aging facilities; and 4) continued enrollment growth.

Parker Middle School, the focus of this Statement of Interest, was determined to be the key first step in resolving the identified issues. The district desires to explore several options with the MSBA including, but not limited to, grade level reconfiguration resulting in a new Parker Middle School large enough to accommodate all grade 4 through 6 students in the district, thereby relieving the overcrowding across the district at the elementary level, or by exploring the possibility of a middle school large enough to accommodate all grade 5 through 8 students. In this scenario, the District may be able to convert the existing McCarthy Middle School facility into a fifth elementary school with an early childhood center, thereby relieving the overcrowding across the district at the elementary level or to use it as swing space to replace each elementary school in turn with larger and more educationally appropriate facilities which better align with the anticipated enrollment growth.

**Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 26 students per teacher**

**Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 22 students per teacher**

**Does the District have a Master Educational Plan that includes facility goals for this building and all school buildings in District? Yes**

**If "YES", please provide the author and date of the District's Master Educational Plan.**

Chelmsford Public Schools Strategic Plan 2022 - 2027. The Strategic Plan is authored by Superintendent Jay Lang, Ed.D., the strategic planning committee, and the Chelmsford School Committee. The district engaged the services of District Management Group (DMGroup) to work with district stakeholders to assess current educational needs, post-pandemic, to develop a new strategic plan that includes facilities goals for this building and all school buildings in the district.

**Is there overcrowding at the school facility? Yes**

**If "YES", please describe in detail, including specific examples of the overcrowding.**

The Parker Middle School currently has ten (10) modular classrooms. These classrooms are nearing the end of their useable life. Eight (8) of the modular classrooms serve as grade level general classrooms, one (1) is used for OT/PT and the remaining modular is used for band. Music instruction occurs on the stage adjoining the cafeteria. The modular classrooms, which were installed in 2005, allow the district to maintain class sizes within the District's guidelines and to allow for a full range of educational programs to be offered. Smaller class sizes are required as 53% of the classrooms at Parker Middle School are more than 10% under the minimum MSBA classroom size guidelines. This includes science classrooms where students require additional space to perform classroom work safely. The limited space has prohibited the expansion of educational programs, including special education programs that would allow students in need of specialized programming to remain within the district and receive their required services. The space limitations also reduce the number of students that can participate in specific "specials" such as art, music (band, chorus, and orchestra) or dance.

**Has the district had any recent teacher layoffs or reductions? No**

**If "YES", how many teaching positions were affected? 0**

**At which schools in the district?**

**Please describe the types of teacher positions that were eliminated (e.g., art, math, science, physical education, etc.).**

**Has the district had any recent staff layoffs or reductions? No**



**If "YES", how many staff positions were affected? 0**

**At which schools in the district?**

**Please describe the types of staff positions that were eliminated (e.g., guidance, administrative, maintenance, etc.).**

**Please provide a description of the program modifications as a consequence of these teacher and/or staff reductions, including the impact on district class sizes and curriculum.**

Does Not Apply

**Please provide a description of the local budget approval process for a potential capital project with the MSBA. Include schedule information (i.e. Town Meeting dates, city council/town council meetings dates, regional school committee meeting dates). Provide, if applicable, the District's most recent budget approval process that resulted in a budget reduction and the impact of the reduction to the school district (staff reductions, discontinued programs, consolidation of facilities).**

The local budget approval process for a potential capital project with the MSBA would include a majority vote of Town Meeting to support a potential project, followed by a majority townwide vote for a debt exclusion. The FY2023 budget is the most recent operating budget approved for the Chelmsford Public Schools. The FY2023 budget was presented to Town Meeting on April 25, 2022. The FY2023 budget appropriated \$ 67.5 million of funding to support PreK-12 education within the Town of Chelmsford and incorporates all contractual obligations and program enhancements at the elementary, middle, and high school levels of the district. The FY2023 budget was an increase from the FY2022 budget of \$ 65 million to support the Chelmsford Public Schools. The districts budget has not been reduced in recent fiscal years, therefore there has been no adverse impact to staff, programs or facilities.

## General Description

---

**BRIEF BUILDING HISTORY: Please provide a detailed description of when the original building was built, and the date(s) and project scopes(s) of any additions and renovations (maximum of 5000 characters).**

The original Parker Elementary school is a three-story cast in place concrete structure clad in masonry veneer. The Parker School was constructed in 1965 and opened in 1967. Renovations and an addition were completed in 2006 which included the addition of a library and ten (10) modular classrooms, updates to classroom technology, replacement of plumbing and lighting fixtures, upgrades to the fire alarm system, a new roof, and window replacement. In 2021, a kitchen renovation included the replacement of the existing kitchen equipment. Over the years the building has had minor accessibility upgrades such as grab bars, door hardware, the installation of ramps, and an external lift. However, the facility lacks full access to the lower level which contains eight (8) classrooms including general education classrooms, foreign language, science, music, and art rooms. The electrical, HVAC, and plumbing distribution systems are original to the building. In several areas of the building there is severe cracking of the exterior brick wall and spalling of the exterior concrete fascia.

The building is approximately 109,300 gross square feet not including the modular classrooms. The building design is unique in that the main level, which includes the administration area, gym, and cafeteria is at grade at the front of the building and levels two and three are below the main level stepping down a hill. An elevator connects the main level with level two but only four (4) of the sixteen (16) classrooms on that level have direct access to the elevator. All other classrooms on the second level are accessed either by one of the four staircases or by traveling through other classrooms. The lowest level, which contains eight (8) general classrooms, is only accessible by two staircases, there is no elevator to this level. Any additions or major renovations to the facility will likely trigger the need for a full upgrade to the accessibility of the facility. Due to the design, building corridors would need to be added on the second and third levels to provide accessibility between classrooms. Two three-stop elevators would need to be added to the facility, as the lowest levels are not connected to each other. Other interior level changes within the building could be resolved with ramps, however this would require reconfiguring access to some of the interior spaces.

The building is designed around a courtyard which can be used for outdoor learning and is directly accessible from the lowest level only, or via an exterior handicap lift from the second floor. An open stream passes through the courtyard and under the two wings of the building. The topography, open stream, and building construction type make additions and renovations to the existing building difficult.

The facility's mechanical, electrical, and plumbing distribution systems are original to the building and in poor condition. Several areas within the facility do not have proper ventilation, this includes corridors, some interior conference rooms and teaching spaces, and the gymnasium. Most of the electrical system will need a full replacement as the panels, generator, lighting, and fire alarm panel do not meet current electrical codes. Additionally, the facility is not fully sprinklered. A fully automated fire suppression system would need to be added if any additions or renovations were considered for this facility.

The exterior of the building is in fair to poor condition with many areas of the exterior concrete soffits spalling and exposing rebar. Several areas have acute cracking of the masonry wall. Some interior CMU walls also have cracking, these are non-structural cracks and do not show signs of continued movement.

Based on the general classroom count (not including the modular classrooms) the facility has a capacity of 684 students. The current enrollment is 728 students. The modular classrooms are used as general classrooms as well as for "specials" and special education programming. In 2001, partition walls were added in the library to provide additional "pull out" space for special education programming and to provide a general conference/meeting room.

**TOTAL BUILDING SQUARE FOOTAGE: Please provide the original building square footage PLUS the square footage of any additions.**

109305

**SITE DESCRIPTION: Please provide a detailed description of the current site and any known existing conditions that would impact a potential project at the site. Please note whether there are any other buildings, public or private, that share this current site with the school facility. What is the use(s) of this building(s)? (maximum of 5000 characters).**

The existing building is located on a 27.8 acre parcel. An open stream runs from the northwest side of the site toward the southwest side passing under the existing building and through the courtyard. The stream has buffer zone requirements which may limit additions or new construction on the existing building footprint. This area of the site also experiences steep grade change in the area of the existing building. The east side of the site is generally flat and contains parking and two ballfields. The current site has limited stormwater management and future construction on the site would require permitting through Chelmsford Conservation Commission. The site is within a Zone II Wellhead protection area. There are no other buildings on the site.

**ADDRESS OF FACILITY: Please type address, including number, street name and city/town, if available, or describe the location of the site. (Maximum of 300 characters)**

The address of the school is: Parker Middle School, 75 Graniteville Road, Chelmsford, MA, 01824. This site is bounded by Crooked Spring Road to the north, Richardson Road and Graniteville Road to the east, Graniteville Road to the south and residential and wooded areas to the west.

**BUILDING ENVELOPE: Please provide a detailed description of the building envelope, types of construction materials used, and any known problems or existing conditions (maximum of 5000 characters).**

The 1965 building is concrete framed with load-bearing interior and exterior walls. Exterior walls are mostly brick veneer with CMU backup. Soffits are precast concrete. Both the brick and concrete are in fair condition. There are several areas of cracking in the brick and considerable spalling in the concrete where rebar has been exposed. The roof was replaced with an adhered membrane system and is in good condition. A window replacement project was completed in 2006 and most windows are in good condition. The exterior doors are aluminum storefront and hollow metal doors with hollow metal frames. Several doors and exterior hardware have been replaced but many frames are rusting and in poor condition.

**Has there been a Major Repair or Replacement of the EXTERIOR WALLS?** NO

**Year of Last Major Repair or Replacement:(YYYY)** 1965

**Description of Last Major Repair or Replacement:**

The exterior walls of the school are original to the building constructed in 1965. No major repair or replacement of the exterior walls has occurred.

**Roof Section** A

**Is the District seeking replacement of the Roof Section?** NO

**Area of Section (square feet)** 99037

**Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)**

A Sarnafil adhered PVC roofing system was installed on the complete roof area of the school in 2007.

**Age of Section (number of years since the Roof was installed or replaced)** 16

**Description of repairs, if applicable, in the last three years. Include year of repair:**

Does Not Apply - No roof repairs were completed in the last three years.

**Roof Section** D

**Is the District seeking replacement of the Roof Section?**

**Area of Section (square feet)**

**Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)**

**Age of Section (number of years since the Roof was installed or replaced)**

**Description of repairs, if applicable, in the last three years. Include year of repair:**

**Window Section A****Is the District seeking replacement of the Windows Section?** NO**Windows in Section (count)** 124**Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))**

Lockheed LWC 6000 series windows were installed throughout the school in 2006. The primary exterior window type is aluminum-framed hopper/fixer with insulated glazing and operable sections.

**Age of Section (number of years since the Windows were installed or replaced)** 17**Description of repairs, if applicable, in the last three years. Include year of repair:**

Does Not Apply - No window repairs were completed in the last three years.

**Window Section C****Is the District seeking replacement of the Windows Section?****Windows in Section (count)****Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))****Age of Section (number of years since the Windows were installed or replaced)****Description of repairs, if applicable, in the last three years. Include year of repair:**

**MECHANICAL and ELECTRICAL SYSTEMS: Please provide a detailed description of the current mechanical and electrical systems and any known problems or existing conditions (maximum of 5000 characters).**

The Parker Middle School was built in 1965. The mechanical systems were repaired in 2006, as the building was converted from pneumatic to DDC control. The building also underwent a library/computer lab addition/renovation at that time. The building received new condensing hot water boilers while the unit ventilators and air handlers were repaired, receiving new controls, new motors, new switches, and new actuators. The boiler room was converted from steam to hot water with new condensing boilers and pumps being installed. The original hot water distribution piping remains in use in the crawlspaces. The school mostly consists of unit ventilators for all the classroom spaces. These are original to the building and require ongoing maintenance and repairs. Most of the unit ventilators are near the end of their serviceable life, as the repair only extended their life. Bearings, dampers, and other moving parts are wearing out. Classrooms do not have air conditioning; however, some classrooms have portable air conditioners that are placed or vented through the windows.

The library is served by a rooftop unit with gas heat and full air conditioning. The gym is served by horizontal unit heaters and heating and ventilating units. The cafeteria is served by heating and ventilating units. Exhaust air is provided throughout the building primarily with roof mounted exhaust fans. The building is not provided with a central cooling plant. The only air conditioning is in the administration area, library, elevator machine room, portable classrooms and some scattered classrooms and administrative areas. The Administration area is served by dedicated, through the wall air conditioners at some perimeter offices, and by ductless wall mounted air conditioners in the main office and in the offices at the front of the building as part of a VRF heat pump system. The library is cooled by a 17.5 ton Trane rooftop unit with DX cooling. The two computer labs are cooled by 5 ton ducted horizontal unit ventilators with add-on DX coils. The teacher's lounge has the main distribution frame server racks, so is cooled by an oversized 7-1/2 ton Liebert DX computer room style air conditioner. The portable classrooms are cooled by rooftop units with DX cooling.

The existing electrical systems of this facility range from original vintage, to upgrades and/or add-ons recently installed including fire alarm, branch circuit panelboards, lighting, and photovoltaics. Although new devices, equipment, and fixtures were provided, generally the existing wiring, raceways, and boxes were reused. While the facility is well maintained and clean, the systems do not reflect, nor do they meet the needs of a modern-day facility. Code changes over the years have resulted in existing systems that do not meet today's electrical codes. Replacement of MOST of the electrical systems for this facility is recommended under any addition or renovation program including generator, fire alarm system, original panelboards and lighting. Branch circuit panelboards vary from original Westinghouse panelboards that are in poor condition to recently installed Cutler Hammer panelboards that are in good condition. There has been some additional branch circuitry added throughout the school.

An interior natural gas generator, 65 kW, 120/208 volt, is installed in the boiler room. The generator feeds an ASCO transfer switch and serves emergency lighting, as well as, other loads. The emergency system does not comply with current electrical code as the emergency equipment is not separated from normal equipment. Exit signs are provided throughout the building.

The fire alarm system consists of an addressable Gamewell control panel. The control panel is located in the lobby. The detector does not meet NFPA72 spacing in rooms with beams. Also, a detector device should be in each space "Full Coverage" which is not the case. Additionally, E-Use groups require speaker/strobes, which means this school does not comply with current code.

**Boiler Section 1**

**Is the District seeking replacement of the Boiler?** NO

**Is there more than one boiler room in the School?** YES

**What percentage of the School is heated by the Boiler?** 100

**Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)**

Natural Gas - Aerco gas-fired condensing boilers were installed (to replace outdated boilers) in the school in 2006.

**Age of Boiler (number of years since the Boiler was installed or replaced)** 17

**Description of repairs, if applicable, in the last three years. Include year of repair:**

Does Not Apply - No repairs were completed in the last three years. The boilers received regular annual service.

**Boiler Section 3**

**Is the District seeking replacement of the Boiler?**

**Is there more than one boiler room in the School?**

**What percentage of the School is heated by the Boiler?**

**Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)**

**Age of Boiler (number of years since the Boiler was installed or replaced)**

**Description of repairs, if applicable, in the last three years. Include year of repair:**

**Has there been a Major Repair or Replacement of the HVAC SYSTEM?** NO

**Year of Last Major Repair or Replacement:(YYYY)** 2006

**Description of Last Major Repair or Replacement:**

The mechanical systems were repaired in 2006, as the facility was converted from pneumatic to DDC controls. The boiler room was converted from steam to hot water. The building also received new condensing hot water boilers, new pumps, motors, switches, and actuators. The original hot water distribution piping remains in use in the crawlspaces. The school mostly consists of unit ventilators for all the classroom spaces. The library is served by a rooftop unit with gas heat and full air conditioning. Horizontal unit heaters and heating and ventilation units serve the gym. Heating and ventilation units serve the cafeteria. Exhaust air is provided throughout the building primarily through the use of roof mounted exhaust fans. The only air conditioning is in the administrative area, library, evaluator machine room, modular classrooms, and some scattered classroom and administrative areas. Most of the unit ventilators are near the end of their useful life, and the 2006 repairs only extended their life. Bearings, dampers, and other moving parts are wearing out.

**Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM?** NO

**Year of Last Major Repair or Replacement:(YYYY)** 1965

**Description of Last Major Repair or Replacement:**

Does Not Apply - The electrical services and distribution system of the school is original to the building constructed in 1965. No major repair or replacement of the electrical services or distribution system has occurred.

**BUILDING INTERIOR: Please provide a detailed description of the current building interior including a description of the flooring systems, finishes, ceilings, lighting, etc. (maximum of 5000 characters).**

The flooring is predominately VCT in the classrooms and corridors. The VCT is original to the building and has several areas of patched and replaced VCT of different colors. In general, the VCT is in fair condition with signs of cracking and popping of seams. The carpet in the library was recently replaced and is in good condition. The kitchen floor was also recently repaired and is in good condition.

The walls are a mix of painted or polished CMU bearing walls. In several locations throughout the building the walls have severe step cracking, although these are not considered structural in nature. There are a few make-shift demising partitions that are in fair condition. Most, if not all, of the folding partition walls have been removed and replaced with wood stud gypsum walls. The acoustical quality of these walls is unknown.

The primary ceiling throughout the facility is painted concrete with 1x1 adhered acoustical tiles. The tiles are in fair to poor condition with many falling off the ceiling. Where gypsum soffits and ceilings are located, they are in generally good condition.

**PROGRAMS and OPERATIONS: Please provide a detailed description of the current grade structure and programs offered and indicate whether there are program components that cannot be offered due to facility constraints, operational constraints, etc. (maximum of 5000 characters).**

Parker Middle School serves approximately 727 students in grades 5 – 8 in eight strands, essentially four teams per grade level. The school offers Mathematics, English Language Arts, Science, and Social Studies as part of its core curriculum. Parker Middle School also offers students Art, Music (band, orchestra and chorus), Physical Education, Health, World Languages, and Technology as “specials.” In addition to the general education curriculum, Parker Middle School provides a range of programs and services for students with special needs, provides a social/emotional learning curriculum to all students, and provides academic support programs for general education students. Space constraints are currently preventing the school from providing a needed Language-Based Special Education classroom to support students with communication deficiencies. There is also a desire to expand the technology curriculum to include maker space activities. Space constraints have made it necessary to explore creating such a space out of the existing library which impacts the collection, teaching areas, and collaboration areas within the library.

Special education spaces have been created by infilling areas behind stairs, beneath stairs, and out of space originally designed as corridors. Spaces designed as science classrooms have been converted to technology/engineering spaces and special education classrooms.

**EDUCATIONAL SPACES: Please provide a detailed description of the Educational Spaces within the facility, a description of the number and sizes (in square feet) of classrooms, a description of science rooms/labs including ages and most recent updates, a description of the cafeteria, gym and/or auditorium and a description of the media center/library (maximum of 5000 characters).**

General classrooms in the original building range in size from approximately 700 net square feet to 775 net square feet, with an average of approximately 750 net square feet. Science classrooms, which only exist as specialty spaces for grades 7 and 8, are approximately 850 net square feet. These spaces are largely original to the building, have not been updated, and fail to meet MSBA guidelines for science classrooms related to layout, storage, and prep space. Science for grades 5 and 6 are taught in general education classrooms.

The size of special education spaces vary by function and by program. Self-contained classroom spaces are 725 net square feet and 840 net square feet respectively. Special education classrooms not associated with specific disabilities range in size from 200 net square feet to 783 net square feet. None of these spaces is purpose-designed but have been created out of general education classroom and other spaces originally designed for other purposes.

The main portion of the cafeteria is approximately 3,940 net square feet and largely original to the building. This space also serves as a performance venue with a stage at one end. Based on MSBA guidelines, this space is

approximately 1,500 net square feet undersized.

The gymnasium is approximately 6,200 net square feet and aligns well with MSBA guidelines, however is largely original to the building.

The approximately 4,660 net square foot Library is housed in an addition that was placed on the building in 2006. It is currently serving the school well, but the District is looking to use some of the library to create a maker space environment.

**CAPACITY and UTILIZATION: Please provide the original design capacity and a detailed description of the current capacity and utilization of the school facility. If the school is overcrowded, please describe steps taken by the administration to address capacity issues. Please also describe in detail any spaces that have been converted from their intended use to be used as classroom space (maximum of 5000 characters).**

The Parker Middle School was designed with 35 teaching stations (classrooms, art rooms, music rooms, a gymnasium, etc.) to serve grades five through eight. At an 85% utilization factor, the capacity of Parker Middle School is 684 students in permanent facilities and 840 students when considering modular classrooms. The current enrollment is 727 students making Parker Middle School over capacity by 43 students (when not including the modular classrooms). With the enrollment forecast of 792 – 898 students over the next ten years, the Parker Middle School will continue to exceed capacity and be over-crowded by as many as 171 students.

**MAINTENANCE and CAPITAL REPAIR: Please provide a detailed description of the district's current maintenance practices, its capital repair program, and the maintenance program in place at the facility that is the subject of this SOI. Please include specific examples of capital repair projects undertaken in the past, including any override or debt exclusion votes that were necessary (maximum of 5000 characters).**

The Town of Chelmsford Public Facilities Department (DPW) is responsible for the maintenance and repairs at Parker Middle School. As part of the maintenance practices, the Facilities employees (or an outside vendor) monitor, repair and inspect the following building components:

- ? Air compressors, drain water, belts, motors, grease – monthly
- ? Indoor air quality inspections – bi-monthly
- ? Alarm monitoring for elevator emergency phones – monthly
- ? Backflow prevention device testing and repairs - April & October
- ? Boiler water chemical treatment - monthly during heating season
- ? Boiler maintenance – July; Boiler inspections – September
- ? Café fume hoods, science showers and eye wash – June
- ? Catch basin cleaning - August • Ceiling tile replacement - June, July, August
- ? Doors and hardware - grease and tighten - July & August
- ? Doors and hardware repair and replacement - as needed
- ? Drains in art and science classrooms – August
- ? Electrical systems visual inspection - June, July, August
- ? Elevator inspections and permits -bi-monthly
- ? Emergency generator maintenance – monthly
- ? Fields – maintenance and markings – seasonal
- ? Fire alarm inspections - 10% February, 90% July
- ? Fire extinguisher inspections, weight, retag – July
- ? Fire pump inspections - January & July
- ? Generator - run for 1/2 hour every Tuesday – monthly
- ? HVAC - change filters, belts, grease units - February & August
- ? Integrated pest management program - submit online – August
- ? Intrusion alarm monitoring – daily; Intrusion alarm testing – July
- ? Irrigation controllers - start up and shut down
- ? Irrigation repairs - as needed - summer monthly

- ? Lighting 20 mile per hour signs, repairs as needed
- ? Locker repairs - as needed
- ? Restroom fixtures - check for leaks and make repairs - March, June, September, December
- ? Roofs - clear debris, visual inspection of roof decking - March, June, September, December
- ? Rooftrac program – August
- ? Safety services - asbestos, pesticide, chemical - April & December
- ? Water flow test – August
- ? Windows and blinds - as needed
- ? High School, PAC & science prep room sprinkler inspection – July
- ? MIIA Inspections
- ? Self-inspection - January, May & August
- ? Freeze-up prevention - February & December Roof inspection - March & November

The Town of Chelmsford has a 10-year Capital Plan in place that provided funding for the following recent projects at Parker Middle School:

FY20 School security system (camera) upgrade  
School parking lot and sidewalk replacement  
School classroom clock replacement

FY21 School kitchen renovation and code compliance upgrade  
School classroom technology upgrade (interactive televisions)

FY22 External school lift replacement

FY23 Replacement of modular classroom RTUs  
Installation of code compliant stair treads

---



**Priority 2*****Question 1: Please describe the existing conditions that constitute severe overcrowding.***

---

The Parker Middle School must rely on modular classrooms that have exceeded their useful life to deliver its programs and services and maintain a reasonable class size. The school's current enrollment is 727 students (fall of 2022). Based on the number of existing general education classrooms, the school capacity is 684 students, excluding the modular classrooms. In 2005, ten (10) modular classrooms were added to the building to serve as general education classrooms, special education (OT/PT) spaces, and music (band, chorus and orchestra) instruction spaces to alleviate some of the overcrowding. These additional classrooms have allowed the district to maintain class size within the district's enrollment guidelines and continue to provide a full range of educational programs. The NESDEC 2021-22 Enrollment Projection indicates continued school-age growth in Chelmsford over the next ten years. The District's grade 5 through 8 student enrollment is projected to rise from 1,556 students in 2021, to 1,740 students in 2031, an increase of 184 students in ten years. Approximately half of those students are expected to attend Parker Middle School, exacerbating the existing overcrowding condition to as many as 171 students over capacity. Maintaining class size within district enrollment guidelines is especially important at Parker Middle School as 53% of the general education classrooms are more than 10% under the MSBA minimum guidelines for classroom size.

**Priority 2**

***Question 2: Please describe the measures the School District has taken to mitigate the problem(s) described above.***

---

In addition to adding ten (10) modular classrooms at Parker Middle School in 2005, the school department has worked to balance the number of students assigned to Parker Middle School by shifting some students to McCarthy Middle School. As a result of this action, a portion of students who attend the Byam and Harrington Elementary Schools (approximately 15% of outgoing grade 4 students moving to middle school) will attend the McCarthy Middle School instead of Parker Middle School, while the remaining students from the Byam and Harrington Elementary Schools (approximately 85% of outgoing grade 4 students moving to middle school) will attend the Parker Middle School. These are the only elementary schools in the district that do not fully transition a complete/full grade level of students (i.e. outgoing grade 4 students moving to middle school) from the same elementary school to the same middle school. Additionally, several special education programs are housed only at McCarthy Middle School and physically handicapped students are assigned only to McCarthy Middle School due to accessibility limitations at Parker Middle School. The result is some students who have established peer relationships throughout elementary school from Kindergarten through grade 4, must transition to middle school without their established peer group due to overcrowding and space constraints at Parker Middle School.

## Priority 2

***Question 3: Please provide a detailed explanation of the impact of the problem described in this priority on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.***

---

The lack of space has had a negative impact on program offerings and student/staff schedules. Inequities exist between the two middle schools in town, as the larger school (McCarthy Middle School) can offer more programs to middle school students than Parker Middle School. Additionally, because students must move through classrooms on the lower level of Parker Middle School (there is no central corridor), students must operate on individual grade level schedules. There are similarities between grades 5 & 6 and grades 7 & 8, however, each grade level is unique so there is space to accommodate specialist classes. When schedule alignment is not possible based on the location of specialist classrooms, and during some transition times, students are required to cut through classrooms that are in session creating a disruption to learning.

The lack of space affects the delivery of the MA curriculum frameworks in all content areas. All content areas have become limited due to less access to equipment in the classroom environment, as there is often not enough room to accommodate curriculum materials provided for purchased programs such as science labs. The science laboratory area does not meet OSHA recommended square footage guidelines per student due to the student class enrollment (class size) and layout of the classrooms. An appropriate middle school science laboratory should be modeled on the [2011 MSBA high school science lab guidelines](#). There is a lack of storage space for curriculum equipment and materials including science kits and book rooms. Small group instruction is affected due to a lack of instructional space(s) to create designated areas of learning, such as reading tables or workstations, that allow for teachers to provide regular one-on-one or small group instruction. This limits the teachers ability to provide remedial instruction and for a student to ask for and access specific help when learning. Another limitation due to lack of space includes no designated instructional spaces for interventions to occur with hired tutors and interventionists providing Tier II academic support to students. Classroom space is not available for students to receive in-class intervention and students are required to work in hallways and/or small closet sized rooms where available to provide such academic intervention services. Lastly, art and music programs do not have adequate designated classroom space that limits which curriculum standards may be taught.

The lack of space also impacts special education and related service delivery. Currently, there is no additional available space for small group pull-out special education instruction and services such as speech and language, occupational therapy, and/or specialized reading (OG or Wilson) services. The needs of our special education students have increased resulting in increased speech and language services at Parker Middle School. One of the speech language therapists is working in a storage space (turned into speech learning space) that is between two classrooms on the lower level of the school. Students and staff are required to walk through this space to get to one of the general education classrooms on the floor. Currently, some of our special education teachers are required to share a learning space which results in two different classes of students being taught in the same room during periods of the day. The district added a language based program at the middle school level in the 2022/23 school year. There is not a space for the addition of the language based special education teacher to provide English language arts/reading instruction for small group instruction. In order to accommodate this new program, the language based special education teacher will be required to share a room with another special education teacher. The configuration of the school does not allow for the increase in specialized programs that are needed today. Currently, two sub-separate Autism classrooms are required to share one classroom space. The intensive needs of the students in this program require 1:1 adult support, resulting in overcrowding of the classroom space with students and adults. Many of the resource rooms and smaller learning classrooms at Parker Middle School used for special education classes are not located in close proximity to

general education classrooms to provide for optimal learning. Two of the rooms are located on the lowest level of the school, furthest away from most of the general education learning spaces.

Please also provide the following:

<b>Cafeteria Seating Capacity:</b>	263
<b>Number of lunch seatings per day:</b>	4
<b>Are modular units currently present on-site and being used for classroom space?:</b>	YES
<b>If "YES", indicate the number of years that the modular units have been in use:</b>	17
<b>Number of Modular Units:</b>	12
<b>Classroom count in Modular Units:</b>	10
<b>Seating Capacity of Modular classrooms:</b>	176
<b>What was the original anticipated useful life in years of the modular units when they were installed?:</b>	15
<b>Have non-traditional classroom spaces been converted to be used for classroom space?:</b>	YES
<b>If "YES", indicate the number of non-traditional classroom spaces in use:</b>	12
<b>Please provide a description of each non-traditional classroom space, its originally-intended use and how it is currently used (maximum of 1000 characters):</b>	

There are no designated instructional spaces for interventions to occur with hired tutors and interventionists providing Tier II academic support to students. Classroom space is not available for students to receive in-class intervention and students are required to work in hallways and/or small closet sized rooms where available to provide such academic intervention services. The lack of space impacts special education and related service delivery. There is no available space for small group pull-out special education instruction and services such as speech and language, occupational therapy, and/or specialized reading (OG or Wilson) services. The configuration of the school does not allow for the increase in specialized programs that are needed today.

**Please explain any recent changes to the district's educational program, school assignment policies, grade configurations, class size policy, school closures, changes in administrative space, or any other changes that impact the district's enrollment capacity (maximum of 5000 characters):**

The district has not made recent changes to educational programs, school assignment policies, grade configurations, class size policy, school closures, or other changes that impact the district's enrollment capacity. The district continually reviews enrollment projections and makes incremental adjustments to balance overall student enrollment in the district schools, however existing facilities will not support the projected student increase over the next ten years.

A committee was formed in the 2021/22 school year to examine the impact of overcrowding and how combining full grade levels together at each of the two middle schools (i.e. one school becomes a grade 5 and 6 school for the entire district, while the other school becomes a grade 7 and 8 school for the entire district) may help more evenly distribute the current students (i.e. create more equitable class size in grade levels), however this action will not alleviate the projected student enrollment increase over the next ten years. The result is a more equitable apportionment of current grade 5 through 8 middle school students and resulting class size between the two middle schools, however more equitable high class sizes are not desirable, the school lacks the capacity to enroll additional students over the next ten years, whether they be grade 5 and 6 students or grades 5 through 8 students. The committee is also reviewing a consolidation of programs, such as technical education, by combining grade levels to lessen the duplication of programming between the two middle schools, allowing for repurposing a few previously used technical education teaching spaces for classrooms.

**What are the district's current class size policies (maximum of 500 characters)?:**

School Committee Policy IIB – Class Size

The Chelmsford School Committee believes average class size for students in Grades Kindergarten through Grade Twelve should adhere to the following guidelines:

- 22 students in Kindergarten and Grade One
- 25 students in Grades 2 - 4
- 25 students in Grades 5 - 8 and 9 - 12

**Priority 4**

***Question 1: Please describe the conditions within the community and School District that are expected to result in increased enrollment.***

---

The conditions identified in Priority 2, Elimination of Existing Overcrowding, are only exacerbated by the projected addition of 171 students to Parker Middle School over the next ten years as identified in the NESDEC 2021-22 Enrollment Projection. The Chelmsford Public Schools structures its middle school enrollment on four neighborhood feeder elementary schools. Four elementary schools serve as feeder schools to two middle schools (McCarthy and Parker) to create continuity in programming, special education services, collaborative teacher and administrative support teams, and student/family neighborhood connections. Due to existing and projected overcrowding, certain neighborhood areas are redirected from Parker Middle School to McCarthy Middle School to better and more equitably balance student enrollment. However, this affects continuity of programming and student/family connections with their neighborhood schools. As previously referenced, a portion of students who attend the Byam and Harrington Elementary Schools (approximately 15% of outgoing grade 4 students moving to middle school) will attend the McCarthy Middle School instead of Parker Middle School, while the remaining students from the Byam and Harrington Elementary Schools (approximately 85% of outgoing grade 4 students moving to middle school) will attend the Parker Middle School. These are the only elementary schools in the district that do not fully transition a complete/full grade level of students (i.e. outgoing grade 4 students moving to middle school) from the same elementary school to the same middle school. Further, the required designation of specific special education programs and services to specific middle schools due to overcrowding and lack of instructional space creates imbalance in regular and special education student populations and class size between the two middle schools.

**Priority 4**

***Question 2: Please describe the measures the School District has taken or is planning to take in the immediate future to mitigate the problem(s) described above.***

---

In addition to adding ten (10) modular classrooms at Parker Middle School in 2005, the school department has worked to balance the number of students assigned to Parker Middle School by shifting some students to McCarthy Middle School. The district continually reviews enrollment projections and makes incremental adjustments to balance overall student enrollment in the district schools, however existing facilities will not support the projected student increase over the next ten years. A committee was formed to examine the impact of overcrowding and how combining full grade levels together at each of the two middle schools (i.e. one school becomes a grade 5 and 6 school for the entire district, while the other school becomes a grade 7 and 8 school for the entire district) may help more evenly distribute the current students (i.e. create more equitable class size in grade levels), however this action will not alleviate the projected student enrollment increase over the next ten years. The result is a more equitable apportionment of current grade 5 through 8 middle school students and resulting class size between the two middle schools, however more equitable high class sizes are not desirable, the school lacks the capacity to enroll additional students over the next ten years. The committee is also reviewing a consolidation of programs, such as technical education, by combining grade levels to lessen the duplication of programming between the two middle schools, allowing for repurposing a few previously used technical education teaching spaces for classrooms.

**Priority 4**

***Question 3: Please provide a detailed explanation of the impact of the problem described in this priority on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.***

The conditions identified in Priority 2, Elimination of Existing Overcrowding, are only exacerbated by the projected addition of 171 students to Parker Middle School over the next ten years as identified in the NESDEC 2021-22 Enrollment Projection. Even with the mitigation strategies mentioned above, Parker Middle School is over capacity with its current student enrollment, the situation significantly deteriorates over the next ten years. The academic programming and curriculum materials are currently in alignment with DESE regulations and curriculum frameworks and are not due to change in the near future. Even with grade level change reconfigurations, there still remains the fact that the current Parker Middle School classroom configuration does not support or allow for the current pedagogy needed to implement the standards and curriculum materials that support each subject. Multi-level classroom configurations lacking ADA accessibility and common hallways do not support student and staff needs to move throughout the school without having to pass through instructional spaces being utilized by other students and teachers.

Small group instruction is affected due to a lack of instructional space(s) to create designated areas of learning that allow for teachers to provide regular one-on-one or small group instruction. This limits the teachers ability to provide remedial instruction and for a student to ask for and access specific help when learning. Classroom space is not available for students to receive in-class intervention and students are required to work in hallways and/or small closet sized rooms where available to provide such academic intervention services. The lack of space and overcrowding impacts special education and related service delivery. Currently, there is no additional available space for small group pull-out special education instruction and services such as speech and language, occupational therapy, and/or specialized reading (OG or Wilson) services. The configuration of the school does not allow for the increase in specialized programs that are needed today or in the future. Currently, two sub-separate Autism classrooms are required to share one classroom space. The intensive needs of the students in this program require 1:1 adult support, resulting in overcrowding of the classroom space with students and adults. Many of the resource rooms and smaller learning classrooms at Parker Middle School used for special education classes are not located in close proximity to general education classrooms to provide for optimal learning. Two of the rooms are located on the lowest level of the school, furthest away from most of the general education learning spaces. As mentioned previously, the situation over the next ten years is only exacerbated by the projected addition of 171 students to Parker Middle School.

**Please also provide the following:**

<b>Cafeteria Seating Capacity:</b>	263
<b>Number of lunch seatings per day:</b>	4
<b>Are modular units currently present on-site and being used for classroom space?:</b>	YES
<b>If "YES", indicate the number of years that the modular units have been in use:</b>	17
<b>Number of Modular Units:</b>	12
<b>Classroom count in Modular Units:</b>	10
<b>Seating Capacity of Modular classrooms:</b>	176
<b>What was the original anticipated useful life in years of the modular units when they were installed?:</b>	15
<b>Have non-traditional classroom spaces been converted to be used for classroom space?:</b>	YES
<b>If "YES", indicate the number of non-traditional classroom spaces in use:</b>	12



**Please provide a description of each non-traditional classroom space, its originally-intended use and how it is currently used (maximum of 1000 characters):**

There are no designated instructional spaces for interventions to occur with hired tutors and interventionists providing Tier II academic support to students. Classroom space is not available for students to receive in-class intervention and students are required to work in hallways and/or small closet sized rooms where available to provide such academic intervention services. The lack of space impacts special education and related service delivery. There is no available space for small group pull-out special education instruction and services such as speech and language, occupational therapy, and/or specialized reading (OG or Wilson) services. The configuration of the school does not allow for the increase in specialized programs that are needed today.

**Please explain any recent changes to the district's educational program, school assignment policies, grade configurations, class size policy, school closures, changes in administrative space, or any other changes that impact the district's enrollment capacity (maximum of 5000 characters). :**

The district has not made recent changes to educational programs, school assignment policies, grade configurations, class size policy, school closures, or other changes that impact the district's enrollment capacity. The district continually reviews enrollment projections and makes incremental adjustments to balance overall student enrollment in the district schools, however existing facilities will not support the projected student increase over the next ten years.

A committee was formed in the 2021/22 school year to examine the impact of overcrowding and how combining full grade levels together at each of the two middle schools (i.e. one school becomes a grade 5 and 6 school for the entire district, while the other school becomes a grade 7 and 8 school for the entire district) may help more evenly distribute the current students (i.e. create more equitable class size in grade levels), however this action will not alleviate the projected student enrollment increase over the next ten years. The result is a more equitable apportionment of current grade 5 through 8 middle school students and resulting class size between the two middle schools, however more equitable high class sizes are not desirable, the school lacks the capacity to enroll additional students over the next ten years, whether they be grade 5 and 6 students or grades 5 through 8 students. The committee is also reviewing a consolidation of programs, such as technical education, by combining grade levels to lessen the duplication of programming between the two middle schools, allowing for repurposing a few previously used technical education teaching spaces for classrooms.

**What are the district's current class size policies (maximum of 500 characters)?:**

School Committee Policy IIB – Class Size

The Chelmsford School Committee believes average class size for students in Grades Kindergarten through Grade Twelve should adhere to the following guidelines:

- 22 students in Kindergarten and Grade One
- 25 students in Grades 2 - 4
- 25 students in Grades 5 - 8 and 9 - 12

**Priority 5**

***Question 1: Please provide a detailed description of the issues surrounding the school facility systems (e.g., roof, windows, boilers, HVAC system, and/or electrical service and distribution system) that you are indicating require repair or replacement. Please describe all deficiencies to all systems in sufficient detail to explain the problem.***

---

Classrooms, with the exception of the modular classrooms, use unit ventilators for heating and venting the space. These ventilators are original to the building (1965) and require considerable maintenance and cost to repair and operate. Due to the age of the equipment, replacement parts are difficult to locate. Air conditioning is provided in the administration, library, elevator machine room, modular classrooms, and a few general classrooms via portable AC units. Many spaces such as the gym, cafeteria, corridors and restrooms lack proper ventilation. There is no ventilation in the boiler room. Utility spaces such as toilet rooms are controlled by local controls with no night setback capability. The main office is ventilated by a propeller fan located in a transom window between the lobby and the main office.

The existing electrical system includes original equipment as well as updated equipment. In general, the existing wiring, raceways, and boxes have been reused and much of the existing system does not meet current code or the needs of a current-day middle school facility. The fire alarm, original panelboards, generator, and much of the interior lighting should all be replaced. The emergency system does not comply with current codes.

Plumbing fixtures have been updated, however the distribution system remains original to the building. Only portions of the facility are protected by fire sprinklers which are required for a school facility of this size.

There is a secondary lift attached outside of the building and is not functional for all handicapped students to access classrooms on the bottom floor. When the lift is not functional, students and staff with mobility issues needing to access the lowest level of the school are unable to do so. This is due to the steep grade outside the building, coupled with any inclement weather makes traveling outside of the building impossible.

There is no auditorium at the building, hence the only gathering space for all students is the cafeteria or gymnasium, which is not accessible since lunches and/or classes are occurring for the majority of the day.

**Priority 5**

***Question 2: Please describe the measures the district has already taken to mitigate the problem/issues described in Question 1 above.***

---

When the lift is not functional, if students and staff with mobility issues need to access the two (2) lower levels of the school, classrooms from the lower level are required to swap with main-level classrooms sporadically to provide access for those with mobility issues.

In order to meet with large groups of students, grade level assemblies in the cafeteria must be scheduled prior to 10:15 a.m. or after 1:45 p.m. due to the lunch schedule. This causes the school to schedule specialized programs over several school days as there is no auditorium and the cafeteria must be used for such events. If scheduling events over several days is not possible, the students and staff may be required to travel to the high school or other middle school if their spaces are available, or miss out on an enrichment opportunity.

## Priority 5

***Question 3: Please provide a detailed explanation of the impact of the problem/issues described in Question 1 above on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.***

---

One of the primary issues impacting the instructional program is the way in which the air exchange system functions. Students seated near the blowers have cold air pulled from the outside directed at them for the majority of the day. Teachers are unable to rearrange their room to take students away from the exchange system due to small classroom size and a lack of configuration options. Students seated near the vents often wear jackets and other winter gear indoors to stay warm in certain classrooms. Teachers assigned to particular classrooms also deal with the colder temperatures daily depending on where their desk or teaching space is located.

The vents in the gymnasium are loud making it extremely difficult for students to hear their teachers. There are often 2-3 classes sharing the gymnasium during the same period. The volume of the older ventilation system is problematic as it is, and the challenge is exacerbated when there are 50 - 75 students in the educational space.

**Priority 5**

***Question 4: Please describe how addressing the school facility systems you identified in Question 1 above will extend the useful life of the facility that is the subject of this SOI and how it will improve your district's educational program.***

Addressing the school's systems may extend the useful life of the building as the building itself has been deemed structurally sound. Mechanical systems have a normal life span, and Parker Middle School's end is in sight. It is reasonable to expect replacement. However, the core of the building itself is sturdy and may be worth salvaging. Continued maintenance may allow the building to continue to serve the community's educational needs for the near future.

Maintaining the existing heating and ventilation systems may extend the life of the current units until their final end of usage life. The existing plumbing and electrical systems will continue to not meet the needs of a current middle school facility. Fixing the outside lift would allow for some usage when functional for students to access lower level classrooms. Since there are no other locations for classrooms to be shifted from the gymnasium and cafeteria areas, there would be no change in noise levels.

We still need to address many aspects of the school's facilities to allow for a safe, comfortable learning environment for all students and staff. Educational opportunities will be enhanced when teachers have flexibility when making decisions about their classroom configuration. A potential new school building will improve our district educational programming by providing proper facility systems and allowing for appropriate learning spaces to include, but not be limited to, classrooms for large and small group instructional spaces free from distraction and climate issues. A rigorous and robust program of studies can be implemented with new, modern science labs that meet the MSBA guidelines, comprehensive fine and performing arts class spaces, and a technology engineering area that is accessible for students with and without disabilities that have extensive use of technology, and innovative STEM-focused makers spaces/breakout spaces to meet the needs of the 21 Century learner.

**Please also provide the following:**

**Have the systems identified above been examined by an engineer or other trained building professional?:**

YES

**If "YES", please provide the name of the individual and his/her professional affiliation (maximum of 250 characters):**

Garcia, Galuska, DeSousa Inc.

**The date of the inspection:** 12/20/2016

**A summary of the findings (maximum of 5000 characters):**

Findings were incorporated in a December 20, 2016 Comprehensive Facilities Assessment Report, updated in January 28, 2022, by Dore & Whittier, Inc. Generally, the Parker Middle School building systems are a mix of very old and new or upgraded equipment. Despite the replacement or upgrades to some equipment, distribution systems remain original and are in need of replacement. The HVAC equipment in classrooms has exceeded its useful life and is no longer energy efficient.

**Priority 7**

***Question 1: Please provide a detailed description of the programs not currently available due to facility constraints, the state or local requirement for such programs, and the facility limitations precluding the programs from being offered.***

The Parker Middle School is not handicapped-accessible which impacts the programs and services the district may provide to its students. For example, the district had to move a chorus room to the main floor of the building two years ago because a student in a wheelchair was not able to access the lower level of the school housing the previous chorus room. Special education classrooms and learning spaces are clustered together in order for students with physical disabilities to access classes, not aligned with Massachusetts Department of Elementary and Secondary Education guidelines for inclusivity. Music classes are held in inappropriate spaces with regard to acoustics - instrumental music instruction in a general education classroom results in disruption of surrounding instructional classrooms and inappropriate sound volume in the music classroom. The lack of an auditorium at Parker Middle School is a major issue for the performing art program, limiting rehearsal and performance space. Specialist classrooms, such as art, are often overcrowded and for safety reasons are not able to include all students in class activities. For example, the kiln is not accessible and because of its location, if there are too many students in the classroom it is not safe to run, limiting the number of students who can participate in an activity or when an activity may be conducted. As enrollment continues to increase, there will be a need to occupy all “specialist” instructional spaces, resulting in art and music classrooms being converted to instructional classrooms and specialist teachers moving from room-to-room to deliver instruction.

Parker Middle School houses an in-house special education program for students with autism. This is a partner classroom with the New England Center for Children that allows the district to provide students with an in-district programming option, opposed to having to send a child to an out-of-district placement to receive their required services. Currently, two autism classes of students are required to share one classroom space because there is not another classroom space available in the school due to existing overcrowding. Without additional classroom space to continue this programming, students may be at risk of continuing to remain in-district to receive their services with Chelmsford peers and be required to go out-of-district to receive required services.

There are instances where two special education teachers are required to share one classroom space. This creates significant challenges when two grade levels of students overlap or are forced to find an alternate space due to student testing or other interruptions. In addition, many of the special education classroom spaces are small and limit the number of students who can access support with their peers, further complicating an already complex school schedule.

The conditions identified in Priority 2, Elimination of Existing Overcrowding, are only exacerbated by the projected addition of 171 students to Parker Middle School over the next ten years as identified in the NESDEC 2021-22 Enrollment Projection. Small group instruction is affected due to a lack of instructional space(s) to create designated areas of learning that allow for teachers to provide regular one-on-one or small group instruction. This limits the teachers ability to provide remedial instruction and for a student to ask for and access specific help when learning. Classroom space is not available for students to receive in-class intervention and students are required to work in hallways and/or small closet sized rooms where available to provide such academic intervention services. The lack of space and overcrowding impacts special education and related service delivery. Currently, there is no additional available space for small group pull-out special education instruction and services such as speech and language,

occupational therapy, and/or specialized reading (OG or Wilson) services. The configuration of the school does not allow for the increase in specialized programs that are needed today or in the future.

**Priority 7**

***Question 2: Please describe the measures the district has taken or is planning to take in the immediate future to mitigate the problem(s) described above.***

---

Parker Middle School has adjusted to capture every available nook and cranny of space for the purpose of providing student instruction, programs, and services, including converting teacher workspaces and areas that were formerly used as offices and storage closets into intervention areas. Beyond that, Parker Middle School is not so much mitigating the problem as it is adapting and coping with it as best it can. To provide all students with programming, classrooms will continue to be adjusted to an accessible level in the school allowing physically handicapped students the same programming even without the appropriate curricula materials. Students from Parker Middle School will have certain music and enrichment programs moved to the high school and other middle school as scheduling allows and use its current larger gathering cafeteria and gymnasium areas during the few times they are available for school assemblies. Students will continue to travel to our other middle school and high school to access large instructional spaces and performing arts areas as they are available. Specialist courses will be shifted to use space behind the stage and moved to carts for teachers to travel into classrooms rather than have a designated classroom to open up additional instructional space for instructional classrooms and special education service areas.

A committee was formed to examine the impact of overcrowding and how combining full grade levels together at each of the two middle schools (i.e. one school becomes a grade 5 and 6 school for the entire district, while the other school becomes a grade 7 and 8 school for the entire district) may help more evenly distribute the current students (i.e. create more equitable class size in grade levels), however this action will not alleviate the projected student enrollment increase over the next ten years. The result is a more equitable apportionment of current grade 5 through 8 middle school students and resulting class size between the two middle schools, however more equitable high class sizes are not desirable, the school lacks the capacity to enroll additional students over the next ten years.



**Priority 7**

***Question 3: Please provide a detailed explanation of the impact of the problem described in this priority on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.***

---

The Parker Middle School's facilities are not equitable for special education and regular education students in that specialized instruction and therapies must frequently be delivered in non-classroom settings, such as former storage areas and offices and the school's corridors, nor are the facilities and services comparable to those provided to the district's population at our other middle school. In addition, placement of classrooms by the cafeteria and gymnasium creates significant auditory distractions for all students and especially for students who have auditory sensitivities as identified in their IEPs and 504s. The use of an antiqued lift system that is not functional at times, creates a barrier for students that have a physical disability to access classrooms on the lower levels of the school and displaces classrooms to other levels of the school without all the equipment available to properly conduct a lesson, as in the case of art and/or music, and engineering classes. Without a large group gathering area, Parker Middle School students do not have the same performing arts programming and enrichment activities as their peers at our other middle school. As a result of facility limitations, there is a truncation of curriculum standards taught and extracurricular experiences. The current building does not allow the district to realize its vision for a modern learning environment that fully supports students' opportunities to practice and achieve necessary skills and the school's learning expectations. This includes the extensive use of technology, innovative STEM-focused makers spaces/breakout spaces, modern science labs, and small group instruction stations.

**CERTIFICATIONS**

The undersigned hereby certifies that, to the best of his/her knowledge, information and belief, the statements and information contained in this statement of Interest and attached hereto are true and accurate and that this Statement of Interest has been prepared under the direction of the district school committee and the undersigned is duly authorized to submit this Statement of Interest to the Massachusetts School Building Authority. The undersigned also hereby acknowledges and agrees to provide the Massachusetts School Building Authority, upon request by the Authority, any additional information relating to this Statement of Interest that may be required by the Authority.

**Chief Executive Officer \*      School Committee Chair      Superintendent of Schools**

_____	_____	_____
(signature)	(signature)	(signature)
Date	Date	Date

\* Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

# CHELMSFORD PUBLIC SCHOOLS

---

## Memorandum

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

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

Date: March 17, 2023

Re: FY2023 Local Budget Projection

---

Attached please find a one-page summary of the FY2023 Local Budget and Projection by DESE function code categories. As reported in our quarterly financial reports and associated narratives, we are favorable in several categories. Due to favorable variances in these categories, we will bring forward recommendations to the school committee to apply some of the savings to one-time purchases in April and request the associated FY2023 budget transfers.

Thank you for the opportunity to provide this update.

CHELMSFORD PUBLIC SCHOOLS  
FY23 BUDGET SUMMARY AND PROJECTION

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

# CHELMSFORD PUBLIC SCHOOLS

---

Jay Lang, Ed.D., Superintendent

## **Memorandum**

To: Members of the School Committee  
From: Jay Lang, Ed.D., Superintendent of Schools  
Date: March 21, 2023  
Re: Approval of Non-Affiliated Employee Rate Increase

---

As discussed in executive session, I have several non-affiliated employee rate increases to bring forward this evening for public vote. The increases fall within a few distinct non-affiliated employee categories as follows:

### **Central Administration Clerks, Secretaries & Support Positions**

At the June 21, 2022 school committee meeting, the Committee approved a 2.5% cost of living (COLA) salary increase for non-affiliated employees of the Chelmsford Public Schools effective July 1, 2022. These employees are not part of a bargaining unit.

Since that time, the Committee and Chelmsford Federation of Teachers (CFT) Professional Support Personnel Unit reached an agreement in November of 2022 approving a 6% COLA increase for FY2023, retroactive to July 1, 2022, and a 3% COLA salary increase for FY2024, effective July 1, 2023. I recommend bringing the central administration clerks, secretaries and support positions in-line with the CFT PSP salary rate increase for the same time period. This amount is calculated on the FY2022 salary amount which is prior to the 2.5% increase, however the 6% COLA increase would be retroactive to July 1, 2022, or each employee's date of hire in their position, whichever is later. In addition, the FY2024 Superintendent's Recommended Budget presented and approved by the Committee in February of 2023, reflects a 2.5% COLA increase for non-affiliate employees. I also recommend that these employees be budgeted for a 3% COLA increase to align with the increase in the CFT PSP contract for FY2024.

**Recommended Action/Vote: I recommend the Committee vote to approve a 6% increase to the annual salary or hourly rate of pay as specified to the central administration clerks, secretaries and support positions effective July 1, 2022, at the regular meeting of the school committee on March 21, 2023.**

### **Building Principals**

The continued implementation of a salary schedule with steps for elementary and middle school principals was presented. Further, the addition of steps for the high school principal was presented. This is in an effort for the building principals to remain competitive within comparable districts and surrounding towns. Instead of a 2% COLA salary increase in FY24 –

# CHELMSFORD PUBLIC SCHOOLS

---

Jay Lang, Ed.D., Superintendent

FY27, a 2.5% COLA salary increase was incorporated at Step 1 of each applicable salary schedule in FY24 – FY27.

**Recommended Action/Vote: I recommend the Committee vote to approve the Appendix A: Non-Affiliated Principals Salary Schedule covering FY24 – FY27 as presented.**

## **Assistant Superintendent of Curriculum & Instruction**

The implementation of a salary schedule with steps for the Assistant Superintendent of Curriculum and Instruction was presented. This is in an effort to keep the salary for the Assistant Superintendent position competitive with comparable districts and surrounding towns. Instead of a 2% COLA salary increase in FY24 – FY26, a 2.5% COLA salary increase was incorporated at Step 1 in FY24 – FY26.

**Recommended Action/Vote: I recommend the Committee vote to approve the Appendix B: Non-Affiliated Salary Schedule for the Assistant Superintendent of Curriculum & Instruction covering FY24 – FY26 as presented.**

## **Central Administration Administrators**

The continued implementation of a salary schedule with steps for non-affiliated central office administrators was presented. Further, a one-time salary adjustment at the end of FY23, prior to the implementation of the COLA salary increase in FY24 was incorporated. This is in an effort for the central office administrators to become/remain competitive within comparable districts and surrounding towns. Instead of a 2% COLA salary increase in FY24 – FY26, a 2.5% COLA salary increase was incorporated at Step 1 of each applicable salary schedule in FY24 – FY26.

**Recommended Action/Vote: I recommend the Committee vote to approve the Appendix C: Non-Affiliated Central Administration Licensed and Non-Licensed Staff salary schedule covering FY24 – FY26 as presented.**

CHELMSFORD PUBLIC SCHOOLS  
NON-AFFILIATED EMPLOYEES - PAY INCREASE

Approved by  
SC June 2022

Recommended to  
SC March 2023

Emp #	Last Name	First Name	Job Class Description	Group / BU Description	Current Annual / Hourly Salary	2.5% COLA July 1, 2022	6% COLA July 1, 2022	3% COLA July 1, 2023
24561	BRADSHAW	CHRISTINE	HR SYSTEMS SPECIALIST	NON BARG	58,000.00	59,450.00	61,480.00	63,324.40
23615	BREKALIS	PETER	TRANSPORTATION/RESIDENCY	NON BARG	48,709.45	49,927.19	51,632.02	53,180.98
22096	CHAGNON	KATHARINE	ATHLETIC TRAINER	NON BARG	51,096.65	52,374.07	54,162.45	55,787.32
24323	CORBETT	ROBYN	ADMINISTRATIVE ASSISTANTS	NON BARG	57,000.00	58,425.00	60,420.00	62,232.60
24015	DANTAS	DONNA	FINANCIAL ANALYST	NON BARG	59,000.00	60,475.00	62,540.00	64,416.20
24612	FREELOVE	BRIDGET	ADMINISTRATIVE ASSISTANTS	NON BARG	25,000.00	25,625.00	26,500.00	27,295.00
23656	GUILLEMETTE	TRACY	SPECIAL ED SECRETARY	NON BARG	44,379.72	45,489.21	47,042.50	48,453.78
20673	MCDONALD	JANE	CENTRAL REGISTRAR	NON BARG	60,017.68	61,518.12	63,618.74	65,527.30
22450	MERCIER	KATHERINE	ADMINISTRATIVE ASSISTANTS	NON BARG	56,394.47	57,804.33	59,778.14	61,571.48
24759	MOORE	COURTNEY	HS DUTY SUPERVISOR	NON BARG	22,500.00	23,062.50	23,850.00	24,565.50
23832	PACELLI	DONNA	ADMINISTRATIVE ASSISTANTS	NON BARG	41,132.42	42,160.73	43,600.37	44,908.38
22870	POISSON	RYAN	ATHLETIC STUDENT ASSISTANT	NON BARG	14.25	14.61	15.11	15.56
23510	ROSE	WIOLETTKA	PAYROLL COORDINATOR	NON BARG	60,724.45	62,242.56	64,367.92	66,298.95
24613	SOUSA	NANCY	HR COORDINATOR	NON BARG	53,500.00	54,837.50	56,710.00	58,411.30
23114	WOODMAN	KAREN	CENT OFFICE ACCTS PAYABLE	NON BARG	41,132.42	42,160.73	43,600.37	44,908.38
23920	LEHMANN	MAUREEN	CNA	NON BARG	20.17	20.67	21.38	22.02
24802	HEALEY	CAROLYN	COMMIY EDUCATION HOURLY	NON BARG	16.50	16.91	17.49	18.01
24529	HOOVER	MEGHAN	COMMIY EDUCATION HOURLY	NON BARG	16.30	16.71	17.28	17.80
24755	MADHAVI	KARA	COMMIY EDUCATION HOURLY	NON BARG	17.10	17.53	18.13	18.67
23257	MATTSEN	PAULA	COMMIY EDUCATION HOURLY	NON BARG	16.89	17.31	17.90	18.44
20523	MCCARTIN	JANICE	COMMIY EDUCATION HOURLY	NON BARG	17.91	18.36	18.98	19.55
24540	POOLE	RHONDA	COMMIY EDUCATION HOURLY	NON BARG	17.00	17.43	18.02	18.56
23812	SHAW	TRACY	COMMIY EDUCATION HOURLY	NON BARG	15.93	16.33	16.89	17.39
21345	SILVA	MARIE	COMMIY EDUCATION HOURLY	NON BARG	17.11	17.54	18.14	18.68
24196	SIMARD	VANESSA	COMMIY EDUCATION HOURLY	NON BARG	16.10	16.50	17.07	17.58
23056	SPOONER	TRACEY	COMMIY EDUCATION HOURLY	NON BARG	16.89	17.31	17.90	18.44
24530	YADHAVAN	SATHYAPRIYA	COMMIY EDUCATION HOURLY	NON BARG	15.93	16.33	16.89	17.39
20282	BOSSI	MAUREEN	COMMUNITY EDUCATION SALARY	NON BARG	36,500.00	37,412.50	38,690.00	39,850.70
23940	CLARK	STEPHANIE	COMMUNITY EDUCATION SALARY	NON BARG	39,500.00	40,487.50	41,870.00	43,126.10
24531	DEMARCO	JENNIFER	COMMUNITY EDUCATION SALARY	NON BARG	37,000.00	37,925.00	39,220.00	40,396.60
24654	DIFOLCO	KELLEY	COMMUNITY EDUCATION SALARY	NON BARG	61,000.00	62,525.00	64,660.00	66,599.80
22844	GREEN	KIMARA	COMMUNITY EDUCATION SALARY	NON BARG	36,300.00	37,207.50	38,478.00	39,632.34
22000	GROVES	JEAN	COMMUNITY EDUCATION SALARY	NON BARG	39,490.61	40,477.88	41,860.05	43,115.85
21643	KALABOKIS	BETHANY	COMMUNITY EDUCATION SALARY	NON BARG	35,521.56	36,409.60	37,652.85	38,782.44
24774	PAOLUCCI	RACHELE	COMMUNITY EDUCATION SALARY	NON BARG	37,000.00	37,925.00	39,220.00	40,396.60
21536	PIELESKI	MICHELE	COMMUNITY EDUCATION SALARY	NON BARG	57,368.90	58,803.12	60,811.03	62,635.37
23981	SMITH	COLLEEN	COMMUNITY EDUCATION SALARY	NON BARG	46,818.00	47,988.45	49,627.08	51,115.89
24710	READY	HOLLEY	SCHOOL NUTRITION OFFICE MGR	NON BARG	40,000.00	41,000.00	42,400.00	43,672.00
22947	BISHOP	LAURA	SCHOOL NUTRITION OPS SUPV	NON BARG	50,000.00	51,250.00	53,000.00	54,590.00

**Appendix: Non-Affiliated Principals Salary Schedule**

Elementary Level Principal	FY23	FY24	FY25	FY26	FY27
	2.0%	2.5%	2.5%	2.5%	2.5%
Step 1	\$ 122,553	\$ 125,616	\$ 128,757	\$ 131,976	\$ 135,275
Step 2	\$ 124,391	\$ 127,501	\$ 130,688	\$ 133,955	\$ 137,304
Step 3	\$ 126,257	\$ 129,413	\$ 132,648	\$ 135,965	\$ 139,364
Step 4	\$ 128,151	\$ 131,354	\$ 134,638	\$ 138,004	\$ 141,454
Step 5	\$ 130,073	\$ 133,325	\$ 136,658	\$ 140,074	\$ 143,576
Step 6		\$ 135,324	\$ 138,708	\$ 142,175	\$ 145,730
Step 7		\$ 137,354	\$ 140,788	\$ 144,308	\$ 147,916

Middle Level Principal	FY23	FY24	FY25	FY26	FY27
	2.0%	2.5%	2.5%	2.5%	2.5%
Step 1	\$ 129,224	\$ 132,455	\$ 135,766	\$ 139,161	\$ 142,640
Step 2	\$ 130,517	\$ 134,442	\$ 137,803	\$ 141,248	\$ 144,779
Step 3	\$ 131,822	\$ 136,458	\$ 139,870	\$ 143,367	\$ 146,951
Step 4	\$ 133,140	\$ 138,505	\$ 141,968	\$ 145,517	\$ 149,155
Step 5	\$ 134,471	\$ 140,583	\$ 144,097	\$ 147,700	\$ 151,392
Step 6		\$ 142,692	\$ 146,259	\$ 149,915	\$ 153,663
Step 7		\$ 144,832	\$ 148,453	\$ 152,164	\$ 155,968

High School Level Principal	FY23	FY24	FY25	FY26	FY27
	2%	2.5%	2.5%	2.5%	2.5%
Step 1	\$ 147,710	\$ 151,402	\$ 155,187	\$ 159,067	\$ 163,044
Step 2		\$ 153,673	\$ 157,515	\$ 161,453	\$ 165,489
Step 3		\$ 155,978	\$ 159,878	\$ 163,875	\$ 167,972
Step 4		\$ 158,318	\$ 162,276	\$ 166,333	\$ 170,491
Step 5		\$ 160,693	\$ 164,710	\$ 168,828	\$ 173,049



**Appendix B: Non-Affiliated Salary Schedule**  
**Assistant Superintendent of Curriculum & Instruction**

	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>	<b>FY26</b>
	<b>2.0%</b>	<b>2.5%</b>	<b>2.5%</b>	<b>2.5%</b>
<b>Step 1</b>	\$ 159,181	\$ 163,161	\$ 167,240	\$ 171,421
<b>Step 2</b>		\$ 166,424	\$ 170,584	\$ 174,849
<b>Step 3</b>		\$ 169,752	\$ 173,996	\$ 178,346
<b>Step 4</b>		\$ 173,147	\$ 177,476	\$ 181,913

**Appendix C: Non-Affiliated Salary Schedule**

**Central Administration / Non-Affiliated Staff - Licensed**

	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>	<b>FY26</b>
	<b>2.0%</b>	<b>2.5%</b>	<b>2.5%</b>	<b>2.5%</b>
<b>Step 1</b>	\$ 132,887	\$ 143,896	\$ 147,494	\$ 151,181
<b>Step 2</b>	\$ 136,209	\$ 147,494	\$ 151,181	\$ 154,961
<b>Step 3</b>	\$ 139,614	\$ 151,181	\$ 154,961	\$ 158,835
<b>Step 4</b>	\$ 143,104	\$ 154,961	\$ 158,835	\$ 162,805
<b>Step 5</b>	\$ 146,682	\$ 158,835	\$ 162,805	\$ 166,876
<b>Step 6</b>	\$ 150,349	\$ 162,805	\$ 166,876	\$ 171,047
<b>Step 7</b>	\$ 154,108	\$ 166,876	\$ 171,047	\$ 175,324

**Positions:**

Director of Business & Finance

Director of Human Resources

Director of Student Support Services

Director of Information, Communication & Technology Services

**Appendix C: Non-Affiliated Salary Schedule**

**Central Administration / Non-Affiliated Staff - Non-Licensed**

	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>	<b>FY26</b>
	<b>2.0%</b>	<b>2.5%</b>	<b>2.5%</b>	<b>2.5%</b>
<b>Step 1</b>	\$ 116,906	\$ 127,516	\$ 130,704	\$ 133,971
<b>Step 2</b>	\$ 120,413	\$ 131,341	\$ 134,625	\$ 137,990
<b>Step 3</b>	\$ 124,025	\$ 135,281	\$ 138,663	\$ 142,130
<b>Step 4</b>	\$ 127,746	\$ 139,340	\$ 142,823	\$ 146,394
<b>Step 5</b>	\$ 131,578	\$ 143,520	\$ 147,108	\$ 150,786
<b>Step 6</b>	\$ 135,526	\$ 147,826	\$ 151,521	\$ 155,309
<b>Step 7</b>	\$ 139,591	\$ 152,260	\$ 156,067	\$ 159,969

**Positions:**

Director of Facilities & Operations



# Middle School Realignment

2023/24 School Year

# Current Update



TRANSITION  
TEAM



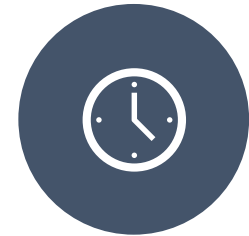
TEACHER  
ASSIGNMENT



SCHOOL  
LEADERSHIP



TRANSPORTATION



MIDDLE SCHOOL  
SCHEDULING

# Transition Team Meetings

- Middle School Transition Team Meetings
  - Monthly Meetings with Topics:
    - Staffing
    - Transition concerns
    - Physical move
    - Teacher student transitions



# Teaching Assignments

- McCarthy and Parker
  - Teaching staff received next year's assignment
  - Support staff tentative assignments under review
    - *Anticipated communication in April*

# School Leadership

## McCarthy and Parker Administrative leadership announcement

- February announcement

## Parker Middle School Principal Position

- Advertised on School Spring, Indeed, Website, Mass Hire, Job Fairs, Social Media
- Applicants screened
- Interviews begin Wednesday, 22, 2023
- Co-chairs of interview committee - Asst. Superintendent Hirsch and Director of Human Resources, Diane Carey
- Committee comprised of parents, staff, and administrators
- Finalist forwarded to Superintendent Lang – March 31<sup>st</sup>



# Transportation

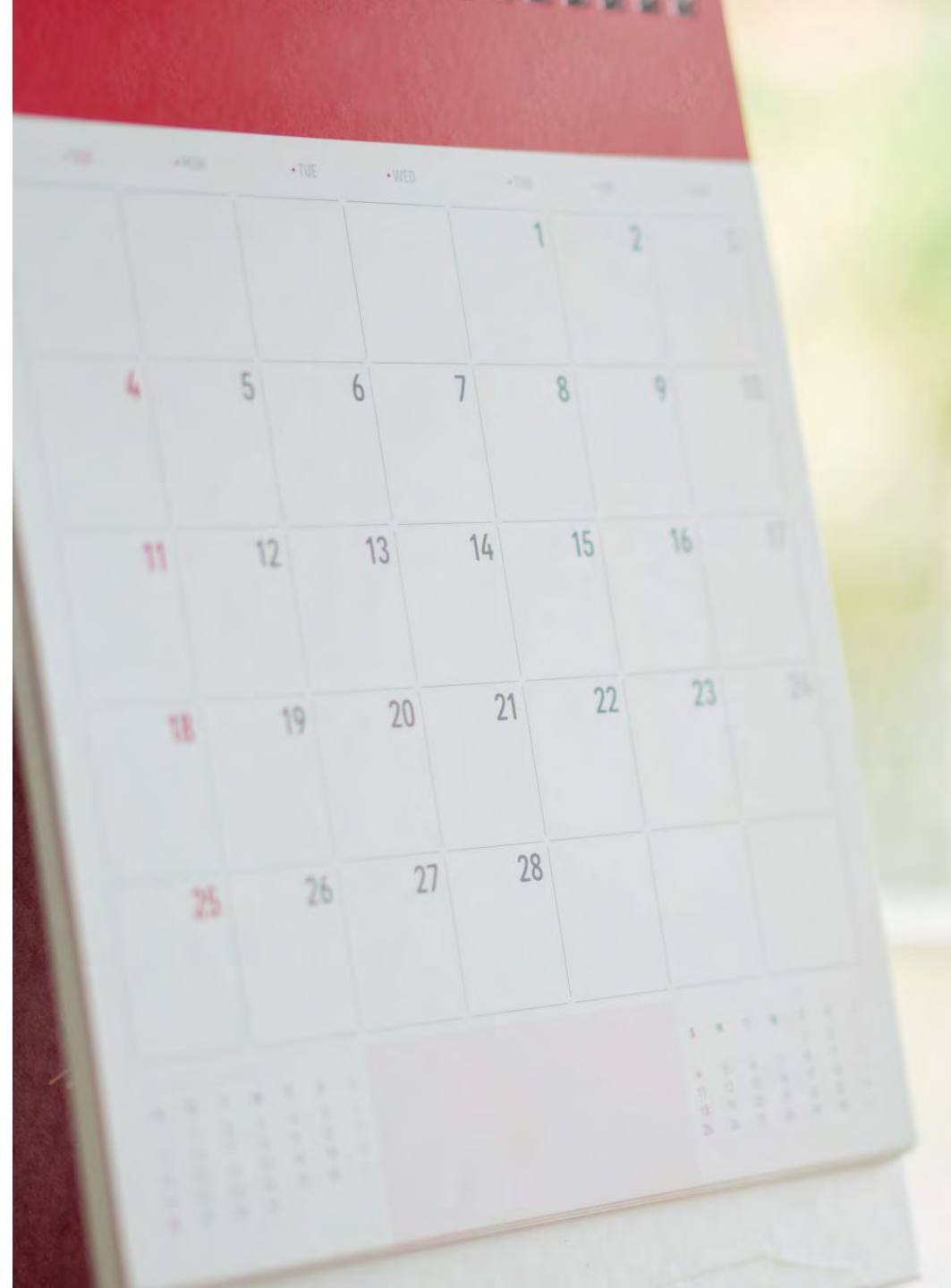
- Affects school start/end times
- Running different scenarios
  - Separate runs
  - Continuous runs
  - Number of busses at buildings
    - Review of safety – include CPD
- Final bus impact decision – May 1, 2023





# Middle School Scheduling

- Currently attending DMGroup scheduling institute
  - Identifying priorities
  - Reviewing impact on staffing
  - Working scheduling scenarios in DMGroup programming
- Anticipated 2023/24 draft schedules - May 1, 2023



Questions



# CHELMSFORD PUBLIC SCHOOLS

---

*Office of Human Resources*  
*230 North Road, Chelmsford, MA 01824*  
*Telephone: (978) 251-5100 Fax: (978) 251-5110*

To: Dr. Jay Lang, Superintendent

From: Robyn Corbett, Executive Assistant to the Superintendent

Date: March 7, 2023

**Re: Personnel Report – February 2023**

---

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

**Personnel Report – February 2023**

**New Hires**

**Gaudette, Emily**

**Interim Paraprofessional**

**Chelmsford High School**

Effective date: 3/13/23

**Mathews, Anju**

**SPED Paraprofessional**

**CHIPs**

Effective date: 2/27/23

**Wright, Theresa**

**ABA Paraprofessional**

**Byam Elementary School**

Effective date: 3/6/23

**Resignations:**

**Quinn, Carolyn**

**Lunch/Recess Aide**

**Byam Elementary School**

Effective date: 2/27/23

**Yadav, Deepti**

**Paraprofessional**

**Harrington Elementary School**

Effective date: 2/14/23

**Zaim, Erica**

**Lunch/Recess Aide**

**Harrington Elementary School**

Effective date: 2/13/23

**Retirements:**

**Ross-Meyers, Deborah**

**Paraprofessional**

**Center Elementary School**

Effective date: 2/3/23

**Assignment Changes:**

## **Approval of Field Trip Requests**

1.) Chelmsford High School

METG Students – Theatre Guild

METG State Finals

March 30 – April 1, 2023

Boston, Massachusetts

# FIELD TRIP APPLICATION FORM

CHELMSFORD PUBLIC SCHOOLS

Teacher Sub(s) Needed:

YES  NO

Full-Day Sub(s)  Half Day Sub(s) AM / PM

*3 classes*

Please fill out the application form completely. **Please print.** \*

Apply for only one trip per form.

School Requesting Permission:  CHS  PARKER  McCARTHY  
 BYAM  CENTER  HARRINGTON  SOUTH ROW

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

Trip Date: 3 / 30 / 2023 If Overnight Trip, Return Date: 4 / 1 / 2023 Requests for school day field trips should be made at least thirty calendar days in advance. All overnight trip requests should be two months in advance and will be submitted to the School Committee for final approval.

Faculty Trip Sponsor: Tim Chase + Lauren Cochran Cell Phone: 978-500-0069

Grade, Group, Class(es) or Course(es): METG Students Total Number of Students: 20

Number of Male 4 Number of Female 16

Number of Students Assigned Per Chaperone: 10

Total Number of Chaperones: 1 Number of Male 1 Number of Female 1  
Non-faculty chaperones must be over 25 years of age and must have a CORI submitted at time of application.

Faculty/Chaperones (Names): LAUREN COCHRAN Cell Phone #: 978-500-0069

Faculty/Chaperone with Epi-Pen Designation (Name): Lauren Cochran If applicable

Is a Nurse Needed? Yes  No

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

Reviewed by: Christina 3/23/23  
Signature of School Nurse Date

Event:/Purpose of the Trip: METG Finals

Curriculum Standard Addressed by Trip (Reason for the Trip) Theatre (all)

Destination: Revere Hotel Boston ( ) \_\_\_\_\_  
Facility Facility Telephone

Stuart Street  
Facility Street Address City State

Estimated Leave Time: 1:00 a.m. / (p.m.) Estimated Return Time: 2 a.m. / (p.m.)

No. of Regular School Buses Needed: 1 No. of Wheel Chair Accessible Buses Needed: \_\_\_\_\_

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

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

Bus Pick-Up Location (be specific) Front of High School

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

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

**TRIP COST/FUNDING**

Price per Bus: \$ 700 Total Cost of Bus Transportation \$ 700 <sup>approx</sup>  
Total Price of event \$ 2000  
Additional Costs \$ \_\_\_\_\_  
Total Cost of Trip \$ 2000

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

Student paying \$ 210 per person for: Hotel \$ 210

Please list any other circumstances that may affect the trip:

Submitted by: \_\_\_\_\_  
Signature of Trip Sponsor Date 3-10-23

Approved by: \_\_\_\_\_  
Dept Head/Coordinator Date

Approved by: \_\_\_\_\_  
Building Principal Date 3-10-23

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

Theatre Guild will pay for: Bus, tickets + 2 dinners  
APPX 1600 = 2000