



Chelmsford School Department School Committee

Notice of Public Meeting

Email Posting to townclerk@townofchelmsford.us Thank you.

Filed with Town Clerk:

As required by G.L. c. 30 A, §18-25

DATE: Tuesday March 26, 2024 **TIME:** 6:00 p.m. **ROOM:** Conf. Room 1

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

The Chelmsford School Committee (CSC) intends to conduct an in-person meeting on the date and time specified. The meeting will be live-streamed by Chelmsford Telemedia for interested community members to access and watch. Interested community members may e-mail Superintendent of Schools, Dr. Jay Lang, at langj@chelmsford.k12.ma.us prior to 12:00 p.m. on Tuesday March 26, 2024 to be scheduled to provide in-person input under the public participation portion(s) of the agenda.

CALL TO ORDER

PLEDGE OF ALLEGIANCE

CHAIR OPENING STATEMENT

CONSENT AGENDA

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

CHS STUDENT REPRESENTATIVE ANNOUNCEMENTS

GOOD NEWS

PUBLIC COMMENTS:

The School Committee will hear from members of the public on items listed under New Business on the posted agenda. Speakers are asked to limit comments to 3 - 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. Presentation: Paving and Sidewalk Master Plan Update – Christine Clancy, DPW Director
2. Presentation: Chelmsford Demographic (Enrollment) Study - NESDEC
3. Reminder: 2024/25 School Year – Kindergarten Registration Dates
4. Vote to Approve Student Opportunity Act (SOA) Submission
5. FY2024 Budget Projection

6. FY2024 Recommended One-Time Budget Expenditures
7. FY2024 Recommended Budget Transfers
8. Personnel Report: February 2024
9. Approval of School Committee Policy Updates
10. Approval of Field Trip Requests

REPORTS

1. Liaison Reports

ACTION/NEW ITEMS

1. Request for Reports & Updates

PUBLIC COMMENTS:

The School Committee will hear from members of the public on general matters of education interest. 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
March 12, 2024
Meeting Minutes**

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

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

Call to Order

Ms. Newcomb called the meeting to order at 6:00

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 27, 2024

Mr. King motioned to approve the minutes of our meeting on February 27, 2024. Mr. Moses seconded. Motion carries 5-0.

CHS Student Representative Announcements

Keya shared that the Y2K Cultural Event hosted by The Black Student Union took place on March 9th and was a huge hit for CHS students! CHS is in the midst of its reaccreditation process through NEASC (The New England Association of Schools and Colleges). NEASC has toured the school and stopped in classrooms and met with students to learn more about CHS. On March 6th, the CHS Wellness Fair was held for students in grades nine through 12 who visited numerous stations during the school day to: visit stations for blood pressure checks; learn CPR; sample food and tea; try the impaired driver simulator and hang out with therapy dogs.

Lana added that the junior class had a Career Exploration Breakfast offered by Ms. Cunningham on March 6th. Students met two professionals from careers which interested them and enjoy a complimentary breakfast. Lana enjoyed speaking with engineers and learning more about that career. This week House Olympics will take place where the three houses will compete in spirit days and other events. The winning

house will receive a trophy and “bragging rights”. Yesterday students were able to participate in House Colors Day where students could submit logos and slogans to represent CHS. The winner will be able to design a wall at the school. A dodge ball competition was held after school and the Class of 2025 (Lana’s class) won. Today a Luau was held, and ECO cleanup took place with a disc golf tournament after. Tomorrow will be “Cultural Day” with a robot race competition and a hockey tournament between students and staff. Pajama Day will be held Thursday with Karaoke during lunch and an after-school basketball tournament with grades competing against each other. “Gold Spirit Day” will be held Friday with students performing during lunches. Class elections will take place next Wednesday. The Student Council will hold its annual “Leadership Conference” on April 2nd with adults attending who represent the law, medical, financial literacy, college and business in panel discussions. On this half-day students may attend a catered breakfast and three panel discussions.

Good News

Dr. Hirsch shared that NEASC was spending time at CHS meeting with teachers, groups of administrators and visiting classrooms. NEASC is enjoying all the student “spirit” during their visit! This past weekend Dr. Hirsch and Dr. Lang saw *Annie* performed by Parker Middle School. Well-attended and a great job!

Ms. Mackinnon participated this week in “Community Read-In” and enjoyed reading to classes at both Center and Harrington Schools. She spoke with children about her role on the Chelmsford School Committee. The children were “well-behaved”. One third grader asked if they could have after school programs at the elementary schools.

Mr. Moses shared that a sidewalk project extension for Maple Road has been approved which will bring sidewalks all the way to Byam Elementary School. He feels this may enable students who now ride the bus become “walkers”.

Ms. Santos also enjoyed the “Community Read-In” at Center and Harrington Schools and felt “rejuvenated”! She added that planning this year’s wellness fair was challenging in that it was hard to get people from the community to participate. She appreciated all the hard work done by members of the Wellness Committee, especially Hana Barker who was the greeter for the whole time. Hana would like to have more parents on the Committee. Katie Sims and Stephanie Quinn were amazing as the Committee’s Leaders and thanks also to Peggy Gump! Nancy Antonelli provided awesome food for the participating community members.

Public Comments

None

New Business

1. Spotlight on the Schools: Byam Elementary School

Dr. Lang invited principal, Jason Fredette, and assistant principal Betsy Dolan to join the meeting to talk about what is happening at Byam this school year. Mr. Fredette chose to highlight the Reveal Math program and how that is being implemented in the classrooms. This program is tied directly to The Strategic Plan. Reveal Math was piloted last year which was chosen as the preferred pilot for the strong foundation in mathematics and conceptual skills as well as providing differentiation and opportunities for each student to succeed and master critical standards. It brings all students to build a “mathematician mindset”.

Ms. Dolan added that the Reveal Math lessons focus on: be curious; number routines; and ignite. “Be curious” allows students to have meaningful discussions with their teacher speaking of their curiosities.

“Number routines” allow students to: estimate; decompose numbers; find pattern(s); use clues to find mystery numbers; estimating and rounding and using mental math. “Ignite” allows students to: ask questions; accept challenges; employ trial and error; freedom to make mistakes and learn from them; work with other students and, finally, play and enjoy problem solving as a fun activity.

The presenters next shared videos of Revel Math with teachers and students from grades K, 2, 3 and 4. To fully appreciate this part of the presentation be sure to go to Chelmsford Telemedia and view tonight’s meeting. Close attention should be paid to: the math dialogue; commonalities between grades and see student engagement. Teachers are able to “customize” the lessons which is a positive. Building-based professional development days are offered monthly.

2. Presentation: CPS Strategic Plan Implementation Update - DMGroup

Tess Nicholson Powers from the DMGroup joined the meeting tonight to provide a mid-year check-in on the progress of The Strategic Plan. This summer a yearly update will take place. She shared that The Plan is “living” each day in the school district as tonight’s presentation on “Reveal Math” demonstrated. She thanked all who were involved in the creation and implementation of The Strategic Plan throughout the district. This fall the data from last year was examined to see which goals were or were not met and determine what initiatives should be implemented to achieve the unmet goals and to further refine needed “action steps”. Tracking of this has been taking place since October. The Steering Committee meets every six weeks to evaluate what work has taken place since the previous meeting which align to each priority area. At this point the work is in the implementation phase of making the five-year Strategic Plan come to life! This leads to district priorities and budget choices. “IF... District leaders provide direction, rigorous curriculum, appropriate resources, and ongoing development, and • Principals create the conditions, the culture and build buy-in to ensure initiatives are implemented faithfully in a welcoming environment, and • Teachers foster an inclusive learning environment, ensure curriculum is accessible to each and every student, and build strong relationships with students and families...THEN... We will realize our vision that every student will reach their full academic potential, feel confident in themselves and their abilities, and grow into strong community members and citizens”. All stakeholders in the Chelmsford Public Schools are helping the vision come to life. Ms. Nicholson Powers’ slide show is included in tonight’s agenda packet and presentation shows the metrics and initiatives for the five priority areas in detail. More information on clarifying the roles of the district paraprofessionals will be included in the next presentation.

3. Vote on School Choice Program: 2024/25 School Year

Dr. Lang has included a memorandum in tonight’s packet which provides background on the School Choice Program where some students from neighboring communities are allowed to attend the Chelmsford Public Schools. The State provides \$5,000 for each student through Chapter 70 funding. He proposes adding eight spots for incoming ninth graders at CHS and one spot for a fifth grader at Parker. This will bring the total number for the next school year to 40 students.

Mr. King motioned to accept eight additional students at Chelmsford High School in grade nine and one additional student at Parker Middle School in grade five under The Commonwealth of Massachusetts School Choice Program bringing the total School Choice participation in the Chelmsford Public Schools to 40 students during the 2024/25 school year. Mr. Moses seconded. A roll call vote was taken. Motion carries 5-0.

4. Approval of Field Trip Requests

Mr. King motioned to approve the field trip of McCarthy Middle School students enrolled in French to Quebec City, Canada from May 19th to the 24th, 2024. Mr. Moses seconded. Motion carries 5-0.

Mr. King motioned to approve the field trip for the Chelmsford High School Theatre Guild to Boston, Massachusetts from March 21st to March 23, 2024. Mr. Moses seconded. Motion carries 5-0.

Mr. King motioned to approve the field trip for Chelmsford High School students enrolled in French to LaRoche, France from April 16th to April 27, 2025. Mr. Moses seconded. Motion carries 5-0.

Public Comments

None

Reports

1. Liaison Reports

Ms. Santos shared that the CHS PTO did a staff appreciation event after February break with two more planned for this school year. They are busy with planning for after the prom. The Middle Schools PTO met last night with good attendance. They are planning to hold a STEAM Fair for next school year. Parent volunteers to lead this endeavor are needed. There was a successful 7th grade Black Light Dance with over 250 students in attendance! Parker's play *Annie* was very successful. Their talent show will take place on May 18th.

Ms. Mackinnon attended CHIPS PTO last week and they were pleased at the success of their "Sock Drive". They have exciting theme weeks with an upcoming "Under the Sea" week. The PTO gave money to the teachers who bought fun items for their classrooms. Their next fund raiser will be "Square One Art". She attended Harrington's PTO and discussed the Strategic Plan.

Mr. King added that SEPAC will hold workshops on the new IEP process on March 21st and March 26th. He attended the Center School Science Fair as a judge. Ms. Newcomb was excited about a LEGO vacuum that was very powerful! Last night Mr. King and Ms. Newcomb were able to meet with the NEASC Team.

Ms. Newcomb congratulated John Moses on the Town Hall he held last week with post 9/11 veterans speaking of service to The Town. It was well attended. Applications for the 2024/25 school year for funding from the Arts and Technology fund are available and need to be submitted by March 31st. This year applications from school clubs will be accepted. Applications may be found on The Town website.

Action/New Items

Mr. King would like a firm date for the public forum on the building proposal for Parker, to take place prior to Town Meeting in April. Dr. Lang will announce the date at the next Committee meeting.

Ms. Newcomb added that Sam Poulton from the Nashoba Valley School Committee stated there would be a debate on March 20th to be sponsored by The Town's Republican and Democratic Committees.

Adjournment (7:34 p.m.)

Mr. King motioned 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 25, 2024

Re: Chelmsford DPW Paving and Sidewalk Master Plan Update

Attached please find a PowerPoint presentation prepared by Ms. Christine Clancy, DPW Director, pertaining to the Town of Chelmsford Paving and Sidewalk Master Plan. Ms. Clancy will be present at our meeting on Tuesday March 26, 2024 to present updates to the plan.

DPW PAVING
AND SIDEWALK
MASTER PLAN
UPDATE

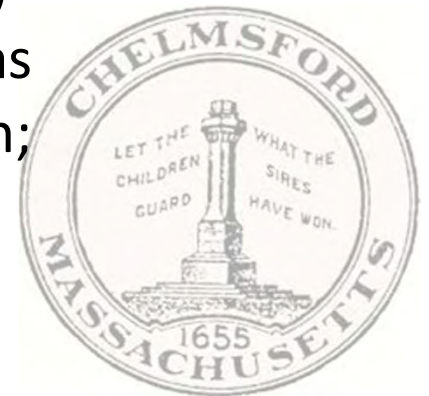


Christine Clancy, P.E.
DPW Director

3/25/2024

PAVEMENT MANAGEMENT SYSTEM OVERVIEW

- 2012 Town implemented pavement management system
- 2021 reevaluated all 187 miles of Town roads. Database is utilized and maintained to plan annual pavement maintenance work.
- Pavement management considers preventative maintenance opportunities as well as rehabilitation opportunities.
- Roadway classifications are considered in management plan
 - Arterial (most used), collectors, local roads (least used)
- Other factors considered when planning annual list such as proximity to other work; utility improvement coordination; development work.



PAVEMENT MANAGEMENT SYSTEM OVERVIEW

- Pavement Condition Index (PCI)
 - Severity of pavement distresses are recorded and weighted into a formula to arrive at a PCI
 - PCI is a scale of 0 to 100
 - Zero is a road of impassable condition
 - 100 is a road in perfect condition
 - Roads can be segmented during their evaluation to accurately portray the PCI of the various segments



PAVEMENT MANAGEMENT SYSTEM OVERVIEW

Treatment Band	PCI	Description
Do Nothing	93-100	Excellent condition
Routine Maintenance	86-92	Good Condition - may need crack sealing or minor localized repair
Preventative Maintenance	73-85	Fair condition - pavement surface may be in need of surface treatment, full depth patch and/or crack sealing
Structural Improvement	61-72	Deficient condition - pavement surface structure in need of added strength for existing traffic. Typical repairs are overlay with or without milling or leveling
Base Rehabilitation	0-60	Poor Condition - in need of base improvement. Typical repairs are reclamation or full depth reconstruction

Overall Town PCI = 78.3 (76.9 in 2022)

SUMMARY OF 2023 COMPLETED PAVING

<u>NAME</u>	<u>FRSEGMENT</u>	<u>TOSEGMENT</u>	<u>TREATMENT</u>	<u>Square Yards</u>	<u>Miles</u>
CAMPERS TRAIL	COOLIDGE STREET	CAMPERS TRAIL	Reclaim	1502	0.20
CHARLES WAY	NORTH RD	CUL DE SAC	Reclaim	4085	0.25
CHELMSFORD STREET (1	100' E OF ALPINE LN	358' N OF BOSTON RD	Spot Milling	10016	0.41
CHELMSFORD STREET (1	358' N OF BOSTON RD	BOSTON RD	Spot Milling	1595	0.07
CLYDESDALE ROAD	CUL DE SAC (W)	WINDSOR ST	Mill And Overlay	1708	0.09
CLYDESDALE ROAD	WINDSOR ST	CUL DE SAC (E)	Mill And Overlay	3618	0.19
COURTHOUSE LANE	PARKHURST RD	CUL DE SAC	Reclaim	1723	0.10
DANFORTH LANE	WESTCHESTER ROAD	CUL DE SAC	Mill And Overlay	2725	0.19
EAST SHEPPARD LANE	ERLIN RD	SHEPPARD LN	Mill And Overlay	2259	0.18
ERLIN ROAD	NORTH RD	EAST SHEPPARD LN	Mill And Overlay	4697	0.27
ESSEX PLACE	BERKELEY DRIVE	OLD WESTFORD ROAD	Mill And Overlay	6879	0.40
FISHER ROAD	HERBERT RD	CUL DE SAC	Reclaim	2406	0.15
GROTON ROAD (40)	INTERSTATE OVERPASS	MAIN ST	Mill And Overlay	11716	0.45
GROTON ROAD (40)	DORIS DR	INTERSTATE OVERPASS	Mill And Overlay	6108	0.24
GROTON ROAD (40)	TOWN LINE	DORIS DR	Mill And Overlay	1473	0.08
GROTON ROAD (40)	COOLIDGE ST	400' W OF PRINCETON S	Mill And Overlay	7932	0.39
GROTON ROAD (40)	MAIN ST	COOLIDGE ST	Mill And Overlay	7333	0.34
HERBERT ROAD	CLARISSA RD	KRISTIN DR	Reclaim	3192	0.20
HIGH STREET	ACTON RD	ROBIN HILL RD	Mill And Overlay	8780	0.60
HIGH STREET	ROBIN HILL RD	HUNT RD	Mill And Overlay	7249	0.62
HOUSATONIC AVENUE	CLINTON AVE	WAVERLY AVE	Micro Sealing	3031	0.21
HOWARD ROAD	CLARISSA RD	KRISTIN RD	Micro Sealing	3339	0.21
INDIAN DRIVE	SHEPPARD LN	CUL DE SAC	Mill And Overlay	1197	0.09
JEAN AVENUE	PARKHURST RD	PARKING LOT	Reclaim	1531	0.09
JUDITH ROAD	JANET RD	ALGONQUIN RD	Mill And Overlay	5569	0.34
LANCASTER AVENUE	CLINTON AVE	BOWL RD	Micro Sealing	1719	0.12
LAREDO DRIVE	SONORA DR	OLD STAGE RD	Mill And Overlay	2915	0.18

<u>NAME</u>	<u>FRSEGMENT</u>	<u>TOSEGMENT</u>	<u>TREATMENT</u>	<u>Square Yards</u>	<u>Miles</u>
LONGSPUR ROAD	CLYDESDALE ROAD	ESSEX PLACE	Mill And Overlay	1887	0.11
MAIN STREET	SCHOOL ST	TOWN LINE	Mill and Overlay	4258	0.24
MAIN STREET	WILSON LANE	SCHOOL ST	Mill And Overlay	3888	0.22
MONTVIEW ROAD	NORTH RD	MONTVIEW RD	Mill And Overlay	7997	0.45
NORTH ROAD (4)	ORCHARD LN	300' N OF DALTON RD	Mill And Overlay	15319	0.77
NORTH ROAD (4)	PARKHURST RD	ORCHARD LN	Mill And Overlay	2080	0.10
NORTH ROAD (4)	300' N OF DALTON RD	100' S OF DALTON RD	Mill And Overlay	1868	0.08
NORTH ROAD (4)	555' N OF PARKHURST R	PARKHURST RD	Mill And Overlay	2347	0.11
NORTH ROAD (4)	100' S OF DALTON RD	WORTHEN ST	Mill And Overlay	4701	0.19
NORTH ROAD (4)	85' N OF OLDE NORTH R	440' S OF OLDE NORTH	Mill And Overlay	2216	0.10
NORTH ROAD (4)	440' S OF OLDE NORTH	555' N OF PARKHURST R	Mill And Overlay	2392	0.11
OAK KNOLL AVENUE	GORHAM ST	CARLISLE ST	Micro Sealing	2720	0.19
OLD WESTFORD ROAD	ESSEX PL	CLIFF RD	Reclaim	10680	0.57
PENNSYLVANIA AVENUE	MONTVIEW RD	CUL DE SAC	Mill And Overlay	1801	0.11
PERCHERON ROAD	SCHOOL STREET	WINDSOR ROAD	Mill And Overlay	3363	0.19
PINE HILL ROAD	HUNT RD	600' SW OF LADY SLIPPE	Reclaim	8223	0.61
PINE HILL ROAD	600' SW OF LADY SLIPPE	TOWN LINE	Mill And Overlay	8073	0.55
PRAIRIE ROAD	SONORA DR	OLD STAGE RD	Mill And Overlay	2918	0.18
RANCH ROAD	SONORA DR	OLD STAGE RD	Mill And Overlay	3998	0.24
SAINT NICHOLAS AVENU	CLINTON AVE	WAVERLY AVE	Micro Sealing	2944	0.19
SANDRA DRIVE	CONCORD RD	ALGONQUIN RD	Micro Sealing	6258	0.37
SHEPPARD LANE	EAST SHEPPARD LN	ERLIN RD	Mill And Overlay	3453	0.21
SOMERSET PLACE	HIGH ST	CUL DE SAC	Mill and Overlay	2359	0.18
WESTCHESTER ROAD	OLD WESTFORD ROAD	DANFORTH LANE	Mill And Overlay	4474	0.27
WESTLAND AVENUE	DALTON RD	DEAD END	Micro Sealing	3435	0.23
WINDSOR STREET	BERKELEY DRIVE	CLYDESDALE ROAD	Mill And Overlay	7750	0.44

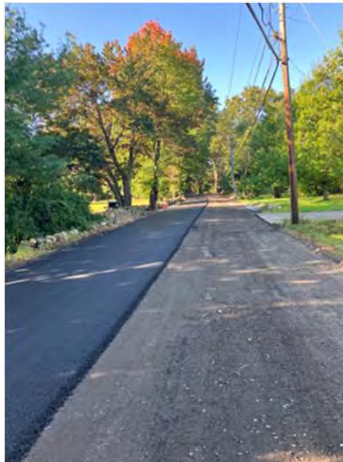
SUMMARY OF 2023 COMPLETED PAVING

13.6 Miles Paved

\$1.26M Town Funds Spent*

\$56,800 in Cracksealing

***Excludes MassDOT costs to pave 3 miles**



Pinehill Road (Reclaim)



Sandra Drive
(Microsealing)



Erlin Road (Mill &
Overlay)

2024 PAVING PLAN

BILTMORE AVENUE	CARLISLE ST	DEAD END	54 Reclaim	Reclamation
BOARDWALK	MONTVIEW RD	CUL DE SAC	58 Reclaim	Reclamation
BONANZA ROAD	OLD STAGE RD	CUL DE SAC	46 Reclaim	Reclamation
CAROLYN AVENUE	MARINEL AVENUE	PRIVATE ROAD	52 Reclaim	Reclamation
CHATHAM ROAD	WARREN AVE	CUL DE SAC	54 Reclaim	Reclamation
CUSHING PLACE	ACTON RD	DEAD END	59 Reclaim	Reclamation
DELMORE DRIVE	MANNING RD	DEAD END	84 Micro	Micro Sealing
DRUM HILL ROAD	TOWN LINE	ROTARY	65 CH90	Mill And Overlay
DUNSHIRE DRIVE	DUNSTABLE ROAD	DUNSHIRE DRIVE	59 Reclaim	Reclamation
DUNSTABLE ROAD	GROTON ROAD	ROGERS ROAD	64 Other	Mill And Overlay
DUNSTABLE ROAD	ROGERS ROAD	CORAL AVENUE	76 Other	Mill And Overlay
DUNSTABLE ROAD	CORAL AVENUE	DUNSHIRE DRIVE	74 Other	Mill And Overlay
DUNSTABLE ROAD	DUNSHIRE DRIVE	GLENDALE ROAD	53 Other	Mill And Overlay
DUNSTABLE ROAD 2	TOWN LINE	TOWN LINE	79 Other	Mill And Overlay
DUNSTABLE ROAD 3	TOWN LINE	TOWN LINE	48 Other	Mill And Overlay
FLEETWOOD DRIVE	WARREN AVE	CHATHAM RD	53 Reclaim	Reclamation
GARY ROAD	CLARISSA RD	KRISTIN DR	62 CH90	Mill And Overlay
HIGHLAND AVENUE	MIDDLESEX ST	PRINCETON ST	46 Reclaim	Reclamation
HUNT ROAD	100' N OF AUTUMN LANE	GARRISON RD	55 CH90	Mill And Overlay
HUNT ROAD	100' S OF LITTLETON RD	100' N OF AUTUMN LA	54 CH90	Mill And Overlay
HUNTLEY STREET	PINENEEDLE ST	DUNSTAN RD	75 Micro	Micro Sealing
MANNING ROAD	CARLISLE ST	DUNSTAN RD	44 Other	Mill And Overlay
MANNING ROAD	DUNSTAN RD	DEAD END	76 Micro	Micro Sealing

Estimated construction cost of \$3.3 million for 9.7 miles

3/25/2024 – PAVING AND SIDEWALK MASTERPLAN UPDATE

2024 PAVING PLAN (Continued)

MARINEL AVENUE	GROTON ROAD	DUNSTABLE ROAD	62 CH90	Mill And Overlay
MONTCLAIR CIRCLE	FLEETWOOD DR	CUL DE SAC	62 CH90	Mill And Overlay
ORCHARD LANE	NORTH RD	DAVIS RD	53 Reclaim	Reclamation
PARKHURST ROAD	RT3 UNDERPASS	DRUM HILL RD	73 CAP	Mill And Overlay
RANDALL ROAD	MANNING RD	EDGEWOOD ST	73 Micro	Micro Sealing
SHARON AVENUE	GROTON ROAD	MARINEL AVENUE	52 Reclaim	Reclamation
SHEILA AVENUE	GROTON ROAD	CAROLYN AVENUE	58 Reclaim	Reclamation
STEADMAN STREET	PRIVATE ROAD	TOWN LINE	69 CH90	Mill And Overlay
STEARNS STREET	MANNING RD	EDGEWOOD ST	76 Micro	Micro Sealing
STURBRIDGE DRIVE	OLD WESTFORD ROAD	CUL DE SAC	52 Reclaim	Reclamation
SUMMER STREET	BOSTON RD	BILLERICA RD	74 Micro	Micro Sealing
TANGLEWOOD DRIVE	LOCKE RD	CUL DE SAC	62 CH90	Mill And Overlay
WORTHEN STREET	WESTFORD ST	NORTH RD	53 CH90	Mill And Overlay

Estimated construction cost of \$3.3 million for 9.7 miles

Note: Some streets are still being evaluated if treatment will be mill & overlay or reclaim.

SUMMARY OF 2023 COMPLETED SIDEWALK

Church Street 1,200 LF replaced
Main Street (Town Line to School Street) 1,265 LF replaced
Wilson Street 415 LF replaced
Central Square misc. brick 270 LF replaced
20 misc. curb ramps

0.6 Miles Replaced

\$466,825 Spent



44 Central Sq Before



After

2024 SIDEWALK PLAN

2,180 LF Old Westford Road New sidewalk
255 LF Cushing Place (New brick sidewalk)
1,325 Parkhurst Street (partial new sidewalk)
500 LF Longspur Road
270 LF Clydesdale Road
800 LF Windsor Street
3,500 LF Parkerville Road (new sidewalk as part of Federal Grant)
1000 LF Essex Place*
950 LF Percheron Road*
Miscellaneous curb ramps at 20 locations
2,600 LF Tyngsboro Rd (Vinal Square – Wellman Ave)* – MassDOT

2.5 Miles Proposed

\$1.1M Estimated Construction**

**Sidewalk work originally planned in 2023 to be completed 2024*

*** Excludes MassDOT construction costs*

SIDEWALK MASTER PLAN

DATA COLLECTION PROCESS

EP evaluated a total of 46.5 miles of sidewalk as part of this project and a total of 922 pedestrian curb ramp locations, 756 of which were Town-owned. The evaluation focused on the Town's accepted roadway network, which are the roadways the Town is responsible for maintaining.

CURB RAMPS

The EP team collected the following data at each intersection with existing pedestrian curb ramps:

- Material
- General Condition
- Opening Width (Concrete Only)
- Slope Reading (Concrete Only)
- Ramp Type (e.g., Apex, Perpendicular; Concrete Only)

SIDEWALKS

Sidewalks were broken down from intersection to intersection in order to report on their condition.

The EP team collected the following data:

- Length (Feet)
- Width (Feet)
- General Condition (Excellent, Good, Fair, Poor)
- Material Type (Asphalt, Concrete, Brick, other)
- Structural Issues (only identified on sidewalks in Excellent or Good condition)
- Whether or not there was a grass strip

SIDEWALK MASTER PLAN – EXISTING NETWORK



46.5 TOTAL MILES

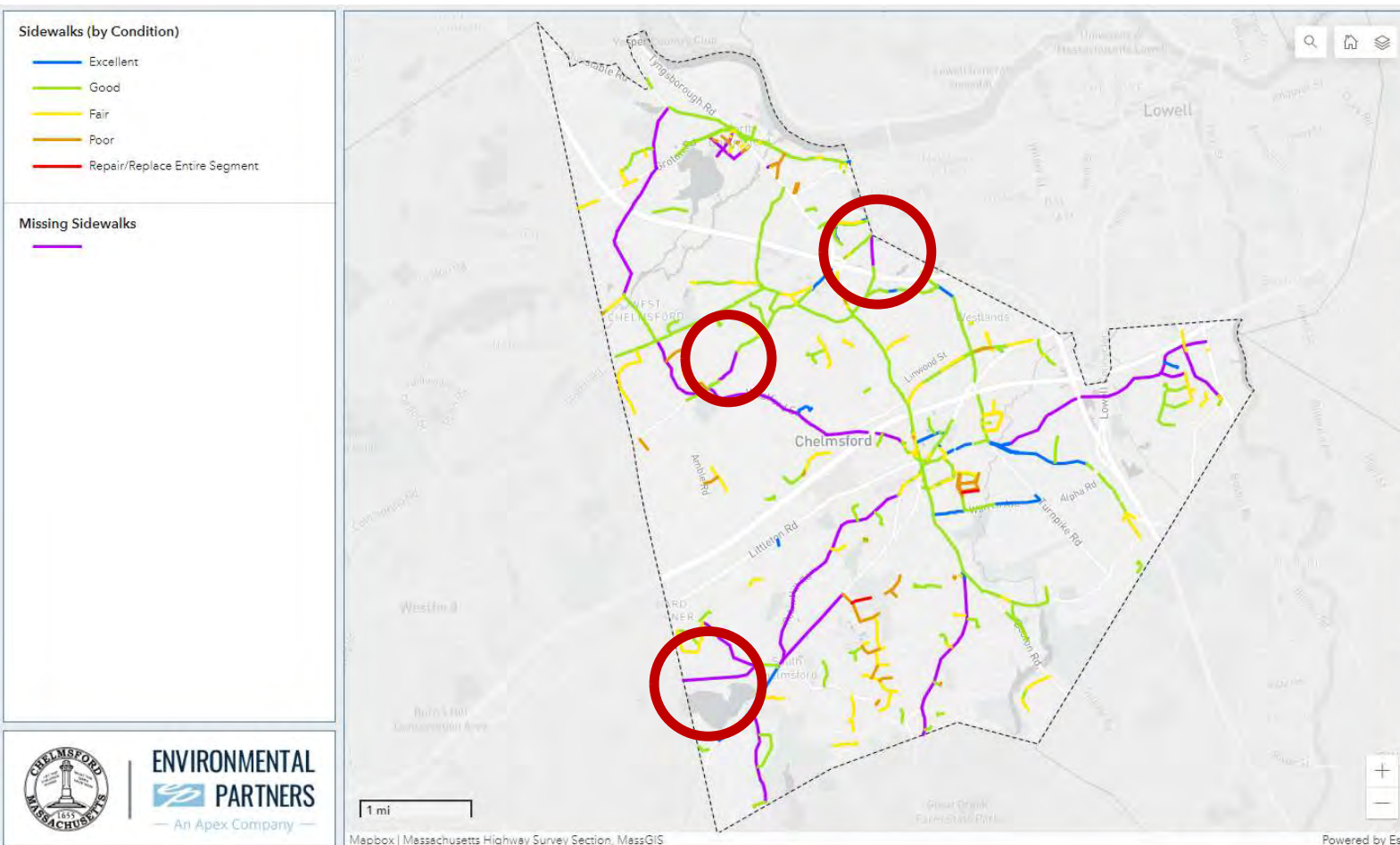
500 OF 756 CURB RAMPS REQUIRE RECONSTRUCTION

Estimated \$2.2 Million



**BACKLOG OF \$22 MILLION IN
REPAIRS/REPLACEMENTS**

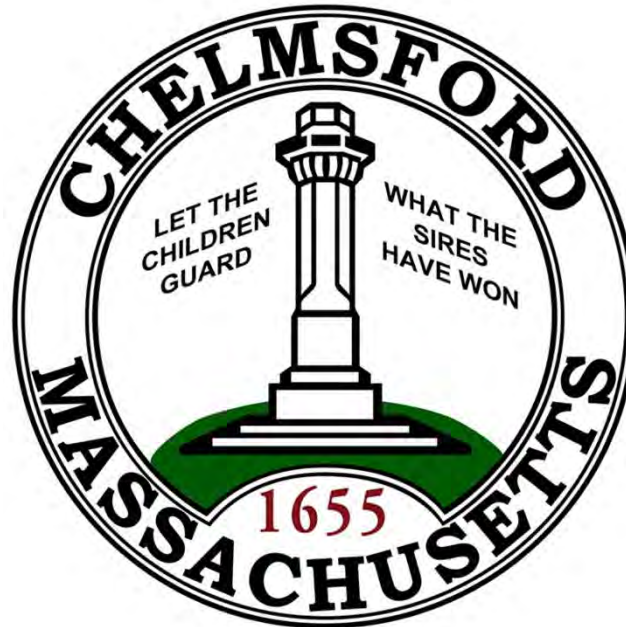
SIDEWALK MASTER PLAN – NEW SIDEWALK



- **OPPORTUNITY FOR TO IMPROVE CONNECTIVITY OF EXISTING SIDEWALK NETWORK**

14.1 MILES
\$13 MILLION

Questions/Comments



Christine Clancy, P.E.
DPW Director
978-250-5228
cclancy@chelmsfordma.gov

Anthony Reppucci, P.E.
Town Engineer
978-250-5228
areppucci@chelmsfordma.gov

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 25, 2024
Re: Chelmsford Demographic Study - NESDEC

Attached please find a Demographic Study of the Town of Chelmsford Public Schools prepared by Dr. Karen LeDuc of the New England School Development Council (NESDEC) at the request of the school administration in preparation for discussions and planning for the potential new school building project. Dr. LeDuc will virtually join our meeting on Tuesday March 26, 2024 to present the study findings. It is imperative as we begin to discuss the potential new school building project in our community and with the Massachusetts School Building Authority (MSBA) that we “right-size” any potential new school building to accommodate the anticipated student population over the coming years.



New England School Development Council

**Chelmsford, MA
Demography
Report**

March 1, 2024

NESDEC Project Team

- **Karen L. LeDuc, Ph.D., Consultant**
- **Christopher Malone, CAGS, Consultant**
- **David DeRuosi, Ed.D., Executive Director**



Introduction

NESDEC's mission is to assist schools and school districts in becoming high-performance organizations and to support continuous educational improvement.

NESDEC has been consulting with districts for over 75 years and works collaboratively with school communities across New England to provide Enrollment Projections, Special Education Trend Reports, to conduct Executive Searches, Demography Studies, Best Educational Use of Facilities Reports, Professional Development, and Consulting on school needs.

NESDEC was asked to prepare enrollment projections and to identify demographic factors that affect the student enrollments in the Chelmsford, MA School District.

Scope of the Report – Demography and Enrollment Projections

NESDEC was asked to prepare enrollment projections and to identify demographic factors that affect the student enrollments in the Chelmsford, MA School District.

The NESDEC Team analyzed District and municipal records, including data provided by Chelmsford Public Schools, the U.S. Census Bureau* population trends and birth rates, state birth data, The Warren Group, HUD, The Commonwealth of Massachusetts Department of Education, and consulted with The Town/City Planner, The Building Department, and local realtors.

The Report opens with information pertaining to trends in population and data regarding factors that influence school enrollments. NESDEC provides an updated 10-year Enrollment Projection Report, including an analysis of any expected "student yield" from any proposed residential construction, if applicable.

*The U.S. Census Bureau continues to incrementally release the 2020 Decennial Census data. In this report, the date for 2020 Decennial Census data retrieval is listed at the bottom of each table/chart.

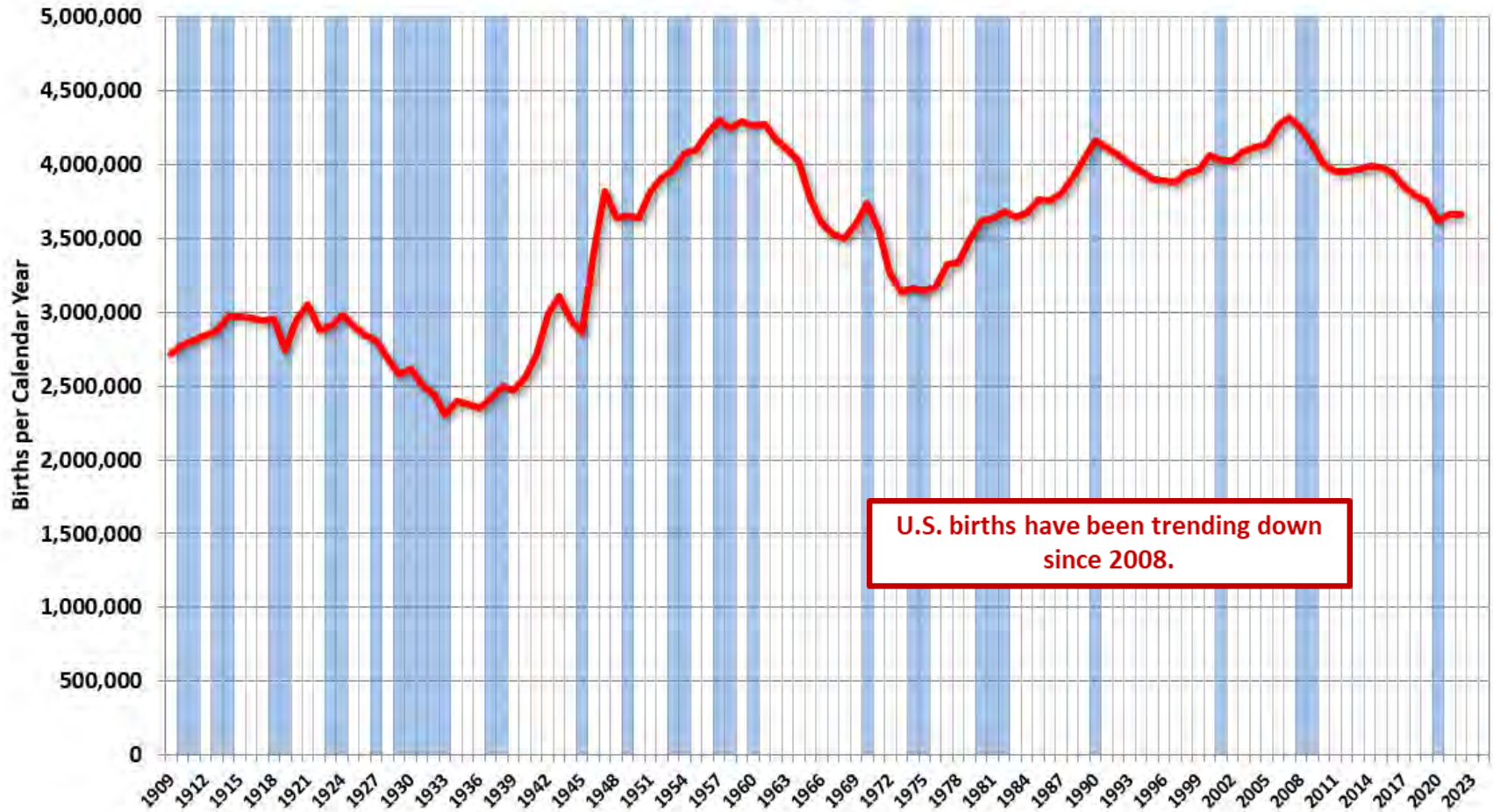
MESDEC

Demographic Information

MES

U. S. Births And Economic Cycles

Births per Year in the U.S., Source: www.cdc.gov



<http://www.calculatedriskblog.com/>

Note: recessions are marked as full year.

New England's PK-12 Enrollments Trends

From 2022 to 2033, the US Department of Education anticipates changes in PK-12 enrollment of -1.8% in the South, -9.7% in the West, -5.0% in the Midwest, -9.1% in the Northeast, and a total of -5.5% nationwide.

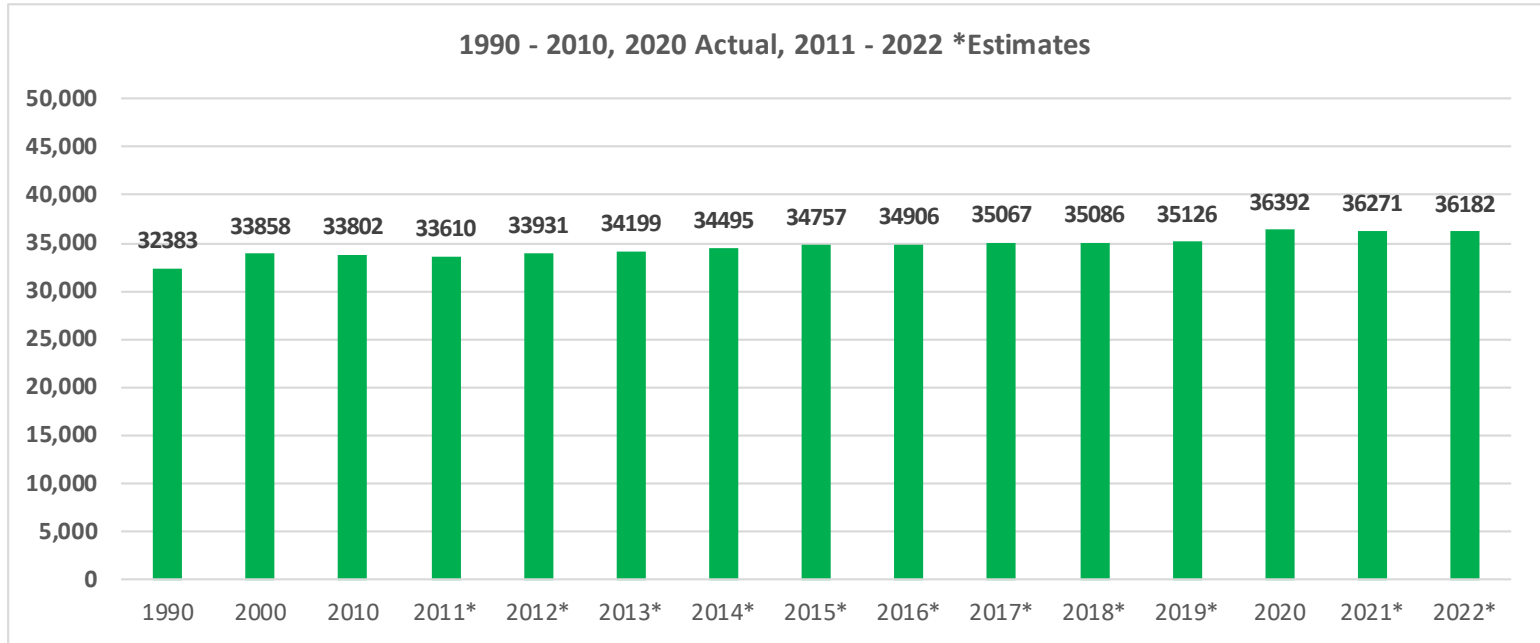
State	Fall 2022 PK - 12	Fall 2031 Projected	PK-12 Decline	% Change 2022- 2031
USA	49,618,464	46,889,600	-2,728,864	-5.5%
CT	513,513	465,200	-48,313	-9.4%
ME	173,853	162,900	-10,953	-6.3%
MA	923,349	857,100	-66,249	-7.2%
NH	168,909	156,600	-12,309	-7.3%
RI	137,449	127,900	-9,549	-6.9%
VT	83,654	77,300	-6,354	-7.6%

Source: U.S. Department of Education, National Center for Education Statistics, Enrollment in public elementary and secondary schools, by region, state, and jurisdiction: Selected years, fall 1990 through fall 2030, Table 203.20, Report Generated Dec. 2023, NESDEC 2.7.24

Although most New England Districts are seeing a decline in the number of births, NESDEC's experience indicates that the impact on enrollment varies from District to District. Almost half of New England Districts have been growing in PK-12 enrollment, and a similar number are declining (often in rural areas), with the other Districts remaining stable.

NOTE: Massachusetts has experienced a 7.2% decline in enrollment over the past 10 years, similar to NH, yet lower than CT and VT.

Chelmsford, MA Population



Sources: U.S. Census Bureau, P1, ACS DP05, 2.1.24

NOTE: Over the past three years, Chelmsford’s population has remained in the low 36,000s. From 2000 to 2020 the population increased 7.5%.

Demographic Analysis

Chelmsford Population Trends

Median Age of the Population

- In comparison to the 2020 Massachusetts and Middlesex County median ages of 39.6 and 38.5, Chelmsford's 2020 median age of 43.3 is older than the state and county median ages.
- Over the past 20 years, Chelmsford's median age has increased by 11%, which could indicate an aging population. (2022 estimate is shown for comparison.)

See chart on next slide

Chelmsford, MA Median Age of Population

	2000 Actual	2010 Actual	2020 Estimate	2022 Estimate
United States	35.3	37.2	38.2	39.0
Massachusetts	36.5	39.1	39.6	40.3
Middlesex County	36.4	38.5	38.5	39.3
Chelmsford	38.9	43.2	43.3	43.2

Median Age can be a factor in predicting the number of future births.

Source: U.S. Census Bureau, 2000 - 2010 actual data; 2020, 2022 estimate data, 2.8.24

Demographic Analysis

Chelmsford Population Trends

School-aged population, over the past twenty years:

- Ages 5-9 have stabilized to 2012 levels, at 6.5% of the population
- Ages 10-14 have decreased 1.8%, an indicator for a slight decline in Grades 5-9 enrollments
- Ages 15-19 have increased by 0.6%, indicating the stability of high school enrollments over the past 20 years

Other age breakouts

- Over the past 20 years, the population under 18 has decreased slightly (2.8%), while the population over 65 has increased by 2.3%, a possible indicator of an aging population.

See chart on next slide

Chelmsford Population Trends

	2012	2017	2022
Total Population	33,931	35,067	36,182
Ages 5 to 19			
Ages 5 to 9	6.4%	6.0%	6.5%
Ages 10 to 14	7.5%	5.3%	5.7%
Ages 15 to 19	5.2%	5.2%	5.8%
Other age breakouts			
Under 5	5.8%	5.6%	5.2%
Under 18	23.5%	20.4%	20.7%
18 to 64	60.4%	61.6%	60.9%
65 +	16.1%	18.0%	18.4%

Source: U.S. Census Bureau, 2022 ACS DP05, 2.6.24

Number of K-12 Students Per Household Unit

Commonwealth of Massachusetts

YEAR	OCCUPIED HOUSING UNITS	AVERAGE HOUSEHOLD SIZE OF OWNER OCCUPIED	PUBLIC K-12 ENROLLMENT	K-12 STUDENTS PER HOUSEHOLD
1990	2,247,110	2.82	836,383	0.37
2000	2,443,580	2.72	979,593	0.40
2010	2,547,075	2.66	955,563	0.38
2020	2,646,980	2.61	911,465	0.34

Town of Chelmsford

YEAR	OCCUPIED HOUSING UNITS	AVERAGE HOUSEHOLD SIZE OF OWNER OCCUPIED	PUBLIC K-12 ENROLLMENT	K-12 STUDENTS PER HOUSEHOLD
1990	11,453	2.92	5,148	0.45
2000	12,812	2.74	5,697	0.44
2010	13,313	2.67	5,307	0.40
2020	13,271	2.84	4,826	0.36

Sources U.S. Census 1990, 2000, 2010 Housing Occupancy and Tenure

2020 U.S. Census, American Community Survey Estimate data, 2.6.24

MA DESE enrollment data 1990, 2000, 2010, 2020 - October 1 data

NOTE: The percentage of K-12 students per household has declined 9% over the past 30 years.

Demographic Analysis

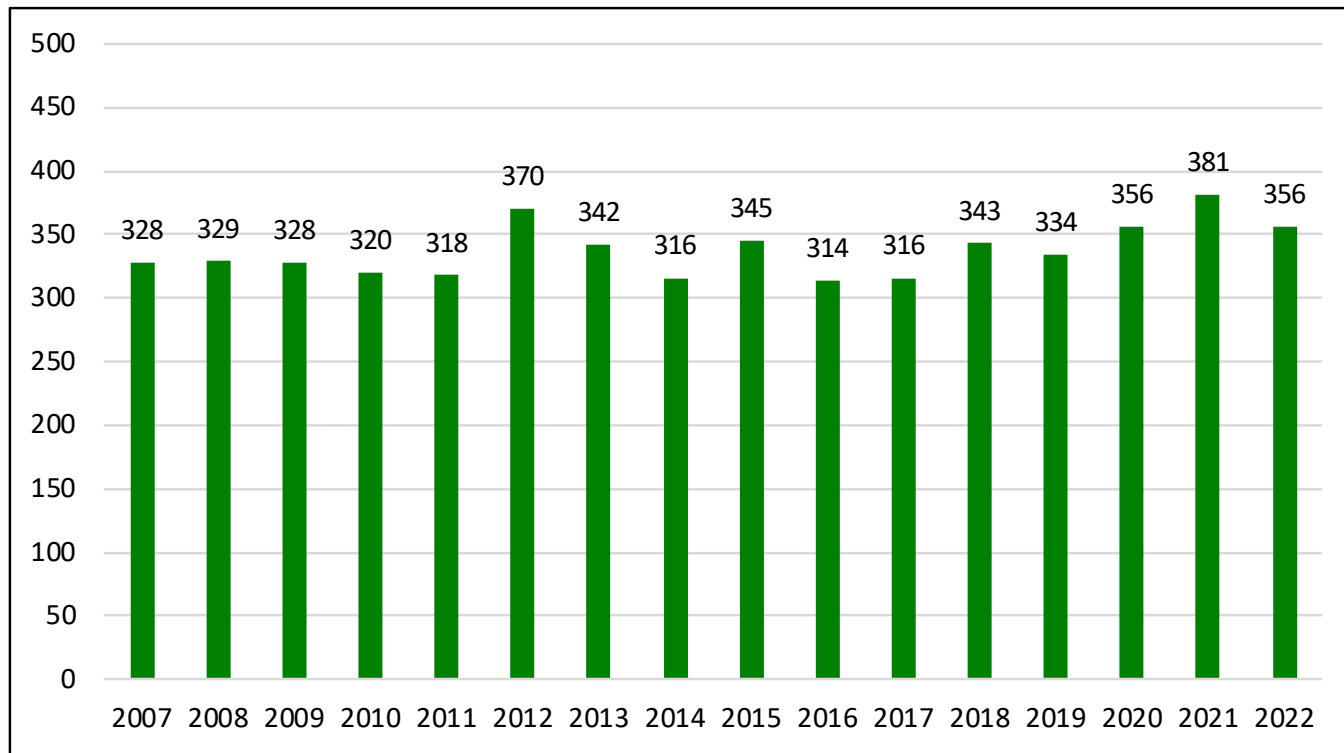
Births – Data provided by the State Vital Records Department

Kindergarten enrollments rely on live birth counts as they relate to the actual Kindergarten enrollment. Chelmsford is experiencing an increase in births, which would lead to an increase in Kindergarten enrollments, and enrollments going forward.

- Births increased by 26 from a previous ten-year average of 330 to a projected average of 356.
- Actual and provisional births for 2019-2022 are projected to range between 334-381 births, an increase over the 2010-2020 span.
- Estimated births for 2023-2028 range from 354-362.

See chart on next slide and *Birth to Kindergarten Relationship* chart on slide 41

Chelmsford, MA Births



Source: Commonwealth of Massachusetts Registry of Vital Records and Statistics, 4/10/23

*2020 - 2023 provisional data.

Trends in Real Estate Sales

Every day across America, 10,000 citizens celebrate their 65th birthdays, a phenomenon that will continue for the foreseeable future. Current real estate trends indicate that a large share of these mature citizens had planned to “downsize” their living arrangements but postponed putting homes on the market due to the fluctuating real estate trends. Thus, demand for apartment and condominium units is likely to increase, while the 3- and 4-bedroom homes vacated by these mature citizens will most likely be purchased by families with children.

School enrollments are influenced strongly by the number of real estate sales as new families move into the District. Generally, in our work we have become aware that the number of real estate sales is 4-5 times larger than the number of building permits for new residential construction; thus, the number of real estate sales can be a more important factor than the number of building permits.

Residential Sales and Real Estate Information

Residential Sales

Warren Group Data – Single-Family Sales

- Between 2000 and 2007, Chelmsford had an average of 325 single-family home sales, with an average median sales price of \$328,263.
- From 2008-2012, during the housing downturn, Chelmsford single-family home sales averaged 263 units, with an average median sales price of \$323,370.
- From 2013-2023, single-family home sales in Chelmsford increased to an average of 346 units per year, with an average median sales price of \$462,536.

In the last 15 years, the average median sales price of single-family homes has increased 43% and single-family home sales have increased 31%.

Home and Condo Sales

Year	Single-Family	S-F Median Sales Price	# Condo Units	Condo Median Sales Price	Year	Single-Family	S-F Median Sales Price	# Condo Units	Condo Median Sales Price
2000	335	\$249,900	263	\$156,000	2013	333	\$333,850	154	\$205,000
2001	340	\$275,000	269	\$191,000	2014	309	\$369,000	171	\$209,900
2002	275	\$317,000	187	\$212,500	2015	342	\$373,000	171	\$226,500
2003	362	\$330,500	221	\$232,500	2016	388	\$385,000	241	\$235,000
2004	424	\$355,000	348	\$255,000	2017	393	\$411,000	215	\$257,000
2005	324	\$373,700	384	\$272,500	2018	364	\$436,000	202	\$280,000
2006	265	\$370,000	201	\$250,000	2019	385	\$450,000	211	\$285,000
2007	275	\$355,000	186	\$245,250	2020	368	\$487,500	182	\$305,250
2008	262	\$325,000	132	\$219,250	2021	380	\$582,550	232	\$337,375
2009	246	\$329,950	125	\$200,000	2022	325	\$635,000	182	\$418,000
2010	236	\$335,000	93	\$210,000	2023	219	\$625,000	146	\$437,450
2011	259	\$311,900	113	\$195,000	2024				
2012	313	\$315,000	106	\$178,625					

Source: The Warren Group,

Data received January 23, 2024

Realtor Information

- Common selling price range is \$550,000 – \$750,000 for smaller single-family homes and \$800,000+ for larger single-family homes.
- Inventory is low
- Boomers are downsizing and selling 2- and 3-bedroom homes; families with children are often the buyers.
- Many millennials who grew up in Chelmsford are moving back, much of the time with children
- Noted that easy access to routes 3 and 495, some recent revamped downtown area, and, of course, the schools are attractive to home buyers

Analyzing New Residential Construction

NESDEC reviewed information submitted by the Town Planner in Chelmsford to determine the impact to enrollment from residential construction.

The following categories were reviewed:

- Approved Projects Currently Under Construction
- Approved Projects Not Currently Under Construction
- Projects in the Approval Pipeline

Important to note,

- *Projected* Student Yield is calculated for *Approved Projects Currently Under Construction*
- *Potential* Student Yield is calculated for *Approved Projects Not Currently Under Construction and Projects in the Approval Pipeline* as our experience has shown that sometimes these projects are not built or are delayed.

Some Factors to Consider

When reviewing new residential projects for Projected and Potential Student Yield:

- Number of bedrooms per unit:
 - 1-bedroom units do not have an impact on student enrollment
 - 2-bedroom units have a minimal impact on student enrollment
 - 3-bedroom units will have an impact on student enrollment, as these are typically purchased by families with children
- Density of the area: the higher the density (close to highway, industrial areas, etc.), the fewer children.
- Housing costs: the higher the rent/mortgage, the less likely the unit will have school-aged children.
- Our past experience indicates that approximately 70% of any potential student yield could be elementary-school aged students, 20% middle-school aged students, and 10% high-school aged students.

Information Gained from the Chelmsford Building Department, cont.

Approved Projects Currently Under Construction:

- **Alexan:** (Spring 2026 completion, phased occupancy) 394 apartments total
 - Studio-20 units; 1 BR Market-161 units; 1 BR affordable: 3 units
 - CHOICE 1 BR: 54 units
 - 2 BR Market: 128 units; 2 BR affordable: 3 units
 - 3 BR Market: 15 units; 3 BR Duplex Market: 10 units

Projected Student Yield (see slide 47) :

Impact to Enrollment over the next 3 years

(dependent on timeline of project completion)

- Grades K-4: 23-26 students
- Grades 5-8: 9-10 students
- Grades 9-12: 3-4 students

Information Gained from the Chelmsford Building Department, cont.

Approved Projects Currently Under Construction:

- **9 Acton Road:** (2024 completion) - 18 three-bedroom condominiums
- **Mary Avenue:** (2024 completion) - 10 three-bedroom duplexes
- **Jackson Road:** (2024 completion) - 12 three-bedroom duplexes
- **73 Dalton Road:** (completed) - 5 apartments: 1 one-bedroom, 4 two-bedroom

Projected Student Yield (see slide 47) :

Impact to Enrollment over the next 3 years

(dependent on timeline of project completion)

- Grades K-4: 16-21 students
- Grades 5-8: 7-8 students
- Grades 9-12: 2-3 students

Information Gained from the Chelmsford Building Department, cont.

Approved Projects Not Under Construction:

- **3 Meeting House** - 8 one-bedroom apartments

Projects in the Approval Pipeline:

- **39 North Road** - 12 apartments: 7 two-bedroom; 5 three-bedroom
- **47 Boston Road** - 16 apartments: 12 two-bedroom; 4 three-bedroom

NESDEC calculates *Potential* Student Yield: Impact to Student Enrollment, which is not included in the Enrollment Forecast, as the projects are currently not under construction and/or have not been approved/permitted.

***Potential* Student Yield: Impact to Enrollment:**

- Grades K-4: 5-6 students
- Grades 5-8: 1-2 students
- Grades 9-12: 1 student

Information Gained from the Chelmsford Building Department

Local or regional factors which may accelerate or impede future residential growth (Proposed zoning changes, expansion of commuter rail access, coming or going of a major employer, etc.)

- MBTA zoning – not expected to result in any short / intermediate construction
- Continued trend in 2 family (duplexes)
- While demand continues for multi-family – existing restriction to sewer connections for [multi-family housing] remain

Residential Building Permits

Year	Single - Family	Multi-Units	Year	Single - Family	Multi-Units	Year	Single - Family	Multi-Units	Year	Single - Family	Multi-Units
1980	65	0	1992	107	40	2004	109	26	2016	23	0
1981	104	0	1993	66	46	2005	64	0	2017	18	114
1982	56	0	1994	106	110	2006	65	117	2018	17	128
1983	153	77	1995	77	0	2007	23	0	2019	14	181
1984	349	0	1996	72	0	2008	12	0	2020	8	32
1985	397	6	1997	87	0	2009	13	2	2021	34	43
1986	179	2	1998	102	0	2010	10	0	2022	18	20
1987	64	180	1999	29	0	2011	22	3	2023*	7	4
1988	65	0	2000	29	16	2012	18	0	2024 *	0	0
1989	39	0	2001	30	24	2013	24	4			
1990	24	0	2002	26	144	2014	11	0			
1991	23	0	2003	57	31	2015	37	23			

Source: HUD - Does not include permits for renovations

* 2023 - 2024 HUD data is preliminary and dependent upon town data submission to HUD.

Data received 1.23.24

Profile of the Town of Chelmsford

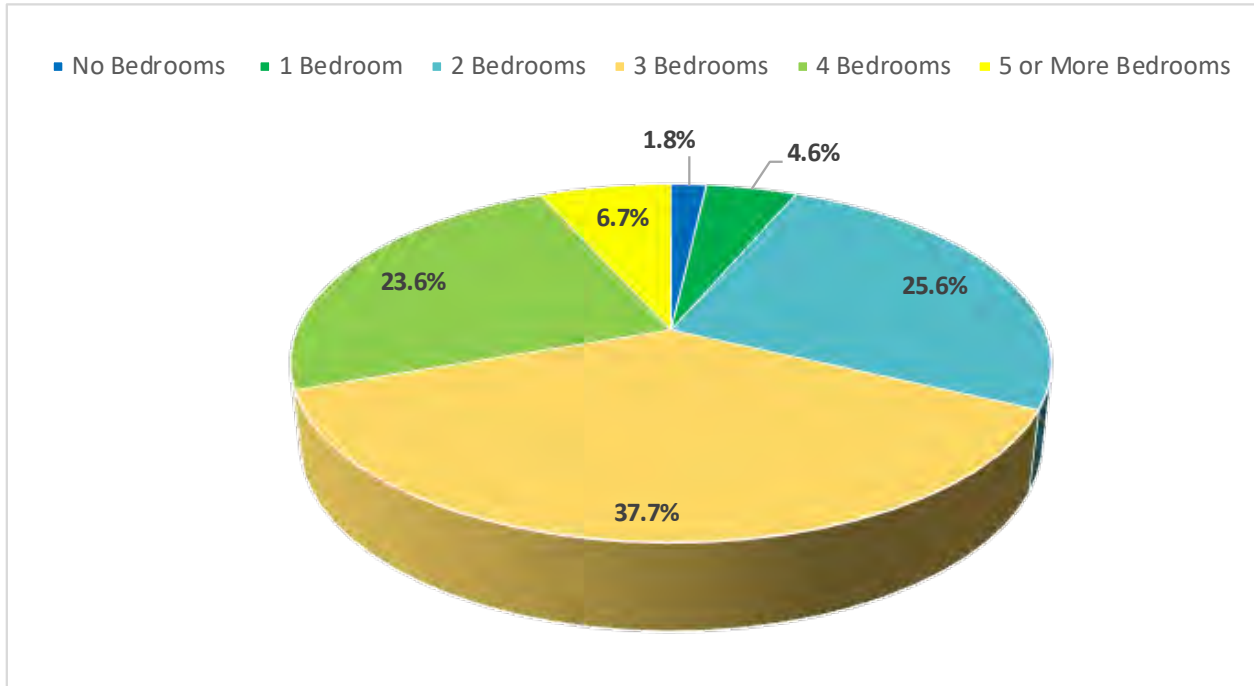
A scenic community with easy access and close proximity to the city of Boston, the Atlantic coastline and the White Mountains of New Hampshire.

Surprising and breathtaking beauty in nestled trails, beaches and pathways give Chelmsford that small town feel and reflect its rural past. [Chelmsford's] history is alive, embraced and proudly preserved.

Chelmsford was founded in 1655, as a farming community. The historic buildings and Forefather's Burial Grounds are invested in and cherished by the community. [The community thrives] on the enthusiastic sense of volunteerism and engagement exhibited through our residents and local businesses.

Source: Town of Chelmsford, Massachusetts

Chelmsford 2022 Bedrooms per Household



Source: U.S. Census, 2022 U.S. Census American Community Survey DP04, 2.7.24

NOTE: 68% of the homes in Chelmsford are 3-5 bedrooms, which could house families with children.

Chelmsford, MA Housing Details

	2000	2010	2020 *ACS	2022 *ACS
Total Housing Units	13,025	13,807	13,661	13,965
Occupied Housing Units	12,812	13,313	13,271	13,521
Owner-occupied	10,743	11,014	11,012	11,185
% units Owner-occupied	83.9%	82.7%	83.0%	82.7%
Avg. household size of owner-occupied	2.74	2.67	2.84	2.83
Renter-occupied	2,069	2,299	2,259	2,336
% units Renter-occupied	16.1%	17.3%	17.0%	17.3%
Avg. household size of renter-occupied	1.93	1.84	1.67	1.84
Vacant	213	494	390	444
For Seasonal use	44	66	n/a	n/a
Rental vacancy rate	1.9%	7.1%	2.8%	3.3%

Source: U.S. Census 1990, 2000, 2010 Housing Occupancy and Tenure, 2020, 2022 U.S. Census American Community Survey DP04

* 2020, 2022 data is estimated and limited. 2.7.24

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NOTE: Over the past 20 years, the percentage of owner-occupied housing has remained stable at ~83%, as has renter-occupied housing (~17%.) These factors, coupled with the low rental vacancy rate, could indicate a stability in the housing market for Chelmsford. Additionally, the 2020 average household size of owner-occupied units is 2.84, potentially indicating families with children.



Enrollment Projections

Demographic Study and Enrollment Projection Methodology

NESDEC uses a modified cohort component (survival) technique to prepare enrollment projections, which incorporates the cumulative effect of several factors, including:

- Births as they relate to Kindergarten enrollments
- Student migration, in or out of the schools, including District reported movement to/from private schools; and school choice enrollments (both in and out)
- Review of the stability of Grades 1-8, in- or out-migration of students
- Housing and Urban Development (HUD) single-family and multi-unit residential building permits, as reported by town/city

Percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. Ratios are calculated between each pair of grades or years in school over several recent years.

Demographic Study and Enrollment Projection Methodology Cont.

After study and analysis of the historical ratios and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades.

The ratios thus selected are applied to the present enrollment statistics to project into future years. The ratios are the key factors in the reliability of the projections, assuming validity of the data at the starting point.

Enrollment projections are more reliable in Years #1-4 in the future, and less reliable in the “out years.” Projections six to ten years out may serve as a guide to future enrollments and are useful for planning purposes. Projections are based on current economic trends. Annual updates of enrollment projections assures accuracy and reliability.

Historical Enrollment

School District: Chelmsford, MA

11/19/2023

Historical Enrollment By Grade																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2008	329	2013-14	125	322	342	378	376	395	401	401	387	422	360	421	417	377	0	4999	5124
2009	328	2014-15	133	301	367	347	386	379	375	404	396	391	379	362	423	413	0	4923	5056
2010	320	2015-16	132	300	352	373	350	391	371	386	412	411	337	381	371	420	0	4855	4987
2011	318	2016-17	136	333	345	358	382	361	387	384	389	414	372	347	391	372	<10**	4836	4972
2012	370	2017-18	132	368	369	349	379	387	359	400	380	392	372	367	351	389	0	4862	4994
2013	342	2018-19	151	376	382	376	349	379	369	359	397	381	356	368	369	351	0	4812	4963
2014	316	2019-20	166	365	393	405	385	367	387	381	360	400	329	348	371	365	18	4874	5040
2015	345	2020-21	76	350	349	381	391	373	363	383	393	359	360	335	342	373	0	4752	4828
2016	314	2021-22	127	355	414	360	388	401	380	373	399	404	328	349	324	342	0	4817	4944
2017	316	2022-23	201	354	382	419	370	395	390	392	383	402	356	341	351	320	0	4855	5056
2018	343	2023-24	200	375	367	391	424	381	393	404	398	384	360	361	345	347	0	4930	5130

*Birth data provided by Public Health Vital Records Departments in each state.

** < 10 Not reported, to protect subgroups with fewer than 10 students.

Historical Enrollment in Grade Combinations									
School Year	K-4	PK-4	5-6	7-8	K-8	PK-8	5-8	5-12	9-12
2013-14	1813	1938	802	809	3424	3549	1611	3186	1575
2014-15	1780	1913	779	787	3346	3479	1566	3143	1577
2015-16	1766	1898	757	823	3346	3478	1580	3089	1509
2016-17	1779	1915	771	803	3353	3489	1574	3056	1482
2017-18	1852	1984	759	772	3383	3515	1531	3010	1479
2018-19	1862	2013	728	778	3368	3519	1506	2950	1444
2019-20	1915	2081	768	760	3443	3609	1528	2941	1413
2020-21	1844	1920	746	752	3342	3418	1498	2908	1410
2021-22	1918	2045	753	803	3474	3601	1556	2899	1343
2022-23	1920	2121	782	785	3487	3688	1567	2935	1368
2023-24	1938	2138	797	782	3517	3717	1579	2992	1413

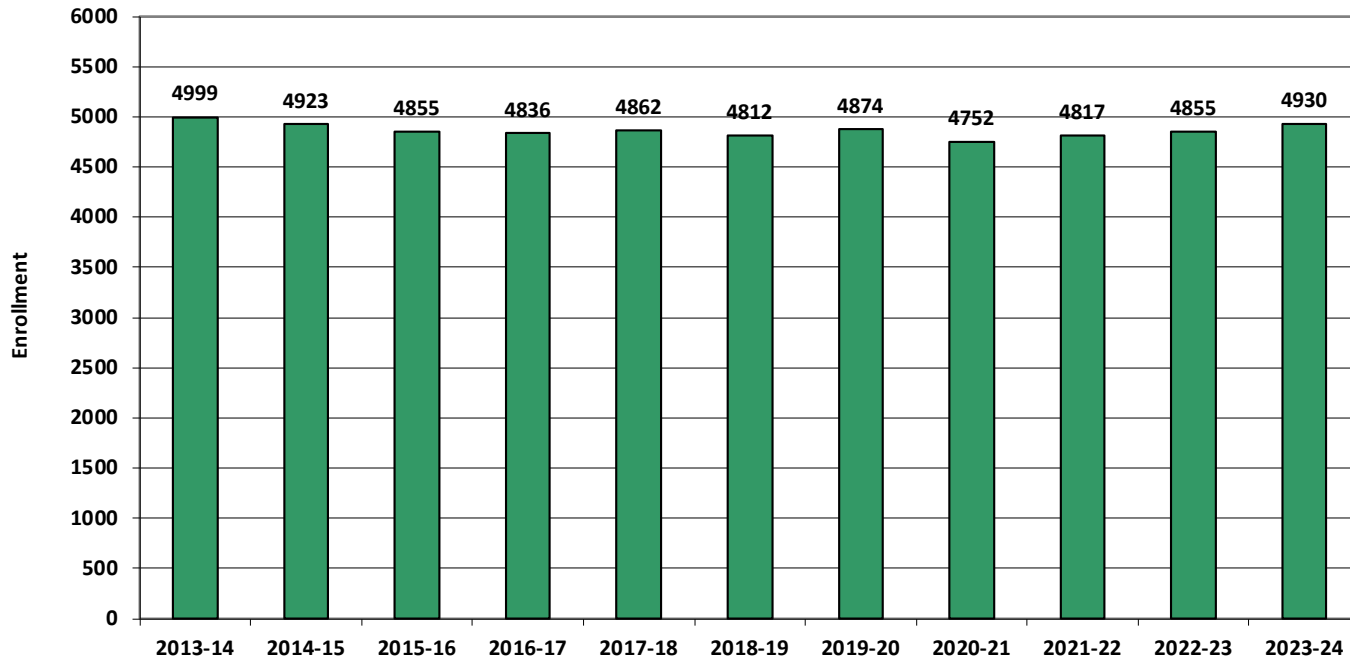
Historical Percentage Changes			
School Year	K-12	Diff.	%
2013-14	4999		
2014-15	4923	-76	-1.5%
2015-16	4855	-68	-1.4%
2016-17	4836	-19	-0.4%
2017-18	4862	26	0.5%
2018-19	4812	-50	-1.0%
2019-20	4874	62	1.3%
2020-21	4752	-122	-2.5%
2021-22	4817	65	1.4%
2022-23	4855	38	0.8%
2023-24	4930	75	1.5%
Change		-69	-1.4%

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NOTE: Over the past ten years, Grades K-12 enrollment slightly declined by 1.4%. Of note, over the past three years K-12 students increased from 4,817 in SY'21-22 to 4,930 students in SY '23-'24, averaging a 1.2% increase.

Historical Enrollment

Grades K-12, School Years 2013-14 to 2023-24



Projected Enrollment

School District: **Chelmsford, MA**

11/19/2023

Enrollment Projections By Grade*																				
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2018	343		2023-24	200	375	367	391	424	381	393	404	398	384	360	361	345	347	0	4930	5130
2019	334		2024-25	200	367	405	374	398	432	379	403	415	403	344	363	361	342	0	4986	5186
2020	356	(prov.)	2025-26	200	392	396	413	381	406	430	388	414	420	361	347	363	358	0	5069	5269
2021	381	(prov.)	2026-27	201	419	423	404	420	389	404	441	399	419	377	364	347	360	0	5166	5367
2022	356	(prov.)	2027-28	201	392	453	431	411	428	387	414	453	404	376	380	364	344	0	5237	5438
2023	354	(est.)	2028-29	201	389	423	462	439	419	426	397	426	459	362	379	380	361	0	5322	5523
2024	356	(est.)	2029-30	202	392	420	431	470	448	417	437	408	431	412	365	379	377	0	5387	5589
2025	361	(est.)	2030-31	202	397	423	428	439	479	446	427	449	413	387	415	365	376	0	5444	5646
2026	362	(est.)	2031-32	203	398	429	431	435	448	477	457	439	455	370	390	415	362	0	5506	5709
2027	358	(est.)	2032-33	204	393	430	438	439	444	446	489	470	445	408	373	390	412	0	5577	5781
2028	358	(est.)	2033-34	204	394	424	439	446	448	442	457	503	476	399	411	373	387	0	5599	5803

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

 Based on an estimate of births

 Based on children already born

 Based on students already enrolled

*Birth data provided by Public Health Vital Records Departments in each state.

** < 10 Not reported, to protect subgroups with fewer than 10 students.

Projected Enrollment in Grade Combinations*									
School Year	K-4	PK-4	5-6	7-8	K-8	PK-8	5-8	5-12	9-12
2023-24	1938	2138	797	782	3517	3717	1579	2992	1413
2024-25	1976	2176	782	818	3576	3776	1600	3010	1410
2025-26	1988	2188	818	834	3640	3840	1652	3081	1429
2026-27	2055	2256	845	818	3718	3919	1663	3111	1448
2027-28	2115	2316	801	857	3773	3974	1658	3122	1464
2028-29	2132	2333	823	885	3840	4041	1708	3190	1482
2029-30	2161	2363	854	839	3854	4056	1693	3226	1533
2030-31	2166	2368	873	862	3901	4103	1735	3278	1543
2031-32	2141	2344	934	894	3969	4172	1828	3365	1537
2032-33	2144	2348	935	915	3994	4198	1850	3433	1583
2033-34	2151	2355	899	979	4029	4233	1878	3448	1570

Projected Percentage Changes			
School Year	K-12	Diff.	%
2023-24	4930	0	0.0%
2024-25	4986	56	1.1%
2025-26	5069	83	1.7%
2026-27	5166	97	1.9%
2027-28	5237	71	1.4%
2028-29	5322	85	1.6%
2029-30	5387	65	1.2%
2030-31	5444	57	1.1%
2031-32	5506	62	1.1%
2032-33	5577	71	1.3%
2033-34	5599	22	0.4%
Change	669	13.6%	

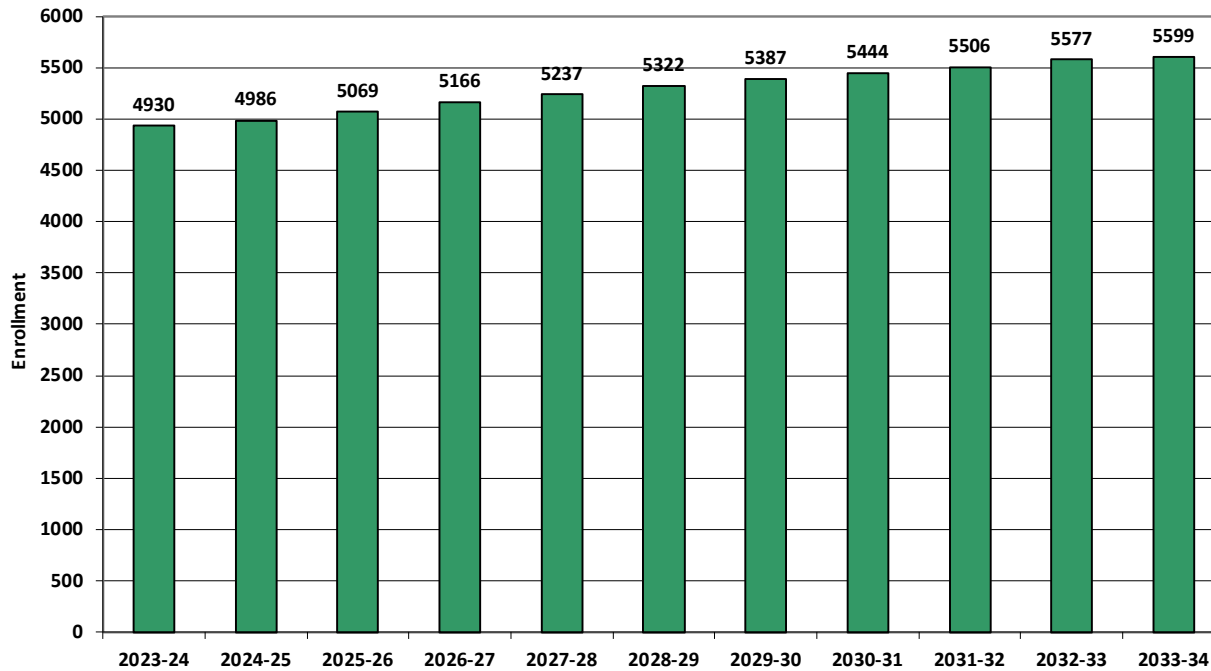
*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.

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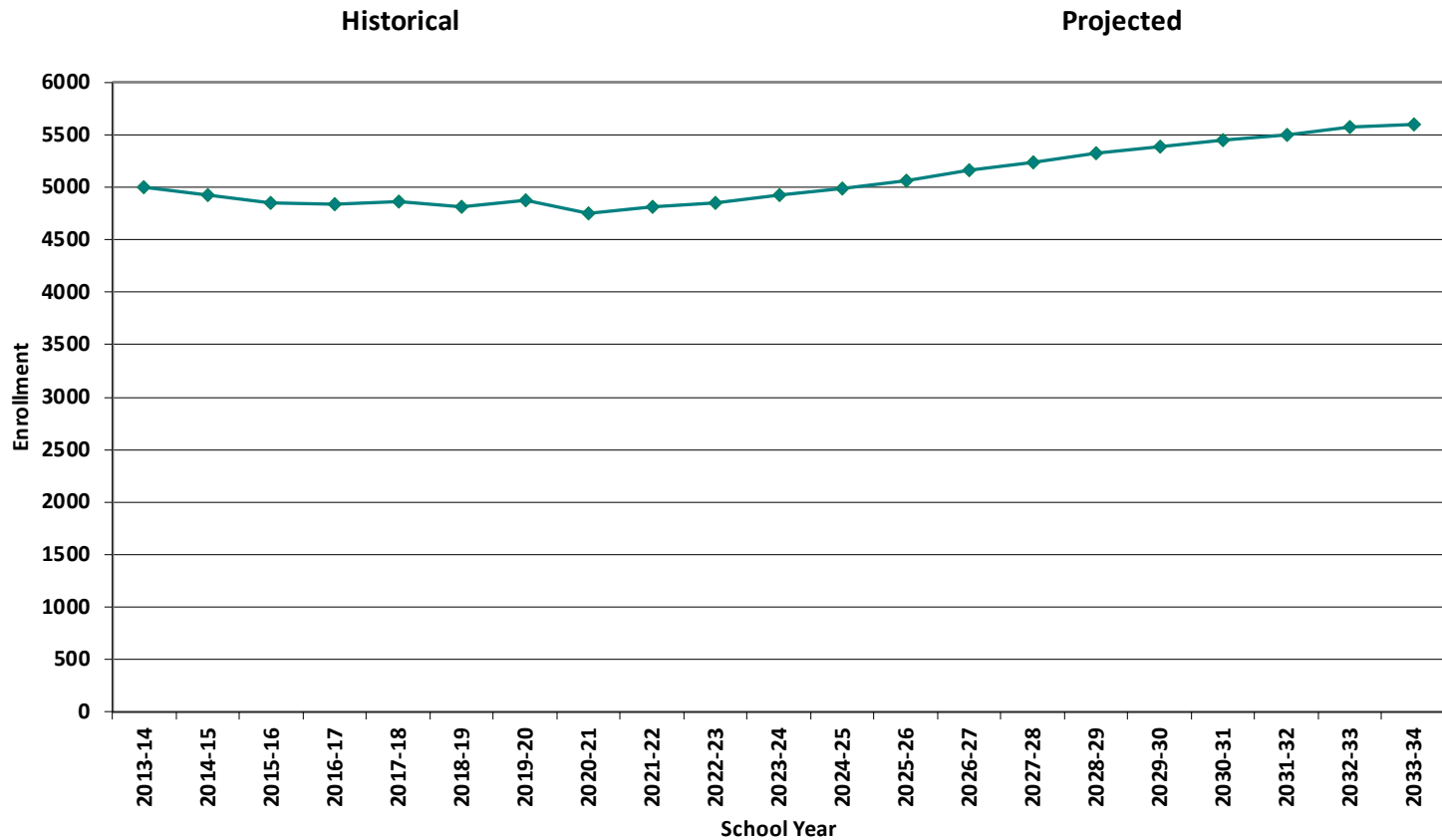
NOTE: Over the next three years, Grades K-12 enrollments are projected to increase by 236 students or 4.7%; by grade span, K-4 enrollments are projected to increase by 117 students, Grades 5-6 are projected to increase by 48 students, Grades 7-8 are projected to increase by 36 students, and Grades 9-12 are projected to increase by 35 students, as students move through the grades.

Projected Enrollment

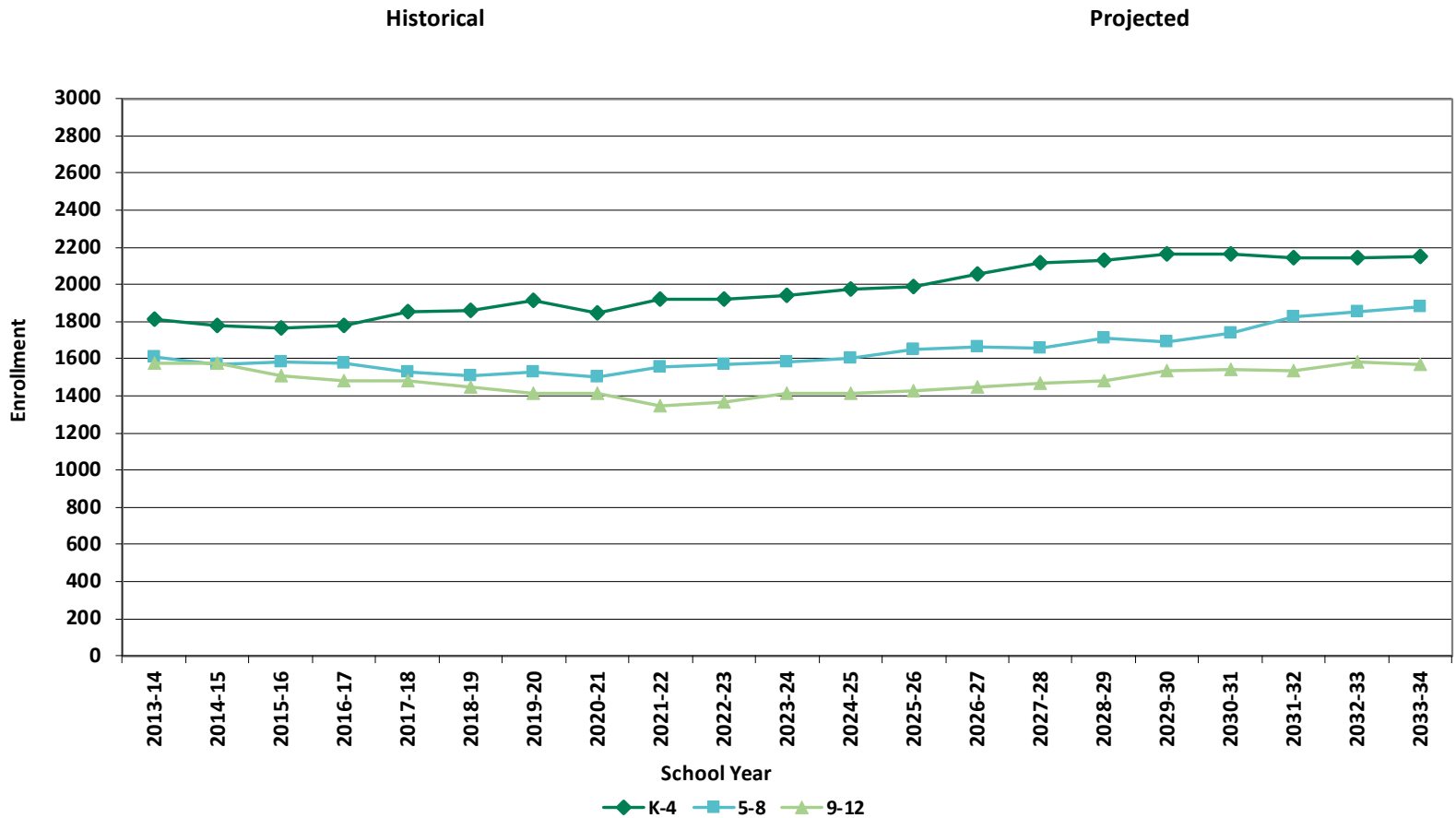
Grades K-12, School Years 2023-24 to 2033-34



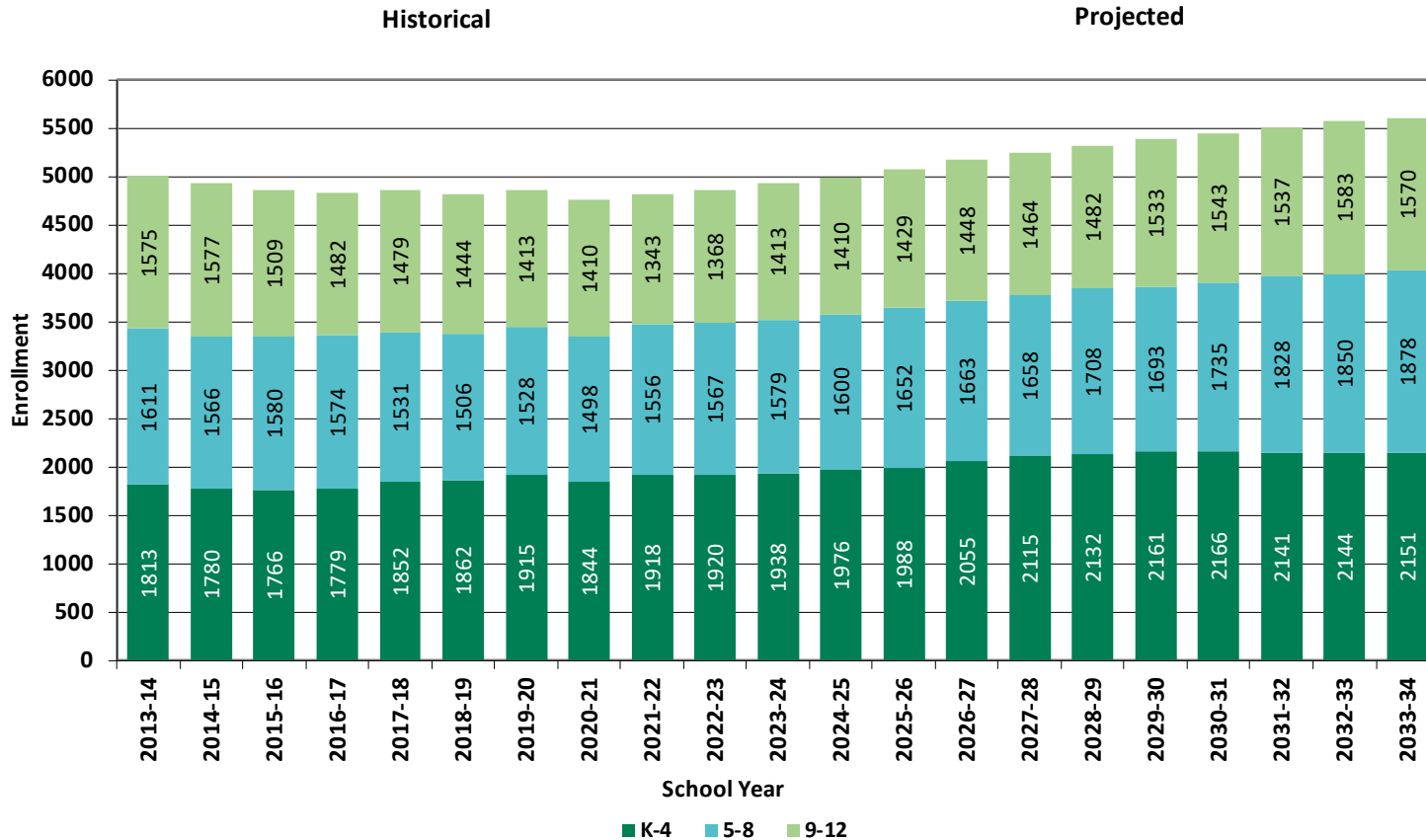
Historical & Projected Enrollment



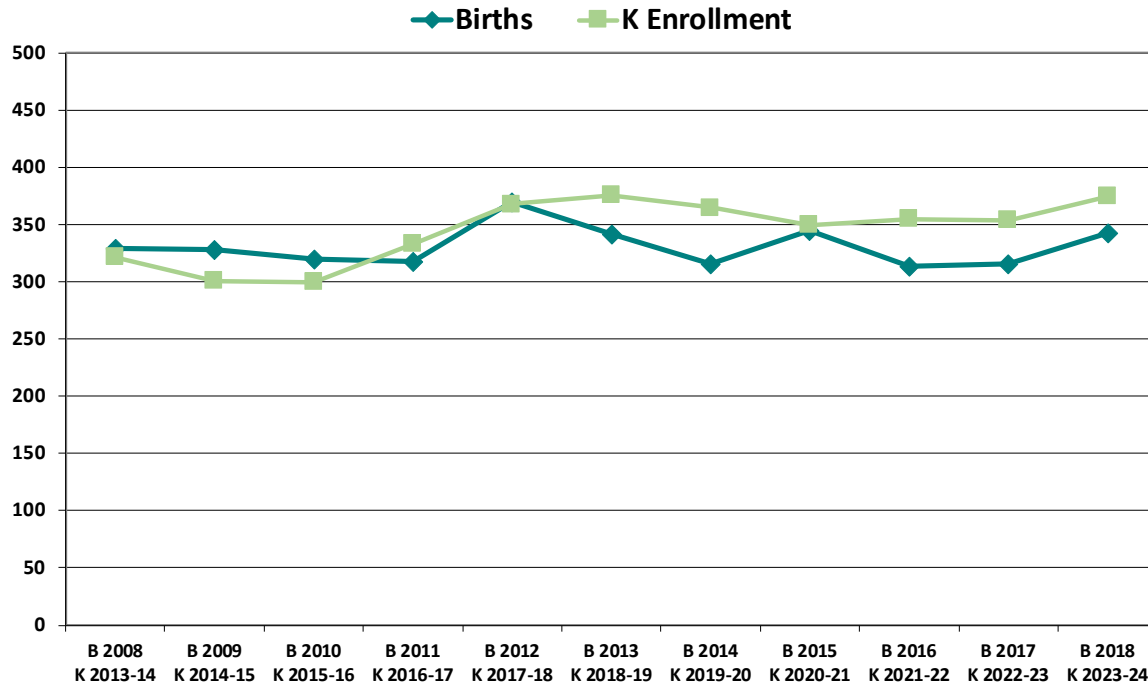
Historical & Projected Enrollments in Grade Combinations



Historical & Projected Enrollments in Grade Combinations



Birth-to-Kindergarten Relationship



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Births as they relate to Kindergarten enrollment is a positive indicator of overall enrollment. Since 2018, Chelmsford has enrolled more Kindergarteners than recorded births, which could indicate families who move-in with school-aged children.

Review of the stability of Grades 1-8, in- or out-migration of students

- Analysis of the number of students who transition from Grades 1-7 to Grades 2-8 is another factor to consider as projections are generated.
 - Over the past eight years, there have been increases in 6 of the 8 most recent years, leading to a net increase averaging 32 students per year, indicating an in-migration of students.
- Over the past three years, Chelmsford has increased Grades 1-8 enrollments by a range of 1-3% over the previous year's enrollment, suggesting an in-migration of students.
 - For example, in SY'22-23 there were 370 Grade 3 students who transitioned to 381 SY'23-24 Grade 4 students, an increase of 2.9%.
- The in-migration of students to Chelmsford is another indicator of families moving to Chelmsford with school-aged children.

Additional Information

Building Permits Issued (Source: HUD)		
Year	Single-Family	Multi-Units
2019	14	181
2020	8	32
2021	34	43
2022	18	20
2023	7 to date	4 to date

School Year	9 - 12 CTE	K - 12 Non-Public	K - 12 Choice-In	K - 12 Choice-Out	K - 12 Out-of-District SPED	K - 12 Homeschool
2019-20	n/a	n/a	41	177	76	43
2020-21	197	138	46	147	70	96
2021-22	196	164	42	105	64	57
2022-23	212	116	36	96	59	45
2023-24	n/a	n/a	37	n/a	63	37

*The above data was provided by the District, with the exception of building permit data (provided by HUD).

"n/a" signifies that information was not provided by District.

** < 10 Not reported, to protect subgroups with fewer than 10 students.

Demographic Analysis Summary and Assumptions

- Chelmsford's K-12 enrollment over the next three years will increase by 236 students.
- Births increased by 26 from a previous ten-year average of 330 to a projected average of 356, which could lead to an increase in Kindergarten enrollment.
- Over the past eight years, there has been an in-migration of Grades 1-8 students, an average of 32 students per year, indicating families with children are moving to Chelmsford.
- Over the past 20 years, the population under 18 has decreased slightly (2.8%), while the population over 65 has increased slightly by 2.3%.
- The robust real estate market indicates that Chelmsford is a viable community for new residents.
- New residential construction currently under construction will have an impact on enrollments, see slide 23-24.
- Approved projects not currently under construction and projects in the approval pipeline, should they be permitted and built, will have an impact on student enrollment, see slide 25.

Enrollment

Forecast

Based on Increased

Residential Construction

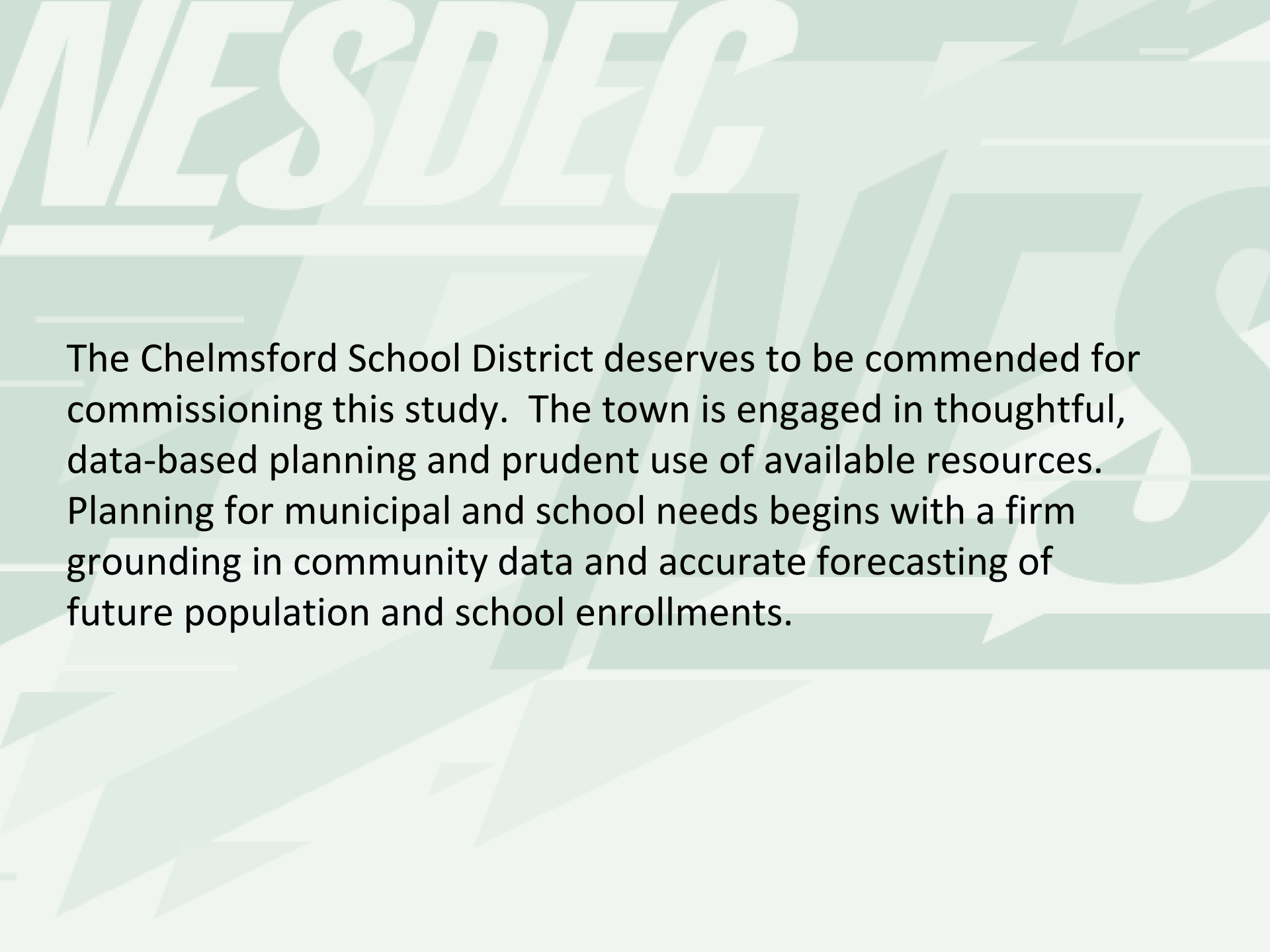
Enrollment Forecast Methodology

- NESDEC analyzed public school enrollment data for the past ten years, with particular attention to the anticipated “student yield” of housing under construction, thus generating an *enrollment forecast*. This analysis was informed by town planner information and the current real estate market as confirmed by local realtors.
- The “student yield” is calculated by considering the potential number of school-aged children who might occupy any housing under construction. It is distributed over a three to five-year period, based on anticipated occupancy. We assign the “student yield” to grade level spans without certainty of the actual age of the potential students. Of note, the smaller the number of the “student yield,” the more difficult it is to forecast the enrollments.

Enrollment Forecast Based on Increased Residential Construction

Projected Enrollment in Grade Combinations						
Year	K-4		5-8		9-12	
	Projection	Forecast	Projection	Forecast	Projection	Forecast
2024-25	1976	1989	1600	1606	1410	1412
2025-26	1988	2001	1652	1657	1429	1432
2026-27	2055	2068	1663	1668	1448	1449

This chart shows the current enrollment projection as it relates to the enrollment forecast, and only reflects approved projects under construction (see slides 21-22). We assign the “student yield” to grade level spans without certainty of the actual age of the potential students.

The background features the word 'MESDEC' in large, white, stylized letters at the top left, and 'PLANNING' in large, light green, stylized letters on the right side. The background is decorated with various light green geometric shapes, including triangles and polygons, creating a modern, abstract design.

The Chelmsford School District deserves to be commended for commissioning this study. The town is engaged in thoughtful, data-based planning and prudent use of available resources. Planning for municipal and school needs begins with a firm grounding in community data and accurate forecasting of future population and school enrollments.

CHELMSFORD PUBLIC SCHOOLS

Memorandum

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

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

Date: March 22, 2024

Re: 2024/25 School Year - Kindergarten Registration Dates

Kindergarten Registration for the 2024/25 school year began January 30 and January 31, 2024 at the Central Administration Office. Each year we have an additional registration session in the April timeframe and this year the date is April 25, 2024 from 9:00 a.m. to 6:00 p.m. also at the Central Administration Office. Parents and guardians are currently making appointments (in approximately fifteen-minute increments) for their registration meeting. This information is posted on the Chelmsford Public School website and is also being announced through other outlets (i.e. ConnectEd and social media). Attached are the flyers announcing Kindergarten registration as posted on the CPS website.



2024-25 Kindergarten Registration Open

Kindergarten registration for the 2024-25 academic year must be made by appointment.

[RESERVE YOUR APPOINTMENT HERE](#)

WHEN:

- Tuesday, Jan. 30, 2024 from 9:00 a.m.-6:00 p.m.
- Wednesday, Jan. 31, 2024 from 9:00 a.m.-6:00 p.m.
- Thursday, April 25, 2024 from 9:00 a.m.-6:00 p.m.

WHERE:

- Chelmsford Public Schools Central Administration Office, 230 North Road, Chelmsford, MA.

STIPULATIONS:

- Children entering kindergarten must be 5 years of age on or before August 31, 2024.
- Parents/guardians must complete the Google form with contact information and preferred appointment time (appointments take approximately 15 minutes).
- A staff member will follow-up with each parent to confirm date and time of appointment.

WHEN YOU ARRIVE TO REGISTRATION:

A staff member will direct parents to a table representing each elementary school to process their student registration packet. In addition to the completed student registration packet, parents are required to submit the following required documentation:

1. A parent driver's license
2. Proof of residency/home ownership:
 - A copy of your mortgage statement or
 - Recently signed P&S Agreement, which requires follow-up with a home closing document or
 - Signed lease agreement or
 - Notarized Affidavit Supporting Residence document with the homeowner's real estate tax bill and copy of homeowner's driver's license.
3. Utility bill with name and address

4. A copy of the child's birth certificate
5. Certificate of lead poisoning and vision exam with stereopsis documentation
6. A physical examination within one year of entrance to school or within 30 days after school entry and updated immunizations covering the following:
 - diphtheria (5 doses)
 - pertussis (5 doses)
 - tetanus (5 doses; Td booster grade 7)
 - mumps-rubella-measles (2 doses)
 - polio (4 doses)
 - varicella (2 doses or Dr. documentation of chicken pox)
 - Hepatitis B (3 doses)
7. A copy of a current immunization record is required for registration.

If additional immunizations are needed prior to the beginning of school, a copy of the complete immunization record which meets state requirements must be provided prior to school entrance.

IF YOU ARE UNABLE TO SCHEDULE AN APPOINTMENT:

Families who are not able to schedule an appointment for one of these three dates may complete the registration packet from the website and drop it off at the school administration central office located at 230 North Road, Chelmsford, MA 01824. Office hours are Monday through Friday between 8 a.m.-4 p.m.

Additional information about student registrations and packets may be found on the CPS website registration page.

ALL DOCUMENTATION IS REQUIRED AT THE TIME OF REGISTRATION

Contact:

Ms. Jane McDonald
Central Registrar
Phone: 978-251-5100, ext. 6901
mcdonaldj@chelmsford.k12.ma.us



CHELMSFORD PUBLIC SCHOOLS

Dr. Linda Hirsch, Assistant Superintendent

MEMORANDUM

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

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

Date: March 26, 2024

RE: 2024 Student Opportunity Act (SOA) District Plan

The Student Opportunity Act (SOA) was enacted in 2019, injecting significant new funding into the Commonwealth's educational system, with a focus on providing funding to districts serving students with the greatest needs. The law also included a critical provision that requires every district to set clear targets for improving disparities in achievement among student groups and develop a three-year plan to implement evidence-based strategies to meet their targets. The first set of three-year plans were submitted amid the backdrop of the COVID pandemic in 2020.

The 2024 Student Opportunity Act (SOA) requires each district to create an evidence-based plan for reducing persistent disparities in achievement across student groups. Plans must be submitted for the Commissioner's review on a three-year cycle, with annual progress updates submitted in subsequent years. New 3-year SOA Plans are due April 1, 2024.

Included in your packet is a draft of Chelmsford Public Schools SOA plan that will require the school committee to vote to approve its submission as it has budgetary implications for FY25 - FY27.



CHELMSFORD PUBLIC SCHOOLS

STUDENT OPPORTUNITY ACT (SOA) DISTRICT PLAN

Section 1: Summarize your district's plan

Please write 1-2 paragraphs summarizing your 3-year SOA plan.

Chelmsford Public Schools is committed to closing the achievement gap for our students with disabilities and economically disadvantaged students by developing and enhancing the following our strategic plan with targeted resources to address disparities in performance between student groups in our district and accelerate the academic improvement for these students. The district will focus on ELA and mathematical achievement, particularly in elementary and middle grades (K-8), to build a strong foundation for academic success in high school and beyond. The district will focus on ensuring students have strong relationships with staff and their peers, so students feel welcomed, included, and safe in school. Our three-year Student Opportunity Act plan focuses on three main commitments:

1. The district will focus on mathematical achievement, particularly in elementary and middle grades (K-8), to build a strong foundation for academic success in high school and beyond. Chelmsford Public Schools believes that high-quality academic instruction must remain at the forefront of our efforts to support student in Chelmsford. We will achieve this by focusing on building foundational skills in math, where Chelmsford student achievement has lagged reading, and by continuing to support reading instruction in order to support academic success across subjects.
2. The district will focus on monitoring students' academic and social emotional learning by using common benchmarking and building block systems, robust surveys to gauge social emotional health of students, and use of district dashboards to have real-time data to monitor student learning in order to create interventions to close achievement gaps between marginalized student populations and their peers to include students with disabilities and economically disadvantaged students and their peers.
3. In order to support students with disabilities (SWD), low-income students, and English learners (EL) students, the district has made a commitment to increase staffing in several areas to support both the academic and social/emotional needs of students, to provide support for students.

These investments are as follows:

- Professional Development and Consulting
 - \$150,000 - \$150,000 x 3 years = **\$450,000**
- Online assessment and learning platform for math and ELA (iReady, IXL, Lexia, Raz Kids, Language Live)
 - \$447,000 X 3 years = **\$1,341,000**
- District Dashboard:
 - \$64,500 x 3 years - \$64,500 X 3 = **\$193,500**
- The addition of six (6) Special Education teachers
 - \$426,000 - \$426,000 x 3 years = **\$1,278,000**
- The addition of two (2) mathematic specialist teachers at the elementary level
 - \$142,000 - \$142,000 x 3 years = **\$426,000**
- The addition of one (1) EL teacher at the elementary level
 - \$71,000 - \$71,000 x 3 years = **\$215,000**
- The addition of one (1) counselor
 - \$71,000 - \$71,000 x 3 years = **\$215,000**
- The total investment in evidence-based strategies over the next three years:
 - **\$3,925,000.**

Section 2: Analyze Your Data and Select Student Groups for Focused Support

In conducting your data analysis, where did you observe the most significant disparities in student learning experiences and outcomes? On which measures and for which student groups?

The Chelmsford Public Schools (CPS) is a suburban district in the Commonwealth that serves approximately 5,300 students. Our student population is 4.1 % African American, 19% Asian, 9% Hispanic, .2% Native American, . 2% Native Hawaiian, Pacific Islander, 4.3% Multi-Race non-Hispanic, and 63.2% white, 24% white. In addition, 6% of our students are English learners, 19.9% are students with disabilities, and 18.4% are low-income. In conducting our data analysis, we observed the most significant disparities with our students with disabilities and English learner, with notable disparities among our and low-income population. These disparities were evident across multiple data sources including our internal benchmarks, MCAS, and ACCESS.

ELA MCAS Achievement and Growth

When analyzing MCAS scores in ELA, data indicates that Chelmsford's students with disabilities population is significantly below their peer and the state averages in grades 3-10. While students with disabilities are making one year's growth in ELA, there is not enough stretch growth to close the gap, and we have concerns over continued trends that show disparities when we compare our students with disabilities to our overall student population. The ELA MCAS achievement data across all schools over the last 5 years has remained relatively consistent with all students without disabilities achieving above the state average. Our students with disabilities are consistently achieving above the state average across all schools in 2023. There is a large disparity between our SWD and non-SWD in proficiency achievement – SWD 28%; Non-SWD 69%. This trend has been relatively consistent across the last five years. Additionally, the average Student Growth Percentile (SGP) for students with disabilities is above the state average in all grades with a 6.7 difference between SWD (49.2) and non-SWD (55.9).

We see a similar data trend for our low-income students with proficiency in ELA at 39% compared to non-low-income students at 63%. However, student growth percentiles are equal and stretch growth would be needed to close the proficiency gap, making this population in need of support except at the high school level where 68% of the low-income students are meeting proficiency in ELA.

Math MCAS Achievement and Growth

Similarly, MCAS scores in Mathematics reveal that students with disabilities are performing above the state average across all grade levels, but have significant discrepancy as compared to their non-disabled peers. Overall, an average of 51% of students without disabilities are meeting or exceeding expectations in grades 3-8 including 65% of students at the high school level. There is still a concerning trend for our students with disabilities showing an average of only 18% of students meeting or exceeding expectations in grades 3-8 and 25% at the high school level. Additionally, the average Student Growth Percentile (SGP) for students with disabilities is only showing one year's growth, which will not provide enough stretch growth to close the learning gap compared to their peers. In contrast, this trend is not observed among our students without disabilities since there they are consistently gaining a year's growth.

Our English learners and low-income students are performing higher than the state but show similar trends in average growth only meeting one year, thus furthering the gap.

ACCESS Achievement and Growth

Our multilingual learner's population has been growing slightly since 2020 with 226 students participate in ACCESS testing in 2023 compared to 200 in 2019. We have responded to this growth by adding additional staff, and we currently have at least one EL teacher in each building along with a grant funded EL tutor at the high school level. We are adding an additional EL teacher in in FY2025 to support the elementary level. Our ACCESS data suggests that overall student progress since 2019 has shown a annual decline in progress across the last five years from 70% of students showing progress in 2019 to 57% of students showing progress in 2023.

Overall growth on ACCESS also shows a slight decline since 2019 with 61% of students showing growth in 2019 and only 54% showing growth in 2023.

It is also important to note that Chelmsford recently conducted a special education opportunity review using an outside consultant District Management Group to assess our special education programming. The findings determined the following outcomes:

- Define and clarify the roles and responsibilities of paraeducators.
- Identify the continuum of educational supports to provide students with high-quality instruction in the least restrictive environment.
- Research strategies similar districts use to support students who are economically disadvantaged to identify potential strategies in Chelmsford.
- Utilize Math/ELA benchmark assessment (iReady) in K-8 to identify improvement areas for SWD.

What does your deeper analysis (including the triangulation of multiple types of data) suggest are the best ways to address these disparities across student groups?

Below is a summary of how we plan to address the disparities across student groups that were revealed in our deeper analysis.

- **Implement a new research-based math curriculum K – 8 with full fidelity.**

We began the work with adopting a new math program K-5 and updated our current math program. 6-8 program. Our action steps are as follows:

- Provide professional development for the program.
- Create common pacing guides for use in all classrooms.
- Continue with mathematics professional development to support educators in FY25.

- **Monitor student achievement and create intervention plans to close learning gaps in math and ELA and social emotional needs.**

We have started this work with the use of our benchmarking program and use of district dashboards. Our action steps are as follows:

- Implement Math/ELA benchmark assessment (iReady) in K-8 and identify improvement areas for intervention plans.
- Conduct regular data meetings at individual schools.
- Provide parent reports on student progress.
- Implement district data dashboard (Panorama) to improve data-based decision-making and to monitor student success.
- Continued professional development to support educators in FY25.

- **Need for clearly defined roles in the system for our special education staff, identify the continuum of support, and research support strategies.**

We have begun work to outline the work for these three areas. Our action steps to achieve this goal are as follows:

- Establish a working groups to include all stakeholders.
- Develop communication and professional development plan.
- Implement adjusted/revised findings and plans.

Based on your identification of the greatest disparities in outcomes, which student groups will require focused support for rapid improvement as you implement your evidence-based programs over the next three years?

- Students with disabilities
- Low-income students
- English learners

Section 3: Set Ambitious Three-Year Targets for Improving Student Achievement

Confirm that your district will use DESE's three-year targets for increasing performance for the "Lowest Performing Students" group in ELA and math.

Yes. We will adopt the three-year improvement targets established by DESE for the "Lowest Performing Students" group as our district's SOA plan improvement targets.

Section 4: Engage Families/Caregivers and other Stakeholders

Describe the approaches your district uses to regularly engage with families/caregivers. In your response, please be sure to address what steps you will be taking to meaningfully engage with families/caregivers of student groups you are targeting for accelerated improvement as this plan is implemented.

The Chelmsford Public Schools prioritizes stakeholder engagement and communication making it the cornerstone of our educational approach. Our communication strategies provide a transparent, inclusive, and accessible communication system that fosters strong partnerships among students, parents, teachers, staff, and the community, facilitating timely and relevant information sharing to enhance engagement, collaboration, and overall school success. Chelmsford Public Schools has implemented several strategies and best practices including, but not limited to:

- School Advisory Councils
- Special Education Parent Advisory Council (SEPAC)
- English Learner Parent Advisory Council (ELPAC)
- Open House and Parent Teacher Conferences
- School Based Parent Advisory Council (PAC)
- Title I parent events
- EL parent events
- Diagnostic results to inform parents of student progress.
- School and District Newsletters
- Social Media posts
- Showcases of learning through scheduled events
- Student and Family Support Website
- Parent Presentations at high school - post graduate planning, incoming transition meetings and college and career planning
- District administration community coffees
- School Committee listening sessions.
- School and department presentations at School Committee meetings
- Regular updates of the strategic plan progress towards meeting goals.

Measuring Family Engagement:

- **Family, student and staff engagement surveys:** Conducted twice a year district-wide using our Panorama program to gather feedback and assess the impact of initiatives.
- **Monitoring attendance and participation:** Implemented to measure and analyze parent attendance, providing valuable data.

Describe the ways in which you engaged different stakeholder groups in the development of your three-year SOA Plan. How have you integrated the perspectives of those groups into the three-year plan? How will you continue to engage stakeholders throughout the implementation of your plan?

The Chelmsford Public Schools partnered with District Management Group (DMGroup) to lead our, Community engagement efforts during our strategic planning process as well as our special education opportunities review to ensure a broad and demographically representative participation from our community, faculty/staff, and our students. We continue to work with DMGroup to monitor the progress of the strategic plan for the district. Current School Committee members are part of the five (5) subgroups for each initiative to support the action steps and the metrics to evaluate progress.

Through these efforts, we engaged the following groups:

- School Advisory Councils
- Special Education Parent Advisory Council (SEPAC)
- English Learner Parent Advisory Council (ELPAC)
- School Based Parent Advisory Council (PAC)
- District Leadership Team (DLT)
- Focus group of parents/guardians including PTO presidents from each school
- Focus group of educators
- Focus group of local nonprofits and businesses
- The local teacher's union
- Discussions with local elected and appointed officials

Confirm you engaged with the following stakeholder groups in the development of this plan: parents/caregivers, special education and English learner parent advisory councils, school improvement councils, and educators in the school district.

Yes

Confirm that your school committee voted to approve this plan and provide the date of the vote.

Yes, our School Committee voted to approve the plan on March 26, 2024.

Section 5: Select Evidence Based Programs to Address Disparities in Outcomes

Focus Area 1: Select the Focus Area that your district will prioritize over the next three years to address the academic disparities identified in your data analysis.

2.1 Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning

Which EBPs will your district implement within this Focus Area?

2.1B Support Curriculum Implementation

Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).

High Quality Instructional Materials in ELA

The Chelmsford Public Schools has made great strides acquiring high-quality curriculum materials in ELA across grades PK-8. We have engaged teachers in professional development linked directly to the new curriculum and have a process to regularly monitor the effectiveness of curriculum implementation. We have a comprehensive approach to early literacy that is supported by high quality core curricular materials that

encompass foundational skills. We administer a reliable screening assessment, iReady, and DIBELS 8, to identify students who require additional support and provide research-based targeted interventions delivered by appropriately trained staff. We also provide supplemental programming and intervention using our iReady *My Path* plan and programs such as Lexia. Through our Title I grant; we use interventionist and also employ academic tutors for non-Title I schools all elementary and middle schools. We have reading specialist at all schools to help support literacy. We have seen success with our current programing in ELA and will continue to support the work in ELA.

High Quality Instructional Materials in Mathematics

The Chelmsford Public Schools completed a curriculum adoption process in the spring of 2023 and has implemented a new math program (*Reveal*) in grades K-5 and the updated versions of *Big Ideas* in middle school and high school. Teachers were engaged in professional development this year and will continue with professional development over the next three years. We administer a reliable screening assessment, iReady, to identify students who require additional support and provide research-based targeted interventions delivered by appropriately trained staff. We also provide supplemental programming and intervention using our iReady *My Path* plan. Through our Title I grant; we use interventionist and also employ academic tutors for non-Title I schools all elementary and middle schools. Next year will be the first year we will have dedicated math specialists to support our math programming at the elementary level to help create a strong mathematical foundation for students.

Professional Development

We have provided a wide variety of professional development not only to support our High-Quality Instructional Curriculum Resources, but also around supplemental resources and strengthening instructional support. We plan to continue with a differentiated approach to professional development that is centered around inclusive practices and strengthening instructional support for diverse learners including trauma-informed practices, UDL, small group instruction, and providing scaffolds. Our Math and ELA coaches will continue to support teachers to universally design targeted lessons that provide scaffolded support to all students. We also intend on continued collaboration with the DMGroup consultants for our strategic planning monitoring and special education opportunity review.

Staffing

We are adding additional staffing in special education, EL, and the new math specialists to help support our curriculum and instruction in math and to continue to support the current curriculum and instruction in ELA. We are also adding an additional counselor to the operating budget to help support students' social emotional learning and transitions in school.

Online Access, Assessment, and Learning Platforms

CPS provides equitable access to a number of digital learning resources. Our 1:1 initiative increases the amount of access to these resources. CPS has is committed continued access to our digital learning resources which offer appropriate grade level diagnostic, benchmarking, and scaffold lessons to support both students on and below grade level to close learning gaps for our identified subgroup as well as all students and provide a blended learning environment. At present, we offer the following grade appropriate learning tools to all of our schools:

iReady

iReady assesses students' academic skills in reading, helping teachers design individualized instruction for them based on their unique needs while setting a personalized pathway for students within the iReady Instruction.

IXL

IXL (from "I excel") is a math and language arts practice website for K-12 (subscription based). It has unlimited questions on thousands of math and English language arts state standards and a comprehensive reporting and assessment system.

LEXIA

Lexia® Core5® Reading supports educators in providing differentiated literacy instruction for students of all abilities in grades pre-pre-K 5. Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.

Raz-Kids

Raz-Kids is an award-winning teaching product that provides comprehensive leveled reading resources for students. ... Every eBook is available in online and mobile formats, and allows students to listen to, read at their own pace, and record themselves reading.

Language Live

LANGUAGE!® Live is a comprehensive, blended literacy solution. One portion of the program is face-to-face teacher-led instruction; the other portion is technology-based, independent learning.

These learning tools are correlated to our internal benchmarks including iReady and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS - 8)

Data Access and Monitoring

The district has made both a time and monetary commitment to support the accesses to data collected on all students to help identify and support learners throughout their school year. We currently use the following system to monitor student success and intervention plans.

Panorama

Panorama is all-in-one, evidence-based Student Success platform, with insightful dashboards featuring unified academic, behavior, and SEL data for each student so you can streamline interventions. All data for students is housed on this platform for easy access and viewability.

Open Architect

Open Architects create data dashboards tailored to integrate a variety of data sources into one location. The Chelmsford Public Schools currently uses this platform to access 5 years' worth of MCAS and ACCESS data to help identify student achievement on those assessments.

Which schools will be impacted by these efforts (answer can be district-wide)?

District-wide

What is the anticipated amount of funding that will be allocated to this EBP over the next three years (FY25 + FY26 + FY27), across all funding sources? Total should be cumulative.

- **\$3,818,500**

Describe the anticipated allocation of funds to this EBP in more detail.

- Professional Development: **\$150,000**
- Staffing: **\$2,134, 000**
- Online Access and Learning Platforms: **\$1,341,000**
- Data Monitoring: **\$193,500**
- Total: **\$3,818,500**

Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?
Professional Development, Classroom & Specialist Teachers, Instructional Materials, Equipment & Technology

What metrics will your district use to monitor progress on this EBP? Please keep in mind that you will be asked to report on progress against these metrics in your annual update to DESE starting next year.

- Percentile of students' adequate annual growth in math (SGP) based on MCAS in Math and ELA
- Percent of 3rd-graders meeting standards in reading based on internal benchmark - i-Ready.
- Percent of 3rd-graders meeting standards in math based on i-Ready.
- Percent of 8th-graders meeting standards in math based on i-Ready

Focus Area 2: Select the Focus Area that your district will prioritize over the next three years to address the academic disparities identified in your data analysis.

2.2 Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning

Which EBPs will your district implement within this Focus Area?

2.2 High Leverage Practices for Students with Disabilities

Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).

In order to support our students with disabilities (SWD), the Chelmsford Public Schools engaged in a multifaceted special education review using the District Management Group (DMGroup) to facilitate the review. Using a combination of qualitative evidence through an extensive interview process with all stakeholders and analysis of quantitative data – schedules, use of staff time, and current internal benchmarks and state data, we were able to identify the highest leverage of opportunities to support our multiyear strategic plan. The main initiatives that came from the review include:

- Defining and clarifying the roles and responsibilities of the paraeducators.
- Identify the continuum of educational supports to provide students with high-quality instruction in the least restrictive environment.
- Research strategies similar districts use to support students who are economically disadvantaged to identify potential strategies in Chelmsford
- Utilize Math/ELA benchmark assessment (iReady) in K-8 to identify improvement areas for SWD

Currently, the following work has been underway in these four areas:

Working Groups

The district established three working groups to outline the roles, responsibilities, meetings, documents, communications plans, and execution of the plans. These working groups are under the guidance of our consulting group (DMGroup) to support this work to identify the high-leverage strategies for each area:

- Defining and clarifying the roles and responsibilities of the paraeducators;
- Identify the continuum of educational supports to provide students with high-quality instruction in the least restrictive environment;
- Research strategies similar districts use to support students who are economically disadvantaged to identify potential strategies in Chelmsford

These groups have met several times with the guidance of the consulting group and this work will continue over the course of next three years. These are multiyear initiatives with step one underway with the working group.

Utilize Math/ELA benchmark assessment (iReady) in K-8 to identify improvement areas for SWD

The special education department, including administrators, have been involved in professional development on the use of iReady as a benchmarking tool, intervention program, and personalized learning to identify and support SWD, with deficiencies to close the learning gaps. Special education team chairs are monitoring student use and achievement with the program and the reporting tools that accompany the program to measure student progress.

Which schools will be impacted by these efforts (answer can be district-wide)?

District-wide

What is the anticipated amount of funding that will be allocated to this EBP over the next three years (FY25 + FY26 + FY27), across all funding sources? Total should be cumulative.

- **\$807,000**

Describe the anticipated allocation of funds to this EBP in more detail.

- Professional Development and consulting firm: **\$300,000**
- Instructional Materials, Equipment, & Technology: **\$507,000**
- Total: **\$807,000**

Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?

Professional Development, Classroom & Specialist Teachers, Instructional Materials, Equipment, & Technology

What metrics will your district use to monitor progress on this EBP? Please keep in mind that you will be asked to report on progress against these metrics in your annual update to DESE starting next year.

- Increase in % of students meeting or exceeding on Math and ELA MCAS
- Percentile of students' adequate annual growth in math (SGP) based on MCAS in Math and ELA

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 22, 2024

Re: FY2024 Budget Projection and Recommended One-Time Budget Expenditures

Attached please find a one-page summary of the FY2024 local operating 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 have included recommendations to apply some of the savings to one-time purchases and associated FY2024 budget transfers.

While there are still three months of activity remaining, the amount of available funds anticipated to be available at fiscal year-end is becoming clearer. A significant factor in the projection of approximately \$ 2.8 million in funds is within the special education tuition accounts since the actual FY2024 pre-paid tuitions (with FY23 funds) were greater than originally budgeted. The second factor in the projection is unexpended/unencumbered salaries and wages for the current fiscal year as explained in the 2nd quarter and monthly financial reports.

As we have presented in prior years, the Superintendent is recommending a multi-phased approach to best manage the anticipated available funds at fiscal year-end; a combination of one-time purchases and potentially pre-paying out-of-district tuitions to offset FY2025 tuitions.

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

Thank you for the opportunity to provide this update.

CHELMSFORD PUBLIC SCHOOLS
 FY24 BUDGET SUMMARY AND PROJECTION

	2023-2024 ORIGINAL APPROVED BUDGET	2023-2024 APPROVED BUDGET TRANSFERS	2023-2024 REVISED BUDGET	2023-2024 ADJUSTMENTS FOR PROJECTION	2023-2024 PROJECTED SPEND
1110 SCHOOL COMMITTEE	34,050		34,050		34,050
1210 SUPERINTENDENT	456,786		456,786		456,786
1220 ASST. SUPERINTENDENT	268,207		268,207		268,207
1230 DISTRICT WIDE	530,700		530,700		530,700
1410 BUSINESS AND FINANCE	476,214		476,214		476,214
1420 HUMAN RESOURCES	368,588		368,588	(50,000)	318,588
1430 - 1435 LEGAL SERVICES & SETTLEMENTS	128,000		128,000	(50,000)	78,000
1450 DISTRICTWIDE MIS	1,495,196		1,495,196	(25,000)	1,470,196
2110 CURRICULUM DIRECTORS - REGULAR EDUCATION	1,400,891	1,000	1,401,891	(80,000)	1,321,891
2110 CURRICULUM DIRECTORS - SPECIAL EDUCATION	999,958		999,958		999,958
2210 SCHOOL LEADERSHIP	3,075,857	(31,130)	3,044,727	(28,000)	3,016,727
2300 - 2305 CLASSROOM TEACHERS - REGULAR EDUCATION	25,110,252	(152,618)	24,957,634	(185,000)	24,772,634
2310 TEACHERS SPECIALISTS - REGULAR EDUCATION	2,227,405	908	2,228,313	(300,000)	1,928,313
2310 TEACHERS SPECIALISTS - SPECIAL EDUCATION	7,430,184	10,688	7,440,872		7,440,872
2320 MEDICAL/THERAPUTIC SERVICES	447,729		447,729	(19,800)	427,929
2325 SUBSTITUTES	811,000		811,000		811,000
2330 PARAPROFESSIONALS	4,684,984		4,684,984	(670,000)	4,014,984
2340 LIBRARY/MEDIA CENTER	829,070		829,070	(77,000)	752,070
2357 PROFESSIONAL DEVELOPMENT	218,275		218,275	(82,000)	136,275
2410 - 2415 TEXTBOOKS & INSTRUCTIONAL MATERIALS	547,405		547,405	(135,000)	412,405
2420 INSTRUCTIONAL EQUIPMENT	173,300	6,000	179,300		179,300
2430 GENERAL SUPPLIES	597,008	(2,893)	594,115		594,115
2440 OTHER INSTRUCTIONAL SERVICES - SPECIAL ED	190,000		190,000		190,000
2451 - 2455 CLASSROOM INST TECHNOLOGY & SOFTWARE	735,000		735,000		735,000
2710 - 2800 GUIDANCE & PSYCHOLOGICAL SERVICES	2,875,082	15,635	2,890,717	(13,000)	2,877,717
3200 MEDICAL & HEALTH SERVICES	995,976		995,976	(88,000)	907,976
3300 TRANSPORTATION	4,469,566		4,469,566	352,000	4,821,566
3400 FOOD SERVICES	125,628		125,628		125,628
3510 ATHLETIC DEPARTMENT	952,800		952,800		952,800
3520 OTHER STUDENT ACTIVITIES	204,240		204,240		204,240
3600 SCHOOL SECURITY	204,004	31,130	235,134	(15,000)	220,134
4110 - 4210 - 4230 CUSTODIAL SERVICES	1,977,005		1,977,005		1,977,005
4120 - 4130 HEATING OF BUILDINGS & UTILITY SERVICES	1,311,145		1,311,145		1,311,145
5150 EMPLOYEE SEPERATION COSTS	168,909	(28,343)	140,566		140,566
6200 CIVIC ACTIVITIES AND COMMUNITY SVCS	0		0		0
7200 CAPITAL LAND AND BUILDING	0	149,623	149,623	4,610	154,233
9300 TUITIONS	4,179,586		4,179,586	(1,405,625)	2,773,961
9300 PREPAID TUITIONS	0		0		0
			<i>recommendations to be presented</i>		
Grand Total	70,700,000	0	70,700,000	(2,866,815)	67,833,185

FY2024 One-Time Purchase Recommendations

Amount	Description	School	Contact	FY24 Budget Transfer From DESE Category		To DESE Category	
\$ 6,465	Purchase furnishings for conference room	Byam Elementary School	Jason Fredette	Classroom Teachers	2305	School Leadership-Bldg	2210
\$ 36,760	Install epoxy flooring in upstairs restrooms to match lower floor restrooms (completed earlier in the year)	Byam Elementary School	Brian Curley	Legal Services	1430 /1435	Maint of Bldgs/Grounds	4210
\$ 3,626	Purchase 9-hole mini-golf course & putters at the elementary schools	Byam Elementary School	Katie Simes	Classroom Teachers	2305	Instructional Equip	2420
\$ 11,519	Purchase one four step choral riser for assemblies and after school music events	Center Elementary School	Christy Whittlesey	Legal Services	1430 /1435	General Supplies	2430
\$ 3,626	Purchase 9-hole mini-golf course & putters at the elementary schools	Center Elementary School	Katie Simes	Classroom Teachers	2305	Instructional Equip	2420
\$ 26,692	Install a wall in the first art room to create a classroom and corridor leading to back rooms	Chelmsford High School	Brian Curley	Human Resources	1420	Capital Land & Bldgs	7200
\$ 37,430	Purchase and install vinyl plank flooring in five art rooms and CHStv computer lab	Chelmsford High School	Brian Curley	Professional Development	2357	Capital Land & Bldgs	7200
\$ 9,430	Paint five art rooms	Chelmsford High School	Brian Curley	Curriculum Directors	2110	Capital Land & Bldgs	7200
\$ 6,246	Replace 152 folding chairs and purchase hanging chair trucks for performers on the stage at the CHS Performing Arts Center (PAC)	Chelmsford High School	Christy Whittlesey	Classroom Teachers	2305	Custodial Svcs (PAC)	4110
\$ 11,408	Purchase updated lighting board console for the CHS PAC	Chelmsford High School	Christy Whittlesey	Classroom Teachers	2305	Custodial Svcs (PAC)	4110
\$ 62,302	Purchase 51 various LED bulbs throughout the CHS PAC	Chelmsford High School	Christy Whittlesey	Library/Media	2340	Custodial Svcs (PAC)	4110
\$ 17,135	Purchase one sousaphone and two baritone saxophones for the band	Chelmsford High School	Christy Whittlesey	Medical/Health Svcs	3200	General Supplies	2430
\$ 11,600	Purchase musical instruments - two cellos and two hybrid basses	Chelmsford High School	Christy Whittlesey	Human Resources	1420	General Supplies	2430
\$ 2,033	Purchase 2 rolling ceramics carts for clay (art) classes	Chelmsford High School	Christy Whittlesey	Classroom Teachers	2305	General Supplies	2430
\$ 3,193	Purchase digital upright piano for choral and guitar classes and after school a capella and musical theatre rehearsals	Chelmsford High School	Christy Whittlesey	Guidance Counselors	2710	General Supplies	2430
\$ 3,619	Purchase science equipment for chromatography experiments	Chelmsford High School	Jon Morris	Medical/Health Svcs	3200	Instructional Equip	2420
\$ 26,005	Purchase 36 science tables and 72 science stools for 3 classrooms	Chelmsford High School	Jon Morris	Medical/Health Svcs	3200	General Supplies	2430
\$ 29,453	Rearrange biotechnology room and science waste closet space	Chelmsford High School	Jon Morris	Medical/Health Svcs	3200	Maint of Bldgs/Grounds	4210
\$ 9,401	Purchase replacement SCAG mower w/bagger to maintain grounds	Chelmsford High School	Brian Curley	Library/Media	2340	Maint of Bldgs/Grounds	4210
\$ 20,146	Replace four soccer goals for the turf fields	Chelmsford High School & McC	Dan Hart	Curriculum Directors	2110	Athletic Services	3510
\$ 371,881	World Language curriculum adoption for Spanish and French gr 7-12	Chelmsford High School & McC	Linda Hirsch	Specialist Teachers & Textbooks	2310 /2410	Textbooks	2410
\$ 3,342	Purchase signage for 2 disc golf courses	Chelmsford High School & McC	Katie Simes	Classroom Teachers	2305	General Supplies	2430
\$ 478,077	Purchase and install two way radio system	Districtwide	Bill Silver	Paraprofessional	2330	Districtwide MIS	1450
\$ 7,280	Purchase licensing & coordination with FCC for two way radio system	Districtwide	Bill Silver	Classroom Teachers	2305	Districtwide MIS	1450
\$ 191,285	Purchase 12 replacement copiers (3 large production at CHS & 9 school based and admin) due to age and number of copies on the machines	Districtwide	Bill Silver/Joanna Johnson-Collins	Paraprofessional	2330	Districtwide (Copiers)	1230
\$ 10,320	Replace eight wet/dry vacs to replace emergency flood equip	Districtwide	Brian Curley	Curriculum Directors	2110	Maint of Bldgs/Grounds	4210
\$ 2,940	Purchase four carpet spot extractors for elementary schools	Districtwide	Brian Curley	Medical/Therapeutic Svcs	2320	Maint of Bldgs/Grounds	4210
\$ 6,200	Install deescalation space in (second) Harrington ASD classroom	Harrington Elementary School	Amy Reese/Brian Curley	Classroom Teachers	2305	Maint of Bldgs/Grounds	4210
\$ 5,519	Purchase and install custom wall pads in deescalation space	Harrington Elementary School	Amy Reese / Brian Curley	Classroom Teachers	2305	Other Instructional Svcs	2440
\$ 49,344	Purchase and install new furniture for library and adjoining office	Harrington Elementary School	Bill Silver	Classroom Teachers	2305	Maint of Bldgs/Grounds	4210
\$ 3,626	Purchase 9-hole mini-golf course & putters at the elementary schools	Harrington Elementary School	Katie Simes	Classroom Teachers	2305	Instructional Equip	2420
\$ 11,714	Update security systems for middle school entrance vestibule	McCarthy Middle School	Bill Silver	Human Resources	1420	Districtwide MIS	1450
\$ 10,159	Purchase musical instruments - one tuba and one bariton saxophone	McCarthy Middle School	Christy Whittlesey	Classroom Teachers	2305	General Supplies	2430

FY2024 One-Time Purchase Recommendations

\$ 5,074	Replace conductor podium for orchestra room	McCarthy Middle School	Christy Whittlesey	Classroom Teachers	2305	General Supplies	2430
\$ 41,100	Replace rubber overlaid gym floor with striping	Parker Middle School	Brian Curley	Classroom Teachers	2305	Capital Land & Bldgs	7200
\$ 15,311	Purchase 12 art tables and 30 stools for art classroom	Parker Middle School	Christy Whittlesey	Curriculum Directors	2110	General Supplies	2430
\$ 9,275	Purchase and install three wood storage units for ORFF instruments	Parker Middle School	Christy Whittlesey	Classroom Teachers	2305	General Supplies	2430
\$ 4,800	Repoint stairs and landing at front entrance of school building	Parker Middle School	Josh Blagg	Guidance Counselors	2710	Maint of Bldgs/Grounds	4210
\$ 16,727	Install wall and passage door to conference room to create two spaces (one conf room, one educational space)	Parker Middle School	Josh Blagg/Brian Curley	Medical/Theraputic Svcs	2320	Maint of Bldgs/Grounds	4210
\$ 22,845	Purchase & install access control (door swipes) to four additional doors	South Row Elementary	Theresa Gilbert	Curriculum Directors	2110	Districtwide MIS	1450
\$ 3,200	Prepare and paint outdoor supports holding canopy at building entrance	South Row Elementary School	Brian Curley	Classroom Teachers	2305	Maint of Bldgs/Grounds	4210
\$ 3,626	Purchase 9-hole mini-golf course & putters at the elementary schools	South Row Elementary School	Katie Simes	Classroom Teachers	2305	Instructional Equip	2420
\$ 1,611,733	TOTAL Recommended One-Time Purchases 3.26.2024						

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 26, 2024

Re: FY2024 Recommended Budget Transfers

Included in the school committee packet is a summary of one-time purchase recommendations and the associated DESE function code category for each item. FY2024 local budget transfers would be required for a subset of the items listed. Some of the items listed would not require a budget transfer since the category has funds available.

I recommend the school committee vote at the regular school committee meeting on March 26, 2024 to approve these FY2024 local operating budget transfers totaling \$ 1,611,733 for the Chelmsford Public Schools as presented. This budget transfer is shifting from twelve (12) DESE categories that are favorable to ten (10) DESE categories where the items should be purchased.

Thank you for your consideration in approving these budget transfers.

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 of Schools

From: Robyn Corbett, Executive Assistant to the Superintendent

Date: March 6, 2024

Re: Personnel Report – February 2024

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

Personnel Report – February 2024

New Hires

Hayes, Kelly

**Auditorium Manager
Chelmsford High School/McCarthy Middle School
Effective date: 2/16/24**

Morico, Michelle

**Interim Paraprofessional
Chelmsford Integrated Preschool (CHIPs)
Effective date: 3/25/24**

Resignations:

Avila, Leo

**Lunch/Recess Aide
Parker Middle School
Effective date: 2/23/2024**

Avila, Linda

**Lunch/Recess Aide
Parker Middle School
Effective date: 2/23/2024**

Battle, Bernie

**Auditorium Manager
Chelmsford High School/McCarthy Middle School
Effective date: 1/1/24**

Fuccillo, Donna

**Lunch/Recess Aide
Harrington Elementary School
Effective date: 2/16/24**

Retirements:

Assignment Changes:

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 25, 2024

Re: School Committee Policy AC: Non-Discrimination and Harassment

Attached please find a policy to be reviewed and approved at the regular meeting of the school committee on March 26, 2024. As you are aware, the District contracts with the law offices of Nuttal, MacAvoy & Joyce, P.C., to provide legal counsel on matters involving student support services. Attorney Michael Joyce noted language requiring update to school committee policy AC: Non-Discrimination and Harassment while preparing a presentation for district administrators. Counsel at Murphy, Hesse, Toomey & Lehane, LLP concurs with Attorney Joyce's recommendation on this matter. Therefore, **I recommend the school committee adopt policy AC: Non-Discrimination and Harassment prepared by Attorney Joyce as presented.**

NON-DISCRIMINATION AND HARASSMENT

File: AC

The Chelmsford Public Schools does not tolerate discrimination against students, parents, employees or the general public on the basis of race, color, national origin, sex, sexual orientation, gender identity, pregnancy or pregnancy status, disability, homelessness, religion, age or immigration status. The Chelmsford Public Schools is also committed to maintaining a school environment free of harassment based on race, color, religion, national origin, sex, gender, sexual orientation, gender identity, pregnancy or pregnancy status, age, genetic information, ethnic background, ancestry, disability, or any category protected by state or federal law. In addition, the District provides equal access to all designated youth groups. Consistent with the requirements of the McKinney-Vento Act, the District also does not discriminate against students on the basis of homelessness.

The Superintendent shall designate at least one administrator to serve as the compliance officer for the District's non-discrimination policies in education-related activities, including but not limited to responding to inquiries related to Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act; the Age Act; M.G.L. c. 76, § 5; M.G.L. c. 151B and 151C; and 603 C.M.R. § 26.00. Inquiries about the application of Title IX to the District may be referred to the District's Title IX Coordinator, to the Assistant Secretary of the U.S. Department of Education, or both. Matters that fall within the definition of sexual harassment under Title IX will be addressed through School Committee Policy ACAB.

The Chelmsford Public Schools' policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; no person shall be excluded from or discriminated against in employment, admission to a public school of Chelmsford or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, religion, national origin, sex, gender, sexual orientation, gender identity, pregnancy or pregnancy status, age, genetic information, ethnic background, ancestry, disability, or any category protected by state or federal law.

In addition to designating at least one administrator to handle inquiries regarding the District's non-discrimination policies, the Superintendent shall adopt and publish one or more grievance procedures for addressing reports of discrimination, harassment and retaliation under the protected classes identified in this policy. If an individual is interested in filing a complaint that they have been discriminated against because of race, color, national origin, sex, sexual orientation, gender identity, pregnancy or pregnancy status, disability, homelessness, religion, age or immigration status, their complaint should be filed in accordance with the District's grievance procedures for discrimination, harassment, and retaliation.

The student handbooks and grievance procedures shall identify the name, office address and telephone number for the compliance officer(s) for the above-referenced statutes and this policy and be posted on the District's website.

ADOPTED:

LEGAL REFS.: Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a),(b); EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.34, 106.35; Section 504: 29 U.S.C. 794; 34 CFR 104.4; Title II: 42 U.S.C. 12132; 28 CFR 35.130; IDEA 2004: 20 U.S.C. 1400; 34 CFR 300.110; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Secs. 721, 722(g)(4); Mass. Const. amend. art. 114; M.G.L. c. 71A, s. 7; c. 76, s. 5; 603 CMR 26.03 as amended by Chapter 199 of the Acts of 2011; MGL. c. 71, s. 370; 42 USC s. 2000c et seq.; 42 USC s. 2000d et seq.; 20 USC s. 1701 et

seq.; M.G.L c. 71, Sec. 84; MGL c. 151B; 151C.

DRAFT

Approval of Field Trip Requests

1.) Chelmsford High School

Qualifying DECA Students

International Career Development Conference

Garden City, CA

April 26 – May 1, 2024

2.) Chelmsford High School

The Crescendos Acapella Group

ICHSA Finals

New York, NY

April 26 – 28, 2024

UPDATED
FIELD TRIP APPLICATION FORM
CHELMSFORD PUBLIC SCHOOLS

Teacher Sub(s) Needed:
YES NO
Full-Day Sub(s) Half Day Sub(s) AM / PM

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: 4/26/24 If Overnight Trip, Return Date: 5/1/24 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: Tom Sourse Cell Phone: 978 930-1845

Grade, Group, Class(es) or Course(es):

DECA Total Number of Students: 3

Number of Male 3 Number of Female

Number of Students Assigned Per Chaperone:

Total Number of Chaperones: 1 Number of Male 1 Number of Female

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

Faculty/Chaperones (Names): Tom Sourse

Cell Phone #:

Faculty/Chaperone with Epi-Pen Designation

(Name): Tom Sourse 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:

MJ LAN

Signature of School Nurse Date Event:/Purpose of the Trip:

Curriculum Standard Addressed by Trip (Reason for the Trip)

International Career Development Conference

These students have earned this opportunity thru district and
ALL STUDENTS MUST ATTEND THEIR FIRST BLOCK CLASS IN ORDER TO GO ON THE FIELD TRIP.

(Any questions please see, Principal Murray or Mrs. Moreau.)

state conferences

*Int'l Career Dev. Conf.
Reg'd. Coach/Teacher
Tuition \$1,200*

Destination: Embassy Suites Anaheim South (714) 559-3300
Facility Facility Telephone
11767 Harbor Blvd Garden Grove, CA 92840
Facility Street Address City State

Estimated Leave Time: 2:00 a.m. / p.m. Estimated Return Time: 8:30 a.m. / p.m.

No. of Regular School Buses Needed: 0 No. of Wheel Chair Accessible Buses Needed: 0

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) N/A

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.

TRIPCOST/FUNDING

Price per Bus: \$ _____ Total Cost of Bus Transportation \$ _____

Total Price of event \$ _____
Additional Costs \$ _____
Total Cost of Trip \$ _____

School/Org. to pay for: DECA \$ _____

Student paying \$ 1250.00 per person for: _____ \$ _____

Please list any other circumstances that may affect the trip:

Submitted by:

Thomas J. [Signature] 19 MAR-24
Signature of Trip Sponsor Date

Approved by:

Mark [Signature] March 19, 2024 [Signature] 3-19-24
Dept Head/Coordinator Date Building Principal Date

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

Students attending the DECA ICDC
Leaving after school on April 26th
Returning at night on May 1st

Pranav Abburi

Arvind Rao

Ethan Jiang

Schedule

Sousa, Thomas <sousat@chelmsford.k12.ma.us>

Mon 3/18/2024 4:10 PM

To: ABBURI, PRANAV <ap254203@chelmsford.k12.ma.us>; RAO, ARVIND <ra253019@chelmsford.k12.ma.us>; JIANG, ETHAN <je263453@chelmsford.k12.ma.us>

Schedule of Events

Friday, April 26, 2024

7:19am-1:51pm Regular School Day for all students then depart for Tewksbury High
2:35pm Meet at TMHS depart NO LATER THAN 2:45 pm and travel via school bus to Logan
Approx. 3:30pm Arrive at Logan International Airport
6:06pm Depart JetBlue Airlines Flight #187 Boston Logan International Airport
9:36pm Arrive at LAX, pick up rental vehicles
10:30-11:00pm Arrive Embassy Suites Anaheim South Hotel
10:30pm-12:00am Pick Up Registration Materials - Embassy Suites Hotel - **Landmark Ballroom**
12:00pm Curfew

Saturday, April 27, 2024

7:00am-10:00pm Headquarters & Attraction Booth Open (Ticket Pickup) - **AAC Hall B Foyer**
7:00am-10:00pm Shop DECA & Blazer Shop - **AAC 205**
7:00am-4:00pm *Whatever we all decide that we want to do!* - To Be Determined
4:30pm MASS DECA Meeting - **Embassy Suites - Landmark Ballroom**
6:15pm Head to Opening Session (Professional Attire) - **Anaheim Convention Center**
7:00pm-9:00pm Opening Session (North Atlantic & Southern Regions) - **Anaheim Convention Center**
9:30pm-11:00pm Written Project Practice Presentations with Danvers, No. Andover, & Chelmsford
12:00pm Curfew

Sunday, April 28, 2024

8:00am-4:00pm College & Career Exhibits (Advisors Only 8:00am-9:00am) **ACC Hall B**
8:00am-3:30pm Leadership Academy
Ethan- Elevate, **Anaheim Convention Center**
Breakout Sessions - **ACC 210 AB, 210 CD**
9:00am-12:00pm **Arvid** - BFS Briefing & Testing - **ACC North 100**
1:00pm-4:00pm **Pranav** - FCE Briefing & Testing - **ACC 204**
*Check the Section in the App before arriving for your test
9:00am-3:00pm Advisor Professional Learning Series, **Anaheim Convention Center 207**
Afternoon & Evening Once you are free from your events, you have free time!
4:00pm-11:30pm Disney Twilight Park Hopper if interested?
12:00am Curfew

Monday, April 29, 2024

- 8:00am-4:00pm College & Career Exhibits (Advisors Only 8:00am-9:00am) **ACC Hall B**
- 8:00am-4:00pm Leadership Academies
Ethan - Elevate **Anaheim Convention Center**
Breakout Sessions - **ACC 210 AB, 210 CD**
- 8:00am-4:00pm **Arvid** - BFS - Preliminary Competition - **ACC Hall C**
Pranav - FCE - Preliminary Competition - **ACC North 200**
*You will get your time at the briefing on Sunday
- 9:00am-3:00pm Advisor Professional Learning Series, **Anaheim Convention Center 207**
- 3:00pm-11:30pm We should all be free so we can decide whatever you want to do. DECA Night at Universal is this night if you want to do that.
- 12:00am Curfew

Tuesday, April 30, 2024

- 8:00am Achievement Awards Session for Confirmation and Role Play/Presentation assignment times. Streaming live at www.deca.org/icdc
No leadership, you have the day free but I would expect to see you support all of our competitors at their Mini-Awards to see if they have qualified for the Finals Competition
- 8:30am-6:00pm Competitive Events Final, - **Anaheim Convention Center**
- 9:30am **Pranav** - FCE Final Competition **ACC, North 200**
- 11:50 am **Arvid** - Final Comp. **ACC, North 200**
- 4:00pm-5:00pm Mass DECA Ice Cream Social, **Embassy Suites Anaheim - Landmark Ballroom**
*Semi-finalists & Finalists will be recognized at this time. All those receiving a Certificate of Excellence will also be announced.
- 7:30pm Grand Awards Session, **Anaheim Convention Center, Hall D**
- 12:00am Curfew

Wednesday, May 1, 2024

- 6:45am Check out and leave the Embassy Suites Hotel and head to LAX. We are about an hour away and we have to return the rental van before checking in and going through security at LAX, so we need to leave this early.
- 10:30am Depart LAX JetBlue Flight #1388
- 7:06pm Arrive at Boston Logan International Airport
- 8:00pm-8:30pm Arrive at Tewksbury Memorial High School/Students get picked up

UPDATED

FIELD TRIP APPLICATION FORM
CHELMSFORD PUBLIC SCHOOLS

Teacher Sub(s) Needed:

YES NO

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

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: 4 / 26 / 24 **If Overnight Trip, Return Date:** 4 / 28 / 24 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: Amanda Roeder Cell Phone: Amanda: 978-335-3468

Grade, Group, Class(es) or Course(es):

The Crescendos Total Number of Students: 16

Number of Male 0 Number of Female 16

Number of Students Assigned Per Chaperone: 16

** many parents will also be in attendance.**

Total Number of Chaperones: 1 Number of Male 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): Amanda Roeder

Cell Phone #: 978-335-3468

Faculty/Chaperone with Epi-Pen Designation

(Name): Amanda Roeder 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: *Candace...* 3/25/24

Signature of School Nurse Date **Event:/Purpose of the Trip:**
Performing in the ICHSA Finals

Curriculum Standard Addressed by Trip (Reason for the Trip)

Performance

ALL STUDENTS MUST ATTEND THEIR FIRST BLOCK CLASS IN ORDER TO GO ON THE FIELD TRIP.
(Any questions please see, Principal Murray or Mrs. Moreau.)

Destination: Town Hall Theatre - 123 W 43rd St, NYC. () use Amanda's cell
Facility Facility Telephone

Facility Street Address City State

Estimated Leave Time: 6:00am a.m. / p.m. Estimated Return Time: 6:30pm a.m. / p.m.

No. of Regular School Buses Needed: 0 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) _____

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.

TRIPCOST/FUNDING

Price per Bus: \$ _____ Total Cost of Bus Transportation \$ _____

Total Price of event \$ _____

Additional Costs \$ _____

Total Cost of Trip \$ \$6,000

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

Student paying \$ \$0 per person for: _____ \$ _____

Please list any other circumstances that may affect the trip:

expenses paid by the Association of Chelmsford A Cappella

Submitted by:

Amanda F. Roeder 3/25/24
Signature of Trip Sponsor Date

Approved by:

[Signature] 3/25/24
Dept Head/Coordinator Date

[Signature] 3-24-24
Building Principal Date

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

Lilly Bean
Maya Belmonte
Milo Betton
Samhita Badhri
Ananya Bharti
Madison Brevileri
Sahithi Chaturvedula
Cailin Deutschmann
Lily Faucher
Karen Khela
Anastacia McCarron
Lindsay Monke
Jocelyn Pica
Riley Tambo
Isabella Travers
Tiffany Vu