



Chelmsford School Department School Committee

Notice of Public Meeting

Email Posting to townclerk@townofchelmsford.us Thank you.

As required by G.L. c. 30 A, §18-25

Filed with Town Clerk:

DATE: Tuesday June 17, 2025 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 June 17, 2025 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 June 3, 2025

CHS STUDENT REPRESENTATIVE ANNOUNCEMENTS

GOOD NEWS

PUBLIC COMMENTS:

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

NEW BUSINESS

1. Presentation: CPS Strategic Plan Implementation Update - DMGroup
2. Technology Update
3. 2024/25 School Committee End-of-Year Goals Review

4. 2024/25 Superintendent End-of-Year Goals Review
5. 2024/25 Superintendent's Evaluation Process
6. FY2025 Recommended Budget Transfers
7. Personnel Report: May 2025
8. Approval of Field Trip & Travel 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 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
June 3, 2025
Meeting Minutes**

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

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

Call to Order

Mr. King called the meeting to order at 6:00 p.m.

Pledge of Allegiance

Chair Opening Statement

"This meeting is being live-streamed by Chelmsford Telemedia and posted to the CPS website for interested community members to access and watch. In-person public participation will be taking place tonight in accordance with the Chelmsford School Committee Public Participation Policy. 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 May 20, 2025**

Ms. Santos motioned to approve the minutes of the regular school committee of May 20, 2025. Mr. Moses seconded. Motion carries 5-0.

CHS Student Representative Announcements

Patrick announced that Richie Freije who is a sophomore will be the new representative to the School Committee starting in the new school year and congratulated him! Last Sunday the Class of 2027 held a Spike Ball Tournament. Tomorrow night the Senior Prom will take place and will be followed on Saturday with their graduation! Tomorrow MCAS will be held for freshman and sophomores who are taking biology. The Chair thanked Patrick for all his work this year. Patrick said it was "fun" and he looks forward to returning!

GOOD NEWS

Dr. Hirsch shared that Unified Sports Day was held on Friday at McCarthy. It was great with lots of activities and good weather. Everyone “had a blast”! Sarah Costello who teaches first grade at South Row is a finalist for “Teacher of the Year for 2026”! Ms. Santos congratulated Katie Simes and her team for all the work on Unified Sports! The Chair added that today the new tennis courts were dedicated to Al Thomas!

PUBLIC COMMENTS:

None

NEW BUSINESS

1. Spotlight on the Departments: Science

Dr. Lang welcome Jon Morris, K – 12 Department Coordinator for Science, to the table to talk about “real science”! He began with a curriculum overview for grades K-4 which uses the Foss “Next Generation Science Curriculum” and has recently added “ThinkLink” which is online and available to all students and staff. It includes assessments, student videos and teacher resources. It also includes science information specific to Massachusetts. PD is offered for staff on “note booking” science from K-6. Foss continues to be used in 5-6. McGraw Hill iScience is used for 7-8. Physics is introduced in grade 8. At CHS there are many science sequence choices and students may move from one level to another. Additionally, there are many AP offerings as well as electives. CHS students increasingly are improving on AP test scores! Additionally, four dual enrollment options are offered through Middlesex Community College.

Next Mr. Morris spoke confidently of the science classroom/lab renovations at both McCarthy and CHS. When the transition for McCarthy to a grade 7-8 school took place, serious renovations were required to accommodate science today. Mr. Morris included these improvements in the agenda packet tonight and also displayed photos of the transformations which allow for diverse room setups depending on the lab taking place. At CHS a biotechnology lab was created. Before and after photos are also included in tonight’s presentation. This lab was created from two spaces and includes much needed storage space. It can be adapted for other science classes when needed.

MCAS has been improved to include “performance tasks”, digital experiments and storyline-based questions for grades 5-8. This new assessment will be available in school year 2027. The test will provide data for students to analyze. Mr. Morris shared a sample question in his presentation tonight. Feedback from pilot groups has been positive on this innovative assessment change. Staff PD for these changes has already begun and DESE resources are shared as well. To fully appreciate tonight’s presentation, please view it on Chelmsford Telemedia YouTube.

2. Spotlight on the Departments: English Language Learners (ELL), Reading & Title I Services

Next, Dr. Lang welcomed Ms. Kelly Rogers, Department Coordinator for Reading, English Language Learners, and Title I Services. Her presentation tonight focused on how all her departments support the needs of diverse learners and create inclusive classrooms for **all** students. ELLS in Chelmsford total 279 students and represent 85 languages. Due to recent ACCESS Tests 58 students were able to exit the ELL Program! Most students will exit the program after six years with most students entering the program during elementary school. The **needs** of incoming ELL students are increasing due to refugees and immigrants from different countries and include many whose formal education has been interrupted due to conditions in the countries they have come here from. We have translation/interpretation tools available for all families and continue to pilot and add new devices as they become available. We will be getting a Xerox Workflow Central which is a copier/app capable of translating documents such as IEPs and report cards into 50 languages!" WIDA Can Do Descriptors" helps staff and ELLs to access curriculum content based on how far they have progressed in learning English. Foundations is used in K-3 for phonics. Fountas & Pinnell is used for K-6 and helps teachers to meet all the students where they are. The stories in this program are diverse and culturally rich. Foundations also supplies intervention kits for K-3 students.

For Tier II interventions there are many supportive resources for K-8. For the few students at middle school who still needs phonics instruction, the reading specialists use a program from Curriculum Associates. Dibels is used for benchmark data three times each school year. Progress monitoring continues to be addressed by classroom teachers and reading specialists alike for individual students. iReady also helps to support specific skills. Ms. Rogers collaborates with other districts in The State. Grant funding through The State currently is "business as usual" which is good news! Ms. Rogers's thorough presentation tonight may be watched on Chelmsford Telemedia YouTube.

3. Presentation: CPS School Nutrition Program Year-in-Review

Nancy Antolini, Director of School Nutrition, came to the table next to review this year in the school nutrition program. Through May 22nd of this year 192,692 breakfast were served as well as 490,577 lunches which total 683,269 meals. This was over 43,000 more meals served than last year! This school year federal funds and funding from The Commonwealth meant no cost to students for meals. Federal reimbursement for the coming school year is not known yet. It is not yet known what The Commonwealth funding will be for the 2025/26 school year, but Chelmsford will maintain prices with no increase. Not all procurements for next school year have been set with dairy and grocery pending. Ms. Antolini spoke of a total of 14 accomplishments achieved during the current school year. Her slide presentation in tonight's agenda packet includes photos depicting several of these achievements. In the upcoming year more, ovens are needed for elementary schools and updated painting and storefront murals will appear in more schools. The School Committee and Administration are cordially invited to lunch soon! Dr. Lang thanked Ms. Antolini and all her staff for doing "a very nice job".

4. Vote to Approve Contract: Secure School Entryways

Ms. Johnson-Collins included a memorandum in tonight's packet providing details on the contract for additional secure school entryways for Harrington, South Row and Parker Schools for construction of the vestibules (not including the doors). Funding is covered through Town of Chelmsford capital money. This covers one of three components involved in completion of the project. The projects will hopefully be completed before school opens at summer's end.

Ms. Santos motioned to accept the base bid and award the contract for construction services for work at five of the Chelmsford Public Schools including new secure entry vestibules with existing storefronts to be modified or replaced and new vestibules as indicated in the contract documents to the following vendor: Marino Construction Inc., 24 Marshall Street, Lowell, MA 01851 for the four elementary schools and Parker Middle School in the amount of \$ 269,750. Mr. Moses seconded. A roll call vote was taken. Motion carries 5-0.

5. Recognition of LGBTQ+ Pride Month – June 2025

Ms. Susan Mackinnon read the following proclamation:

Chelmsford Public Schools

PROCLAMATION

Lesbian, Gay, Bisexual, Transgender, Queer + (LGBTQ+)

Pride Month June 2025

WHEREAS, the Chelmsford Public Schools is a welcoming learning community; and

WHEREAS, the Chelmsford Public Schools recognizes the importance of equality and freedom; and

WHEREAS, the nation was founded upon and is guided by a set of principles that includes that every person has been created equal, that each has rights to their life, liberty and pursuit of happiness and that each shall be accorded the full recognition and protection of law; and

WHEREAS, the Chelmsford Public Schools' Lesbian, Gay, Bisexual, Transgender, Queer + (LGBTQ+) community are a vital part of all fields and professions and contribute to a stronger community; and

WHEREAS, The Chelmsford Public Schools is dedicated to fostering acceptance of all its members and preventing discrimination and bullying based on sexual orientation and gender identity; and

WHEREAS, the Chelmsford Public Schools is strengthened by and thrives upon the rich diversity of ethnic, cultural, racial, gender and sexual identities of its residents; all of which contribute to the vibrant character of our system; and

WHEREAS, the Centers for Disease Control (CDC) recognizes that LGBTQ + teens are at higher risk to be the victims of violence and have increased suicide rates; and

WHEREAS, it is imperative that young people in the district, regardless of sexual orientation or gender identity, feel valued, safe, empowered, and supported by their peers, educators, and school leaders.

NOW, THEREFORE, we the Chelmsford School Committee and on behalf of the Chelmsford Public Schools, hereby proclaim and recognize June 2025 as Lesbian, Gay, Bisexual, Transgender, Queer + (LGBTQ +) Pride Month in the Chelmsford Public Schools and urge all members to recognize the contributions made by members of the LGBTQ + community and to actively promote the principles of equality and liberty.

Signed this 3rd day of June, 2025

Dr. Jay Lang, Superintendent: _____

and The Chelmsford School Committee members (will be signed tonight)

Ms. Santos motioned to proclaim and recognize June 2025 as Lesbian, Gay, Bisexual, Transgender, and Queer + (LGBTQ+) Pride Month in the Chelmsford Public Schools. Ms. Lebeaux seconded. Motion carries 5-0.

6. High School Graduation Requirement Update – Competency Determination

Dr. Hirsch included a slide show to support her updated presentation tonight on the high school graduation requirement. In November of 2024 a ballot question passed prohibiting using MCAS scores for Competency Determination (CD). The high school graduation requirements are different from and **more robust** than the CD requirements. For graduation Chelmsford requires: four years of English; four years of mathematics; three years of science (including one lab science); three years of social studies; as well as arts, practical arts and physical education requirements. MCAS is still being taken and the data being used. The Governor's Graduation Council focused on the Classes of 2026/27 with regard to the CD requirement through sophomore year. The Class of 2027 will also need to study one year of U. S. History. For the Class of 2025 districts have differing graduation requirements. Years beyond 2026/27 will be determined by the Governor's Graduation Council moving forward. Families, teachers and guidance counselors will be notified as requirements are finalized. Changes will be reflected in the CHS Handbook.

Ms. Santos motioned to approve the adoption of the updated Competency Determination language for the Chelmsford High School Class of 2026, which included two years of ELA, one year each of algebra 1 or geometry or integrated math 1 and 2, and one year of biology, chemistry, physics or tech/engineering in accordance with the new law. Mr. Moses seconded. Motion carries 5-0.

Ms. Santos motioned to approve the adoption of the updated Competency Determination language for the Chelmsford High School Class of 2027, which includes the addition of one year of U.S. History coursework that aligns with the new law requiring broader content coverage. Mr. Moses seconded. Motion carries 5-0.

7. Special Town Meeting Articles: South Row Roof Replacement & Elevator Projects

Dr. Lang reminded the School Committee that there will be a Special Town Meeting on June 23rd at 7:30 with two articles on the agenda which pertain to the schools. The first is the roof replacement at South Row Elementary School. Over 50% of the cost will be covered by the MSBA. The Town needs to vote on this. The second vote is for three elevator projects to approve the funding for this to take place during the summer of 2026.

8. Approval of Field Trip & Travel Requests

Ms. Santos motioned to approve the Chelmsford High School Senior Prom on Wednesday, June 4, 2025, at the Double Tree by Hilton in Manchester, New Hampshire. Mr. Moses seconded. Motion carries 5-0.

REPORTS

1. Liaison Reports

Ms. Mackinnon attended the Chelmsford Friends of Music meeting and stated that “they are a busy, busy group!” They have elected new officers. The bottle and can drives continue. They sponsored a successful middle school talent show in May. They awarded seven camp scholarships. Only one student applied for a college scholarship and received it.

Ms. Santos went to the Center School PTO meeting. They have run many beneficial events for the students this school year. The recycle day was successful, but more volunteers will be needed in the future. She attended the Chelmsford Council of Schools with Dr. Lang and Dr. Hirsch. they awarded two \$1,000 scholarships based on essays written by the students about specific Chelmsford staff members who had an impact on the students’ lives. Along with Ms. Mackinnon, Ms. Santos attended “a wonderful signing day” for 13 diverse students who plan to become teachers!

ACTION/NEW ITEMS

Dr. Lang will provide information on the next meeting about a private/charter elementary school which is hoping to open in Chelmsford.

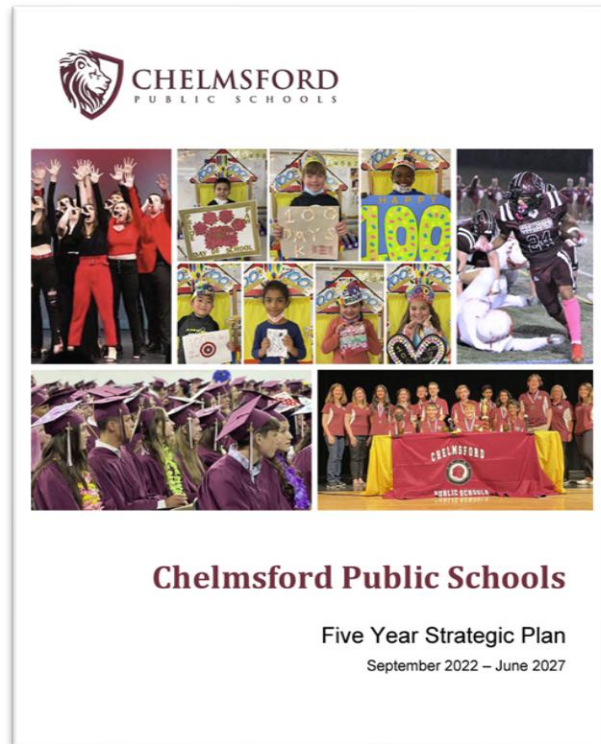
PUBLIC COMMENTS:

None

ADJOURNMENT at 8:02 p.m.

Ms. Santos motioned to adjourn. Mr. Moses seconded. Motion carries 5-0.

Respectfully submitted, Sharon Giglio, Recording Secretary



Strategic Plan Implementation School Committee Update

Chelmsford Public Schools

June 2025



District Management Group | Helping Schools and Students Thrive

Agenda

Strategic Plan Progress

Paraeducator Work



The Strategic Planning Steering Committee leads the implementation work to ensure all initiatives aligned to the strategic plan are implemented with fidelity.

Name	Role	Priority Area
Susan Mackinnon	School Committee Member	Academic Achievement
Linda Hirsch	Assistant Superintendent	
Jeff Parks	Parker Middle School Principal	
Maria Santos	School Committee Member	Equity
Amy Reese	Director of Student Support Services	
Amy Matson	Asst. Director of Student Support Services	
Shannon Bischoff	Director of School Counseling and SEL	SEL
Jason Fredette	Byam Elementary School Principal	
Steve Murray	Chelmsford High School Principal	
Diana Lebeaux	School Committee Member	
Diane Carey	Director of Human Resources	Human Capital
Joanna Johnson-Collins	Director of Business and Finance	
Jay Lang	Superintendent	Operations and Facilities
Bill Silver	Director of Technology	

The implementation phase of work was divided into two sub-phases.

Sub-Phases of Implementation

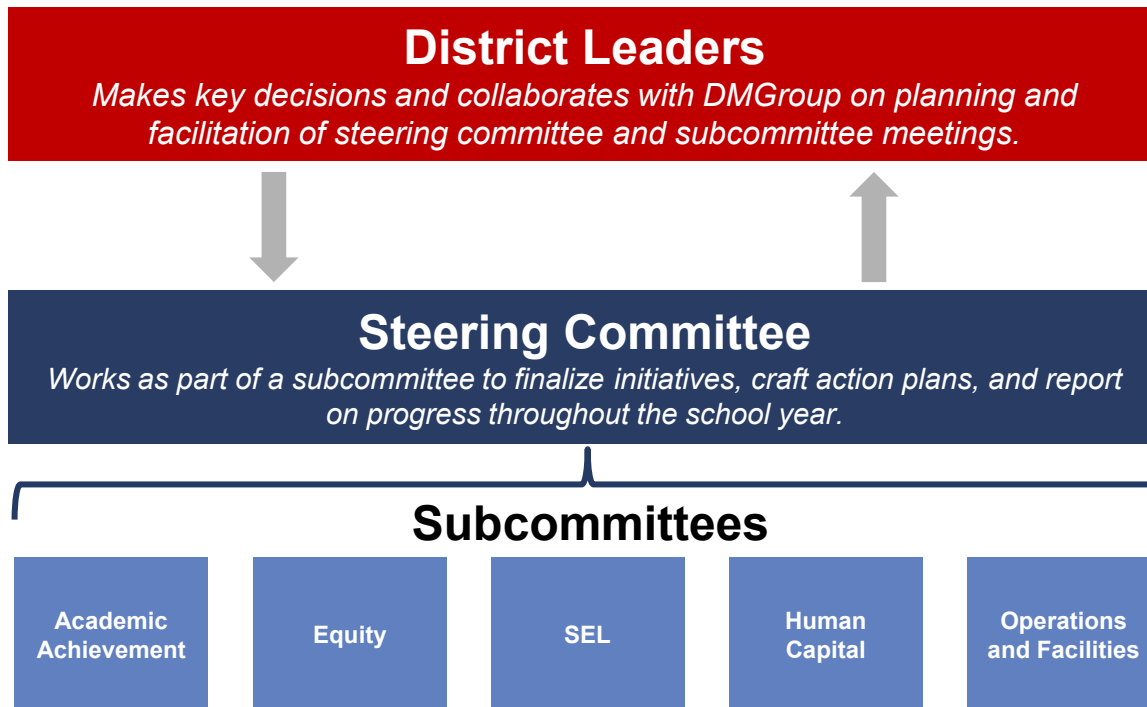


- **Review progress to targets for each measurable goal**
- **Finalize initiatives** aligned with stated priorities
- **Refine detailed action steps** for implementation
 - Specific and quantifiable tasks
 - Personnel assigned to each task
 - Timelines for deliverables
- **Track and monitor progress** of the implementation effort
- **Identify areas of further support** or resources as needed
- **Communicate strategic plan to all stakeholders** and connect to initiatives

A nuanced working structure supports completion of initiatives to move this work forward and reach goals.

Working Structure

Chelmsford's Roles



DMGroup's Role

- Provides overall project management support
- Outlines decision points for district leaders
- Synthesizes Steering Committee's progress for district leaders

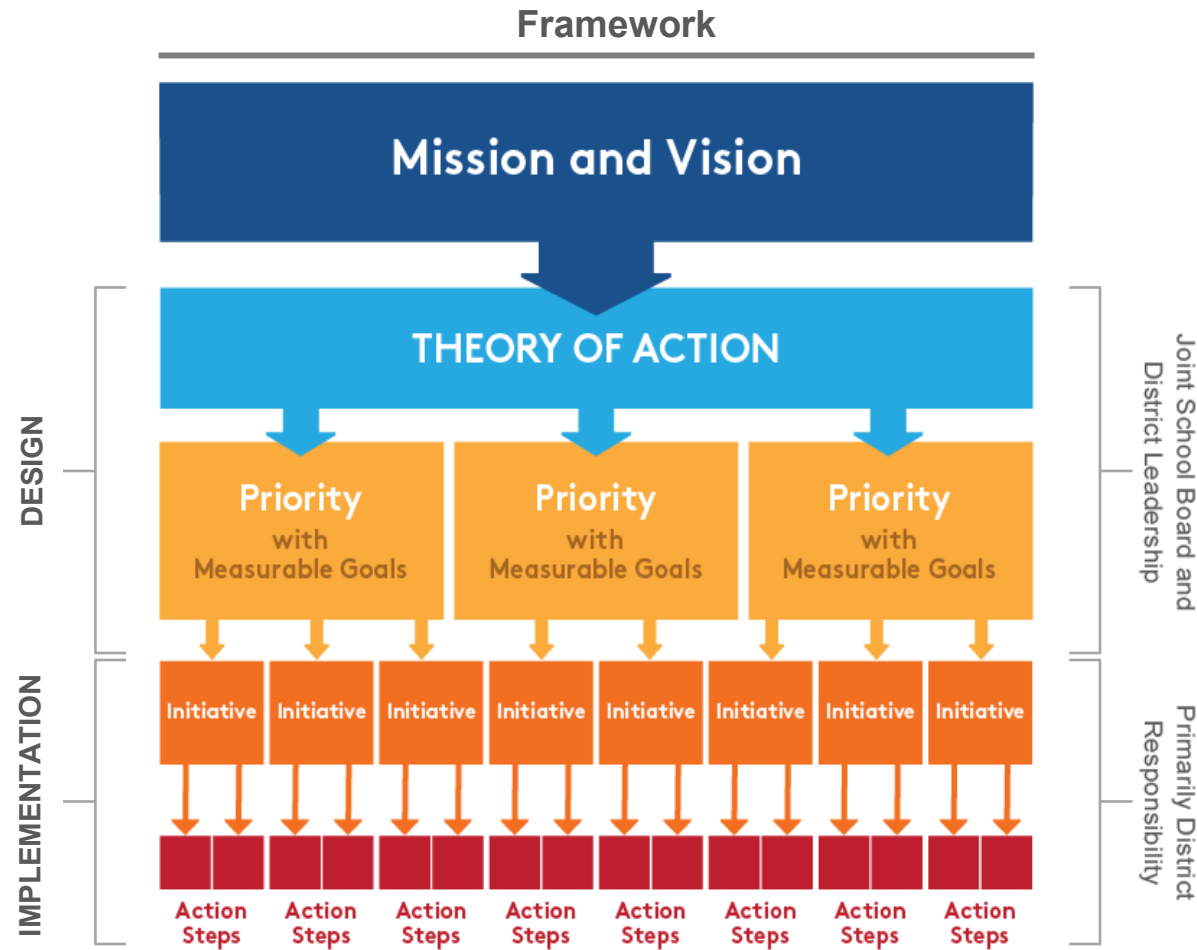
- Preps and facilitates all Steering Committee meetings
- Provides the process and templates for all key activities

- Provides support on an as needed basis to subcommittees

Other district and school staff provide input as necessary based on content expertise

By using DMGroup's Strategic Planning Framework, Chelmsford has been implementing the strategic plan.

DMGroup Strategic Planning Framework



Source: DMGroup Strategic Planning Framework

Definitions

Mission and vision: *Long term district aspirations*

Theory of Action: *Fundamental belief around what will lead to long term success in the district*

Priorities: *Broad areas of work that are key levers for district success*

Measurable goals: *Specific and measurable targets related to district priorities*

Initiatives: *Specific projects related to priorities that help to achieve the measurable goals*

Action steps: *An articulation of what steps need to occur, by when and by whom*

Chelmsford Public Schools' mission and vision outline the school district's long-term aspirations.

Chelmsford Mission and Vision

MISSION

The mission of the Chelmsford Public Schools is to educate, engage, prepare, and empower well-rounded and knowledgeable learners who PERSEVERE through challenges, demonstrate RESPECT and INTEGRITY in their words and actions, are DEDICATED to their community, and display EMPATHY as global citizens while discovering and pursuing their full potential.

VISION

The vision of the Chelmsford Public Schools is to provide all students with multiple pathways to optimize their own potential for academic excellence, leadership, and social and emotional wellness. We work from a rigorous curriculum that is aligned with state standards using multiple forms of data to inform innovative approaches to teaching. Our students' success is anchored in the high expectations of teachers who are part of a professional, collaborative culture that demands a continuous focus on instructional improvement. It is our responsibility that every student feels safe, cared for, appropriately challenged, and supported in our schools. Our students' successes are celebrated within and across schools as well as throughout the broader community. Parents and the Chelmsford community are connected to the daily life of our schools through consistent, multidirectional, and multi-modal communication, which builds external support for and pride in the district, schools, teachers, and students. As a result of high-quality teaching, meaningful partnerships, and well-resourced schools, our students contribute to the Chelmsford community as self-directed, creative, and well-rounded learners who are ready to become the innovative leaders of tomorrow.

Source: Chelmsford Strategic Plan: September 2022

Chelmsford Public Schools' Theory of Action reflects core beliefs about what will lead to long-term success for students, families, community, and staff.

Chelmsford Theory of Action

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.

Source: Chelmsford Strategic Plan: September 2022



The strategic priority areas provide focus that is critical to achieving success.

Chelmsford Strategic Priority Areas



Academic Achievement
Equity
Social - Emotional Learning
Human Capital
Operations and Facilities

Source: Chelmsford Strategic Plan: September 2022

Academic Achievement Priority – 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.

School Year 2024-2025 Goals and Initiatives		2023 Actual	2024 Actual	2025 Actual	2025 Target	Outcome
 Metrics	Percentile of students with adequate annual growth in math (SGP based on MCAS)	52.4	55	TBD	55	TBD
	Percent of 3rd-graders meeting standards in reading based on i-Ready	87%	83%	84%	85%	●
	Percent of 3rd-graders meeting standards in math based on i-Ready	74%	69%	71%	72%	●
	Percent of 8th-graders meeting standards in math based on i-Ready	55%	55%	56%	58%	●
						Status
 Initiatives	Review and adjust school schedules to maximize student learning time (focus on 7/8)					Complete
	Enhance practices of the iReady program (e.g., My Path usage, standards mastery)					Complete
	Promote inclusive instructional practices within the general education classroom to meet the needs of students with disabilities					Complete


Equity Priority – The district will focus on the achievement of students with disabilities as well as students who are economically disadvantaged in order to ensure equitable outcomes across the district.


School Year 2024-2025 Goals and Initiatives		2024 Actual	2025 Actual	2025 Target	Outcome
 Metrics	Percentile of students (with IEPs) with adequate annual growth in math (SGP based on MCAS)	49	TBD	50%	TBD
	Percent of 3 rd grade students (with IEPs) meeting or exceeding standards in Reading based on iReady data	49%	43%	50%	●
	Percent of 8 th grade students (with IEPs) meeting or exceeding standards in Reading based on iReady data	24%	33%	26%	●
	Percent of 3 rd grade students (with IEPs) meeting or exceeding standards in Math based on iReady data	42%	39%	45%	●
	Percent of 8 th grade students (with IEPs) meeting or exceeding standards in Math based on iReady data	12%	19%	16%	●
	Percent of 3 rd grade students (Economically Disadvantaged) meeting or exceeding standards in Reading based on iReady data	83%	72%	85%	●
	Percent of 8 th grade students (Economically Disadvantaged) meeting or exceeding standards in Reading based on iReady data	42%	54%	44%	●
	Percent of 3 rd grade students (Economically Disadvantaged) meeting or exceeding standards in Math based on iReady data	45%	52%	47%	●
	Percent of 8 th grade students (Economically Disadvantaged) meeting or exceeding standards in Math based on iReady data	34%	42%	36%	●
					Status
 Initiatives	Implement and progress monitor the rollout of the new paraeducator roles and responsibilities				Complete
	Identify the continuum of educational supports to provide students with high-quality instruction in the least restrictive environment				Complete
	Continue to progress and monitor the utilization of Math/ELA benchmark assessment (iReady) in K-8 to identify improvement areas for SWD and economically disadvantaged students				Complete
	Review student placements to develop an understanding of where students with disabilities are receiving instruction				Complete
	Set targets, goals, and actions to bolster number of students receiving services in the least restrictive environment for students				In-Progress / Continue



Social - Emotional Learning Priority – The district will focus on sense of belonging and relationship building for K-12 students.







School Year 2024-2025 Goals and Initiatives

		2023 Actual	2024 Actual	2025 Actual	2025 Target	Outcome
 Metrics	Percent of students that report feeling a sense of belonging in school across grades 3-5	69%	71%	67%	72%	●
	Percent of students that report feeling a sense of belonging in school across grades 6-12	53%	55%	64%	57%	●
	Percent of students that report having supportive relationships across grades 3-5	88%	89%	89%	90%	●
	Percent of students that report having supportive relationships across grades 6-12	86%	86%	88%	87%	●

		Status
 Initiatives	Utilize the SEL data collection and analysis tool (Panorama) to measure and respond to student data	Complete
	Implementation of DEI practices and protocols	Complete
	Review and enhance transition protocols and practices between levels to support students' SEL needs	Complete


Human Capital Priority – The district will focus on teacher prep partnerships as staff development in order to ensure strong academic instruction for diverse student populations.


School Year 2024-2025 Goals and Initiatives

		2023 Actual	2024 Actual	2025 Actual	2025 Target	Outcome
 Metrics	Percent of <u>teachers</u> who indicate that they feel adequately prepared to differentiate for diverse student populations	34%	37%	39%	40%	
	Percent of staff who indicate that they feel adequately prepared to differentiate for diverse student populations	46%	35%	52%	40%	
	Percent of <u>teachers</u> who report feeling equipped to provide culturally responsive instruction	61%	60%	66%	62%	
	Percent of staff who report feeling equipped to provide culturally responsive instruction	70%	71%	72%	72%	
						Status
 Initiatives	Identify teacher collaboration programs that will diversify staff applicant pool					Complete
	Support the growth of staff’s cultural responsiveness to all students					Complete
	Understand and analyze staff attitudes towards culturally responsive practices and instruction					Complete

Operations & Facilities Priority – The district will enhance educational facilities to provide students with safe and modern facilities that support innovative student learning.

School Year 2024-2025 Goals and Initiatives

School Year 2024-2025 Goals and Initiatives		2023 Actual	2024 Actual	2025 Actual	2025 Target	Outcome
 Metrics	Annual review of short-term capital plans (to determine what priority areas have been completed), and if the district was early/late/on-time and over/under budget	\$ 2.1 million approved at 4.24.23 Town Meeting	\$ 2.4 million approved at 4.29.24 Town Meeting	\$ 2.7 million approved at 4.28.2025 Town Meeting	\$ 2 million in town/school capital funding approved/allocated for school facility improvements.	●
	Annual review of maintenance work orders submitted and completed	Review of Work Order entry, tracking and closure	Preliminary review of monthly, mid-year and yearend reports of work order status	Monthly and quarterly review of work order report status completed. Open tickets were migrated from SchoolDude to AssetEssentials software platform. Priority levels implemented in AssetEssentials to enhance future reporting and metric analysis.	Review of quarterly and annual work order reports provided by DPW to ascertain response and resolution rates.	●
	Annual review of building conditions for APPA standard of cleaning	100% APPA assessments completed – Level 2 Achieved	100% APPA assessments completed – Level 2 Achieved	100% APPA assessments completed – Level 2 Achieved	APPA building assessments completed annually with cleanliness Levels 2-3 achieved 100% of the time.	●

		Status
 Initiatives	Determine appropriate projects to complete and in which order to provide safety updates, upgrades, and enhancements, to best serve the needs of students and staff	Complete
	Implement an efficient process for work order opening, assignment, priority level, and closure times to achieve the best possible outcomes	Complete
	Maintain a baseline of current building cleanliness	Complete
	Transition the new school building project from eligibility phase to feasibility study, with a focus on long-term impact	Complete



Agenda

Strategic Plan Progress

Paraeducator Work



Below are the goals and intended outcomes for continuing our efforts this past school year.

Project Goals For SY 24-25

- 1 Develop and execute training and professional development around the adjusted roles and responsibilities of paraeducators in the district
- 2 Define measures of success, set goals, and develop tools to progress monitor change management efforts around the role of paraeducators
- 3 Assess effectiveness and adjust course as necessary to ensure success for paraeducators in the district



The Paraeducator Working Group leads the implementation work to ensure all initiatives aligned to the strategic plan are implemented with fidelity.

Paraeducator Working Group Participants

Name	Role
Jay Lang	Superintendent
Amy Reese	Director of Student Support Services
Amy Matson	Asst. Director of Student Support Services
Shawna Mottram	Special Education Coordinator
Josh Blagg	Principal
Betsy Dolan	Assistant Principal
Colleen Marino	General Education Teacher
Jennifer Komperda	Special Education Teacher
Sarah Kivlan	CHIPs Paraeducator
Jennifer Colbert	Elementary Paraeducator
Katie Finn	Middle Paraeducator
Kathy Peluso	High Paraeducator

The progress monitoring work was divided into two sub-phases.

Sub-Phases of Progress Monitoring

Progress Monitor

I. Roll Out New Paraeducator Responsibilities District-Wide

- Provide training to district leadership on paraeducator roles and responsibilities
- Provide professional development to school-based staff

II. Progress Monitor and Course Correct

- Define measures of success
- Develop progress monitoring tools
- Assess effectiveness
- Monitor progress and adjust

Fall 2024 – Spring 2025



This past school year, there were several opportunities for paraeducators and other staff to participate in professional development related to the work of paraeducators.

Paraeducator Scope and Sequence

Session	Objectives	Audience	Timeline
Topic 1: <i>The Role of the Paraeducator and Best Practices</i>	<ul style="list-style-type: none"> Participants will understand the central purpose and role of Paraeducators in Chelmsford Public Schools Participants will engage with best practices associated with Paraeducators for academics, social-emotional learning, and duties Participants will understand what is the responsibility of the Paraeducator and what is not 	Paraeducators , Special Education Teachers, General Education Teachers	September 2024
Topic 2: <i>Adult Collaboration to Support Students</i>	<ul style="list-style-type: none"> Participants will understand the roles and responsibilities of the special education teacher and general education teacher in relationship with the Paraeducators Participants will know what collaboration structures exist to support all teachers and professionals Participants will discuss best practices and scenarios for adult collaboration 	Paraeducators , Special Education Teachers, General Education Teachers	September 2024
Topic 3: <i>Supporting the Diverse Needs and Disabilities of Students</i>	<ul style="list-style-type: none"> Paraeducators will understand the basic tenets of IDEA and its implications for student supports Paraeducators will gain a cursory understanding of common disability types they may support Paraeducators will understand the basics of the IEP and their role in providing the supports within the IEP, including accommodations and modifications. 	Paraeducators , others optional	October 2024
Topic 4: <i>Supporting Students' Social-Emotional Learning and Growth</i>	<ul style="list-style-type: none"> Paraeducators will understand what social-emotional learning is and the importance of developing SEL for students Paraeducators will understand their role in proactive SEL supports Paraeducators will understand their role in reactive SEL supports 	Paraeducators , others optional	January 2025
Topic 5: <i>Supporting Students' Academic Success</i>	<ul style="list-style-type: none"> Paraeducators will understand the kinds of academic support they may be expected to provide Paraeducators will understand how to utilize curricular resources to support students 	Paraeducators , others optional	March 12 th , 2025

The data analyzed for this most recent effort sought to better understand progress made since the 2023 Special Education Opportunity Review and ongoing challenges surfaced this year.

Summary of Paraeducator Challenges

Paraeducator Challenges*

- **Direct Service Inconsistencies:** Paraeducators spent an inconsistent amount of time working with students across grades and schools
- **Inappropriate Academic Support:** Paraeducators may still be responsible for introducing new material when supporting academics
- **Notable Subbing Duties:** Paraeducators may be spending notable amounts of time subbing in lieu of their typical duties with students
- **Supporting Students without Disabilities:** Paraeducators are often asked to spend time working with students *without* disabilities who are not on their caseload
- **Unclear Reporting and Direction Structures:** Paraeducators and certified staff have expressed confusion about who paraeducators report to and who provides day-to-day direction.

Key Questions to Answer

- 1 Do all paraeducators spend a majority of time **working directly with students**?
- 2 Are paraeducators expected to **introduce new academic content**, rather than support or reinforce teacher-led instruction?
- 3 Are paraeducators **subbing classes** frequently, limiting their time with assigned students?
- 4 Do certified staff understand the **role and appropriate responsibilities of paraeducators**, including which students they are assigned to support?
- 5 Do certified staff understand their role in **directing and collaborating with paraeducators**?

*As surfaced by the 2023 Special Education Opportunity Review and the paraeducator working group throughout SY24-25

Key Questions to Answer

1

Do all paraeducators spend a majority of time **working directly with students**?

2

Are paraeducators frequently introducing **new academic content**, rather than support or reinforce teacher-led instruction?

3

Are paraeducators **subbing classes** frequently, limiting their time with assigned students?

4

Do certified staff understand the **role and appropriate responsibilities of paraeducators**, including which students they are assigned to support?

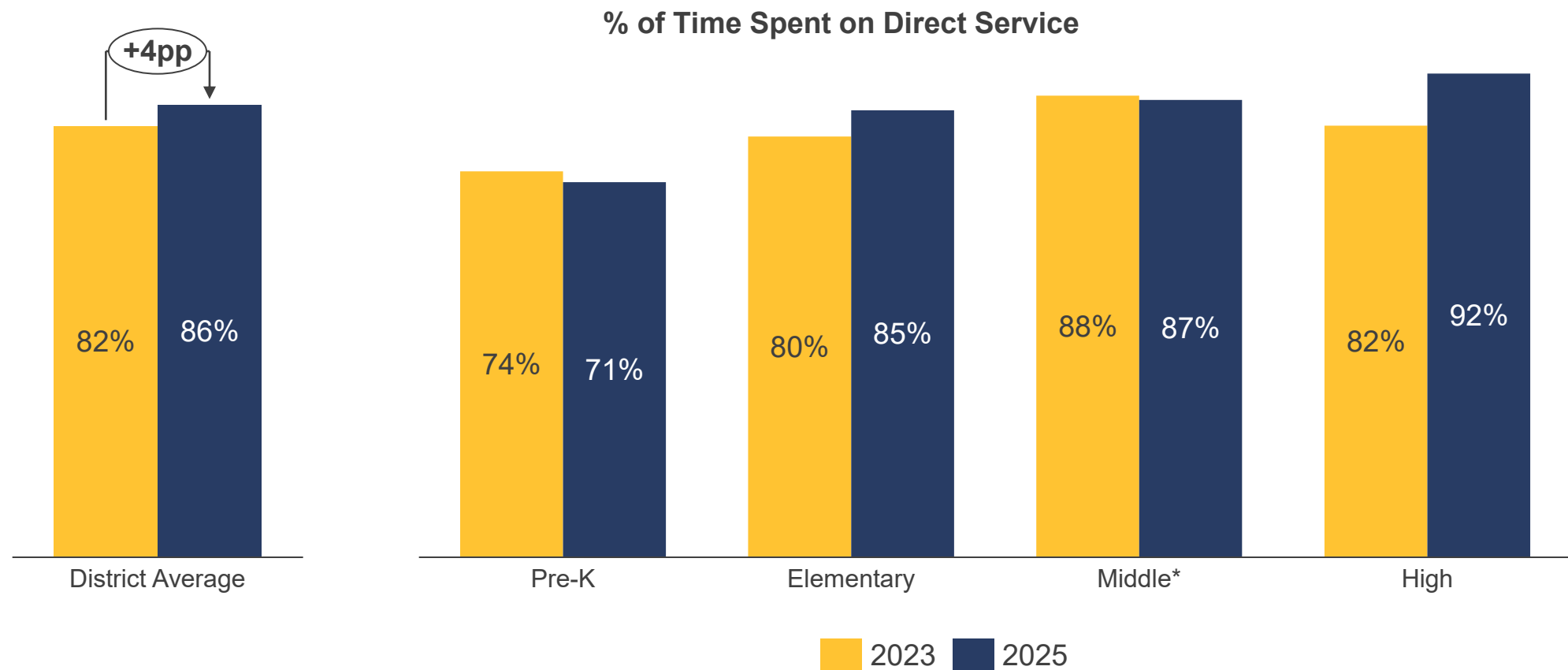
5

Do certified staff understand their role in **directing and collaborating with paraeducators**?



On average, the amount of time that paraeducators report spending working directly with students has increased by 4 percentage points since 2023.

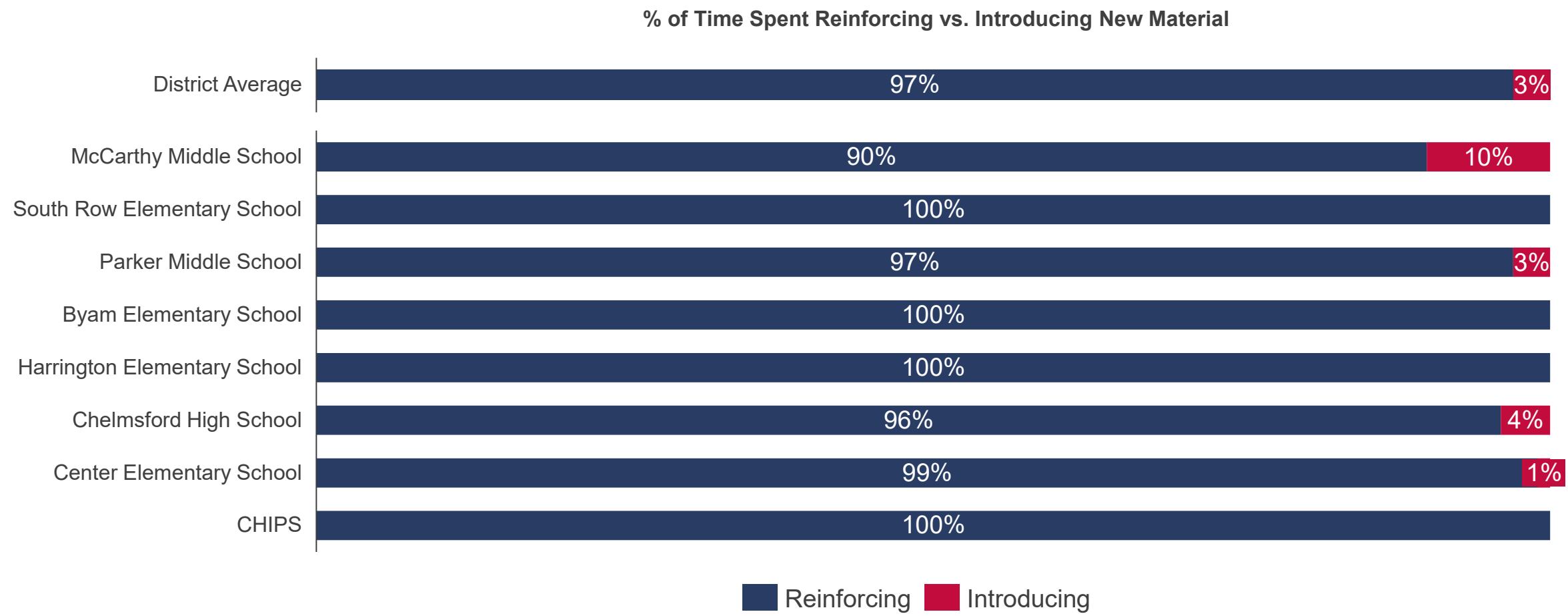
Overview of Paraeducator Activities
Percent of Time Spent on Direct Service, 2025 vs. 2023



Source: DMGroup Schedule Sharing Activity, March 2025 & Spring 2023
*During this time, note that Parker and McCarthy reorganized their grade levels.

Notably, of the time spent on academic instruction, very few paraeducators report introducing new material to students, though this may still be an occasional practice at McCarthy.

Overview of Paraeducator Activities
Percent of Time Spent on Academic Instruction



Source: DMGroup Schedule Sharing Activity, March 2025

Key Questions to Answer

1

Do all paraeducators spend a majority of time **working directly with students**?

Yes, paraeducators across schools **do spend most of their time working directly with students**, suggesting general alignment with the refined roles and responsibilities.

2

Are paraeducators frequently introducing **new academic content**, rather than support or reinforce teacher-led instruction?

No, this is not widespread, but **some paraeducators in upper grades** still report introducing new academic content, which remains a concern.

3

Are paraeducators **subbing classes** frequently, limiting their time with assigned students?

4

Do certified staff understand the **role and appropriate responsibilities of paraeducators**, including which students they are assigned to support?

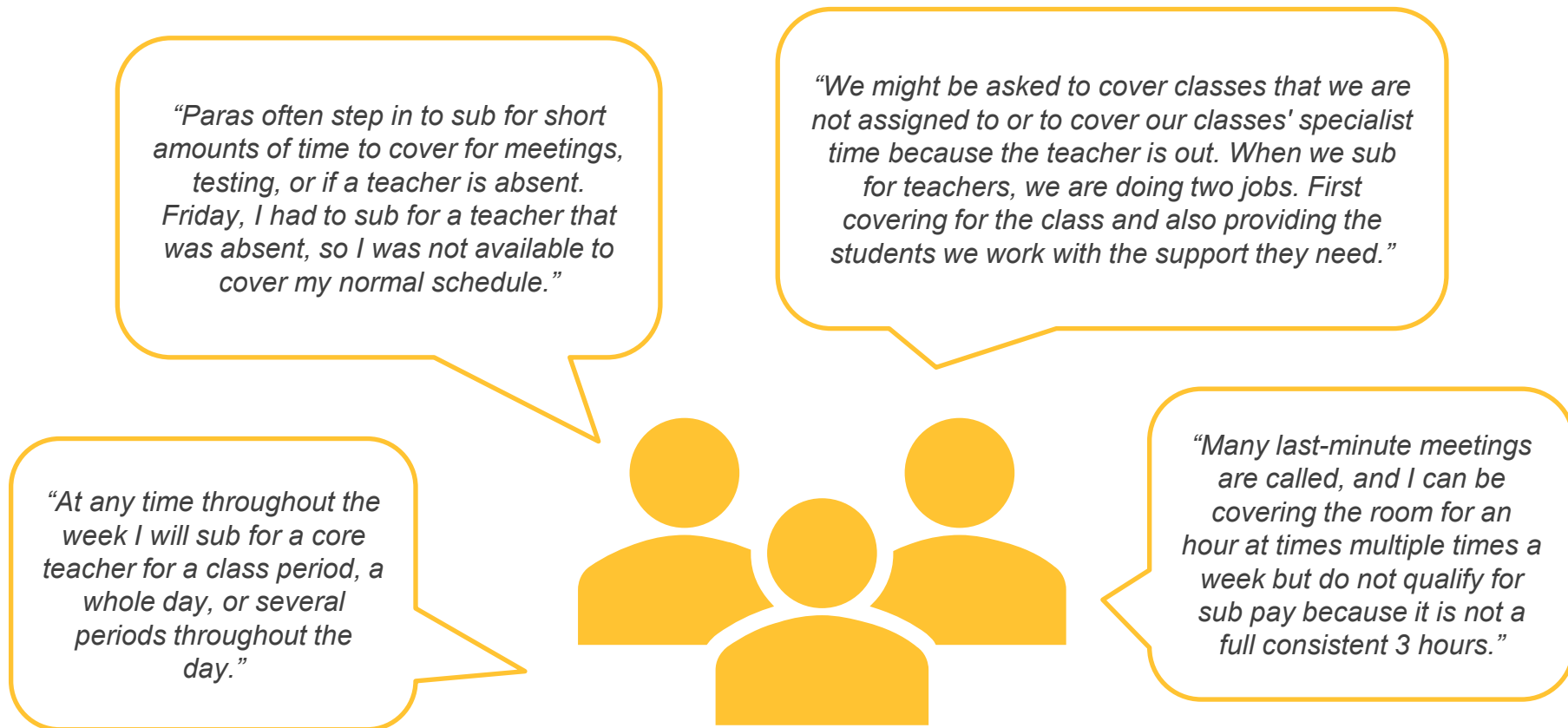
5

Do certified staff understand their role in **directing and collaborating with paraeducators**?



Schedule sharing feedback highlighted that paraeducators feel they are frequently pulled to cover classes, with working group members noting that some paraeducators are pulled more often than others.

Paraeducator Subbing Illustrative Quotes

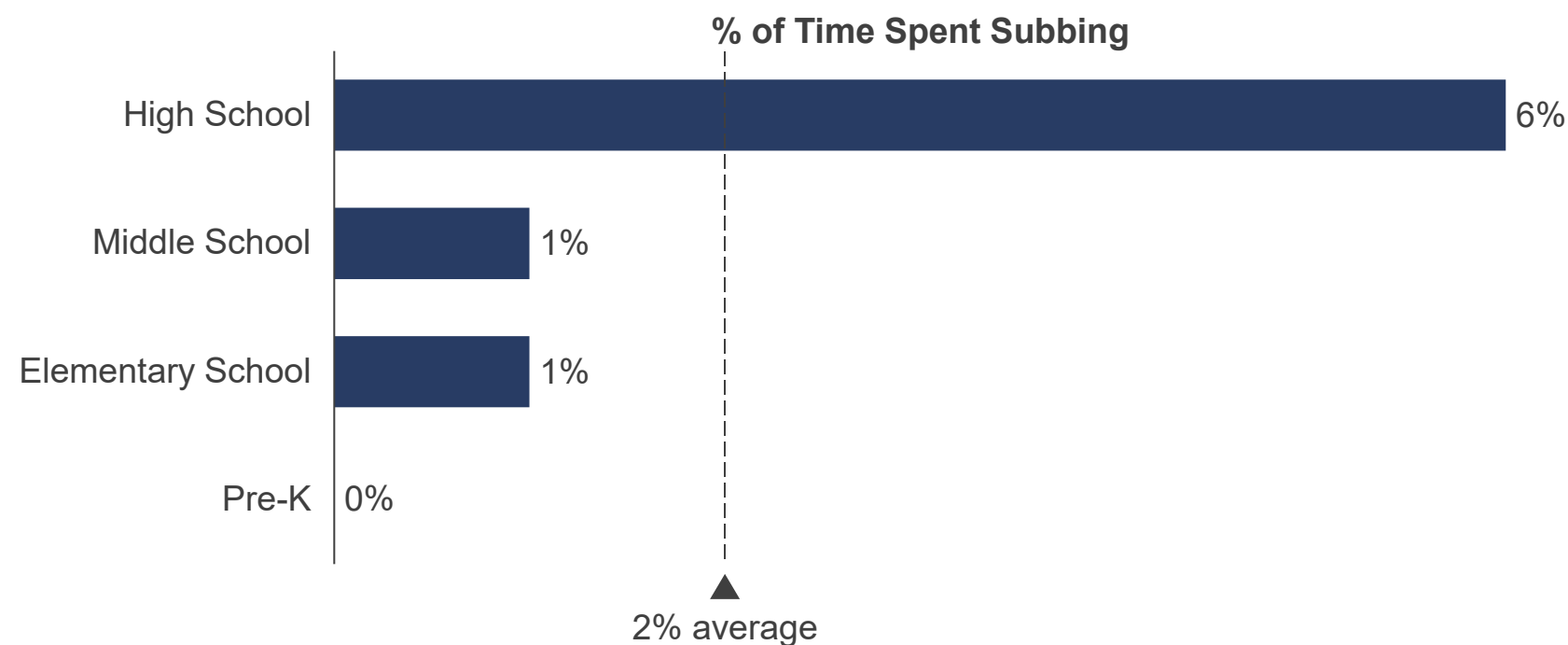


Paraeducator Feedback on Subbing

Source: DMGroup Schedule Sharing Activity, March 2025

However, schedule sharing data shows that paraeducators spend just 2% of their time on average subbing.

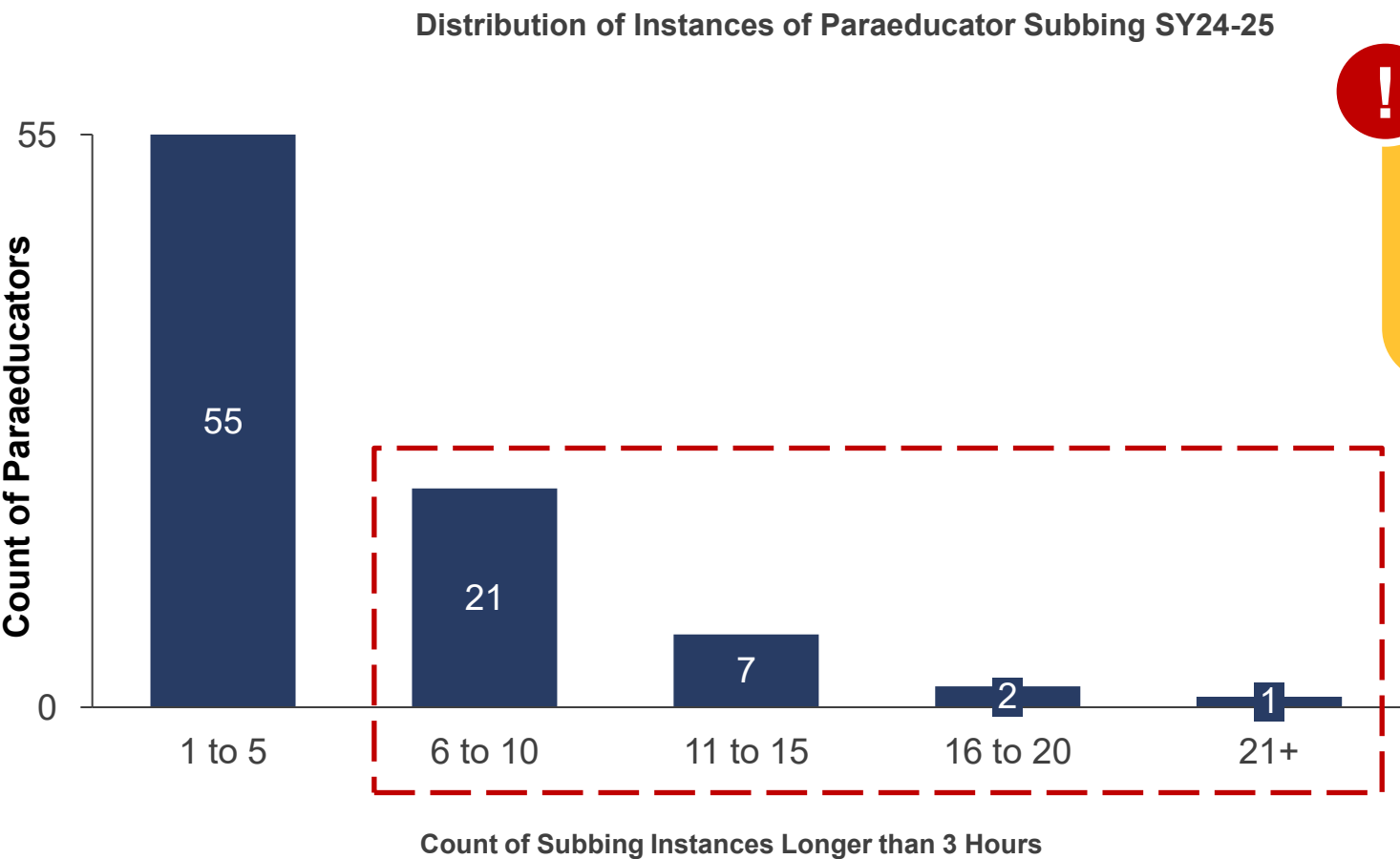
Overview of Paraeducator Activities
Percent of Time Spent Subbing Classes



Source: DMGroup Schedule Sharing Activity, March 2025 & Spring 2023

Payroll data from SY24-25 shows most paraeducators subbed 1-5 times, though 31 paraeducators were pulled to sub classes 6 or more times, having potential implications on student services.

Overview of Paraeducator Sub Data
Count of Sub Days by Bracket & Portion of 1-5 Sub Days by School



! Payroll data only captures instances where a paraeducator subbed for **3 hours** or more, as that is the **minimum required to qualify for financial incentive**.

Source: District Data 2024

Key Questions to Answer

1

Do all paraeducators spend a majority of time **working directly with students**?

Yes, paraeducators across schools **do spend most of their time working directly with students**, suggesting general alignment with the refined roles and responsibilities.

2

Are paraeducators frequently introducing **new academic content**, rather than support or reinforce teacher-led instruction?

No, this is not widespread, but **some paraeducators in upper grades** still report introducing new academic content, which remains a concern.

3

Are paraeducators **subbing classes** frequently, limiting their time with assigned students?

Somewhat. Subbing is **not frequent but still occurs**, with some paraeducators reporting that it limits time with students, suggesting a need for clearer boundaries and more equitable distribution of subbing responsibilities.

4

Do certified staff understand the **role and appropriate responsibilities of paraeducators**, including which students they are assigned to support?

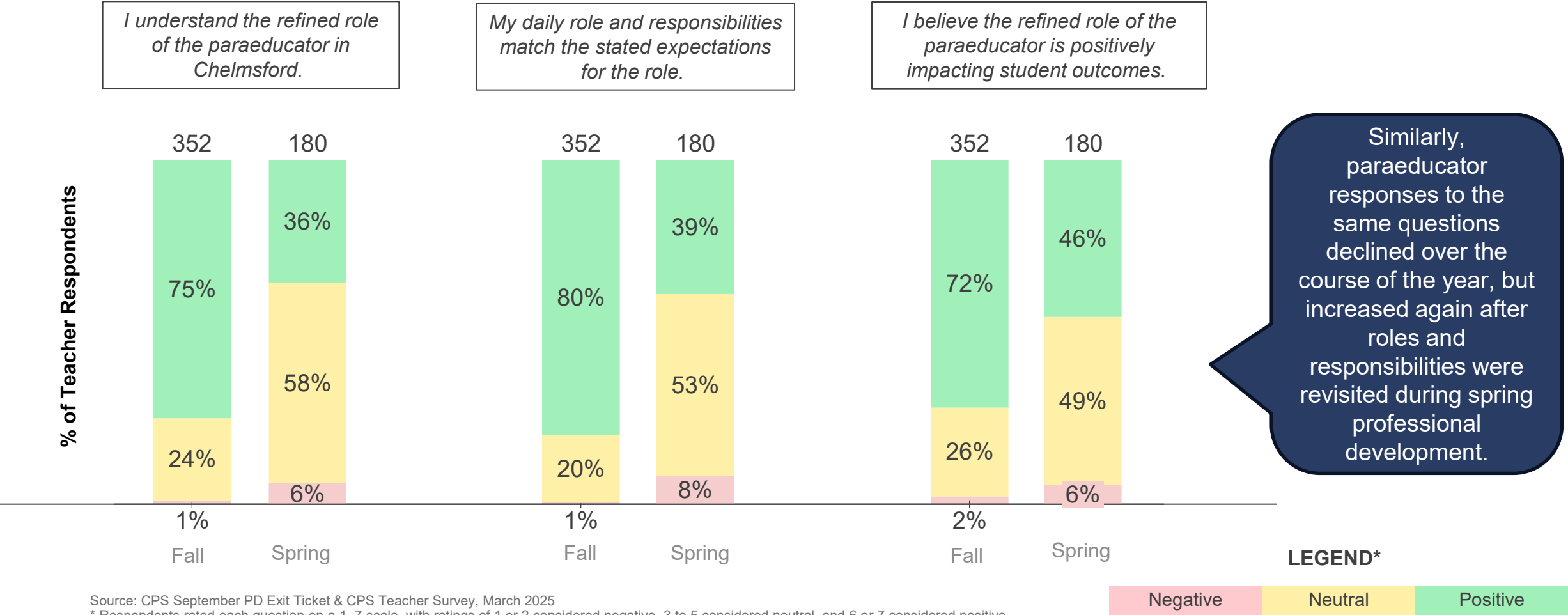
5

Do certified staff understand their role in **directing and collaborating with paraeducators**?



Compared to the fall, teachers report lower levels of understanding, belief, and perceived impact of the refined roles and responsibilities of paraeducators.

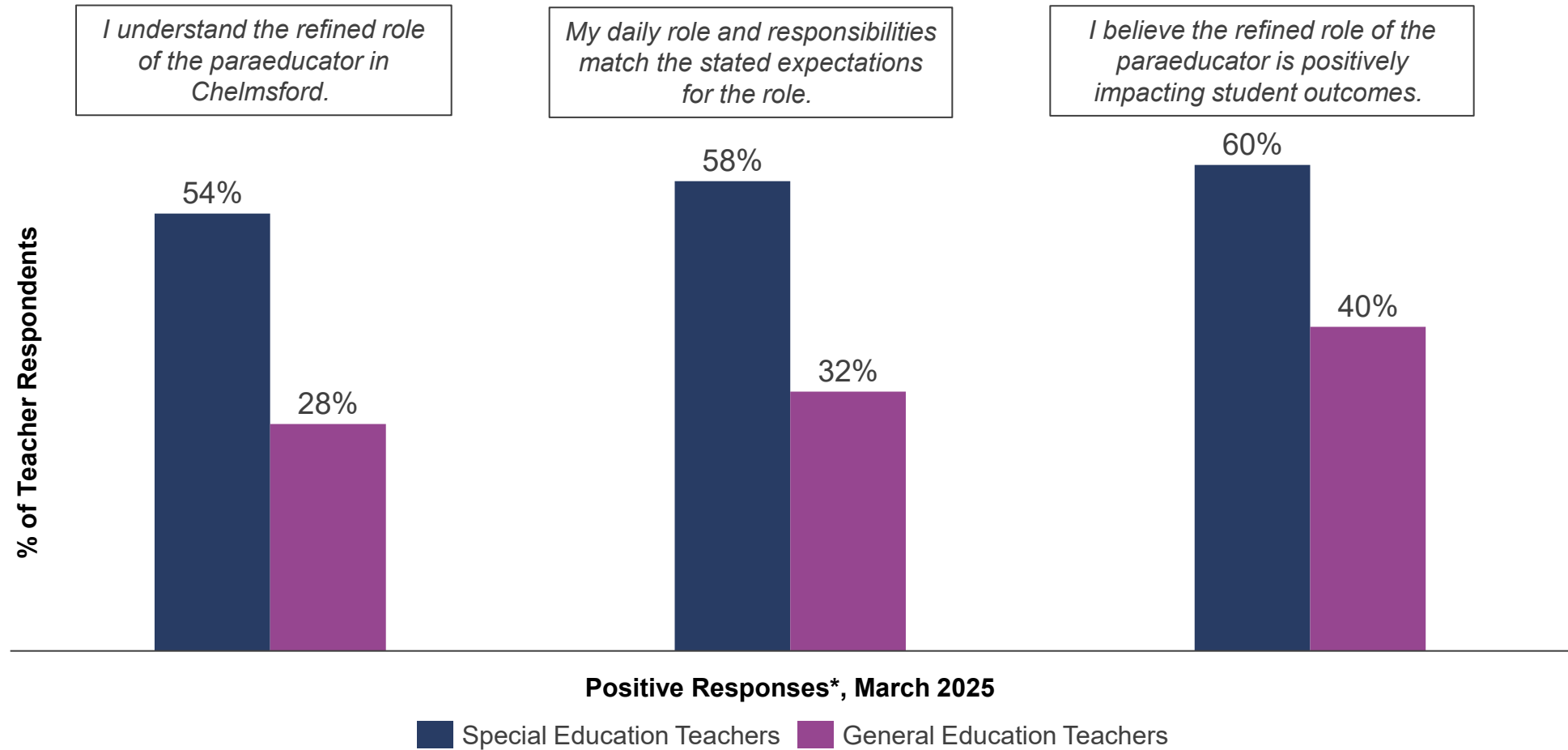
Feedback on Paraeducator Role Refinement
Percent of Teacher Respondents – Role Refinement



Source: CPS September PD Exit Ticket & CPS Teacher Survey, March 2025
* Respondents rated each question on a 1–7 scale, with ratings of 1 or 2 considered negative, 3 to 5 considered neutral, and 6 or 7 considered positive.

At the end of year one, special education teachers reported a much clearer understanding than general education teachers of the refined role and responsibilities of paraeducators.

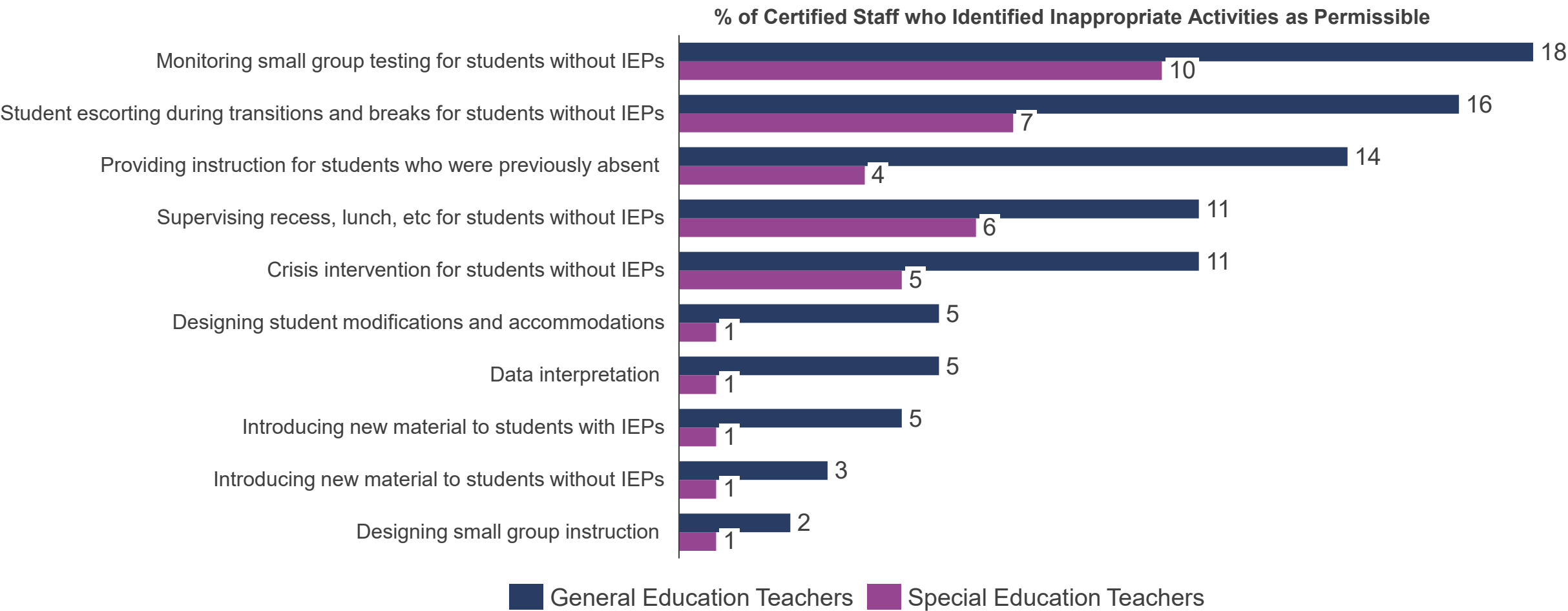
Feedback on Paraeducator Role Refinement
Percent of Teacher Respondents – Role Refinement



Source: CPS Teacher Survey, March 2025
* Respondents rated each question on a 1–7 scale, with ratings of 6 or 7 considered positive.

The below inappropriate activities were identified as permissible by certified staff, highlighting ongoing confusion and the need for clearer guidance, especially among general education teachers.

Feedback on Paraeducator Role Refinement
Percent of Teacher Respondents - Activities



Source: CPS Teacher Survey, March 2025, n = 180

Key Questions to Answer

1

Do all paraeducators spend a majority of time **working directly with students**?

Yes, paraeducators across schools **do spend most of their time working directly with students**, suggesting general alignment with the refined roles and responsibilities.

2

Are paraeducators frequently introducing **new academic content**, rather than support or reinforce teacher-led instruction?

No, this is not widespread, but **some paraeducators in upper grades** still report introducing new academic content, which remains a concern.

3

Are paraeducators **subbing classes** frequently, limiting their time with assigned students?

Somewhat. Subbing is **not frequent but still occurs**, with some paraeducators reporting that it limits time with students, suggesting a need for clearer boundaries and more equitable distribution of subbing responsibilities.

4

Do certified staff understand the **role and appropriate responsibilities of paraeducators**, including which students they are assigned to support?

Somewhat. Certified staff generally understand appropriate responsibilities, but **overall belief in and commitment to the refined role has decreased**, and lower general education responses indicate an implementation gap.

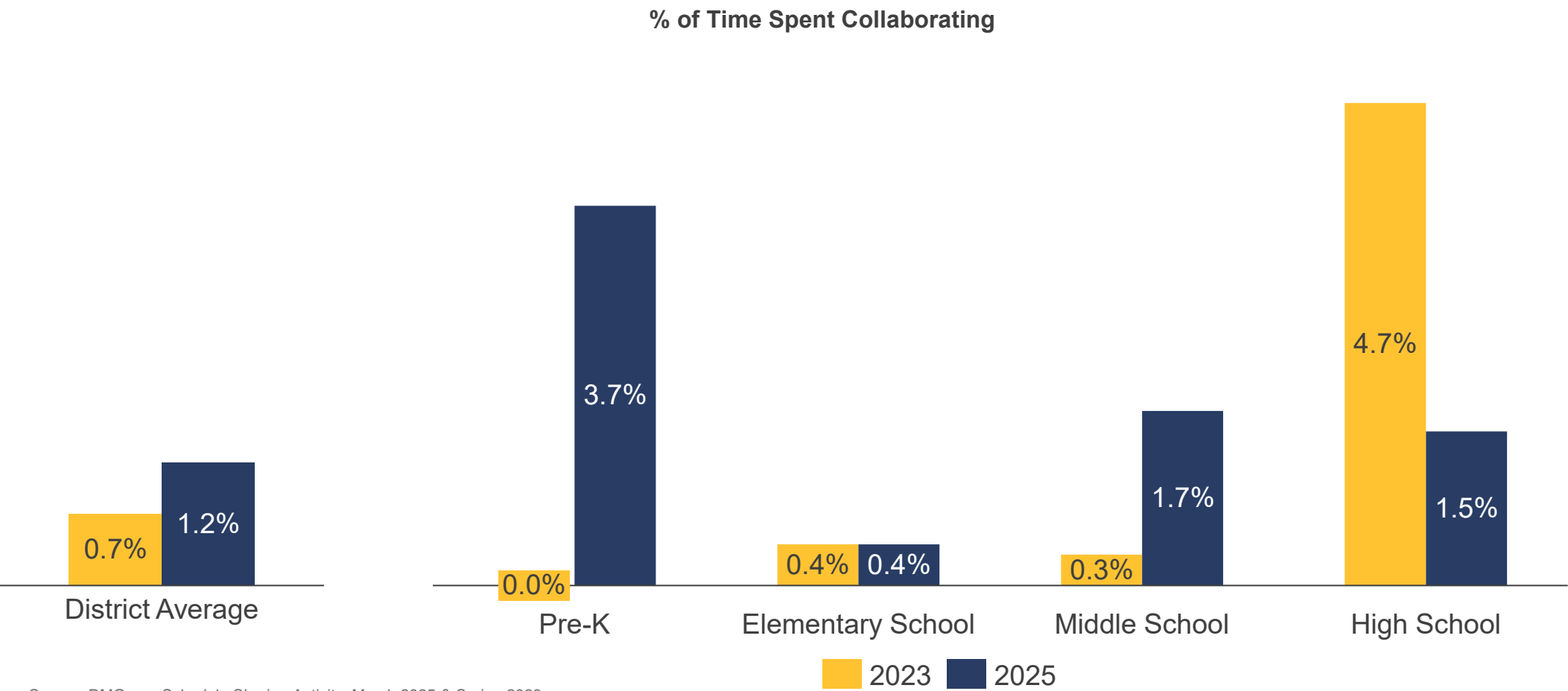
5

Do certified staff understand their role in **directing and collaborating with paraeducators**?



Despite a slight increase in the district average, collaboration remains minimal overall, with high school collaboration decreasing and only limited gains seen in Pre-K and middle school.

Overview of Paraeducator Activities
Percent of Time Spent Collaborating



Source: DMGroup Schedule Sharing Activity, March 2025 & Spring 2023

Certified staff identified four main barriers to collaboration, with lack of time cited most frequently as the greatest challenge.

Overview of Teacher Feedback

Count of Mentions by Most Common Theme & Illustrative Quotes

Top Barriers to Collaboration for Certified Staff

1 **Lack of Time for Collaboration**

2 **Schedule & Staffing Challenges**

3 **Role Confusion**

4 **Feedback Resistance & Hesitancy**

"There is no time to collaborate, paras are floating in and out of classrooms...[Collaboration] is done on the fly, and it is difficult to build a working relationship."

- General Education Teacher

"There is no time - they are with students every minute of the day. We are short staffed almost daily, sometimes short multiple staff. We are not even able to implement IEP grids, much less find time for collaboration, guidance, supervision, or feedback."

- Special Education Teacher

"There isn't time put aside in the schedules to allow for consistent collaboration with paraeducators... paras are still being pulled in different classrooms and grade levels, lunch, recess, etc."

- Special Education Teacher

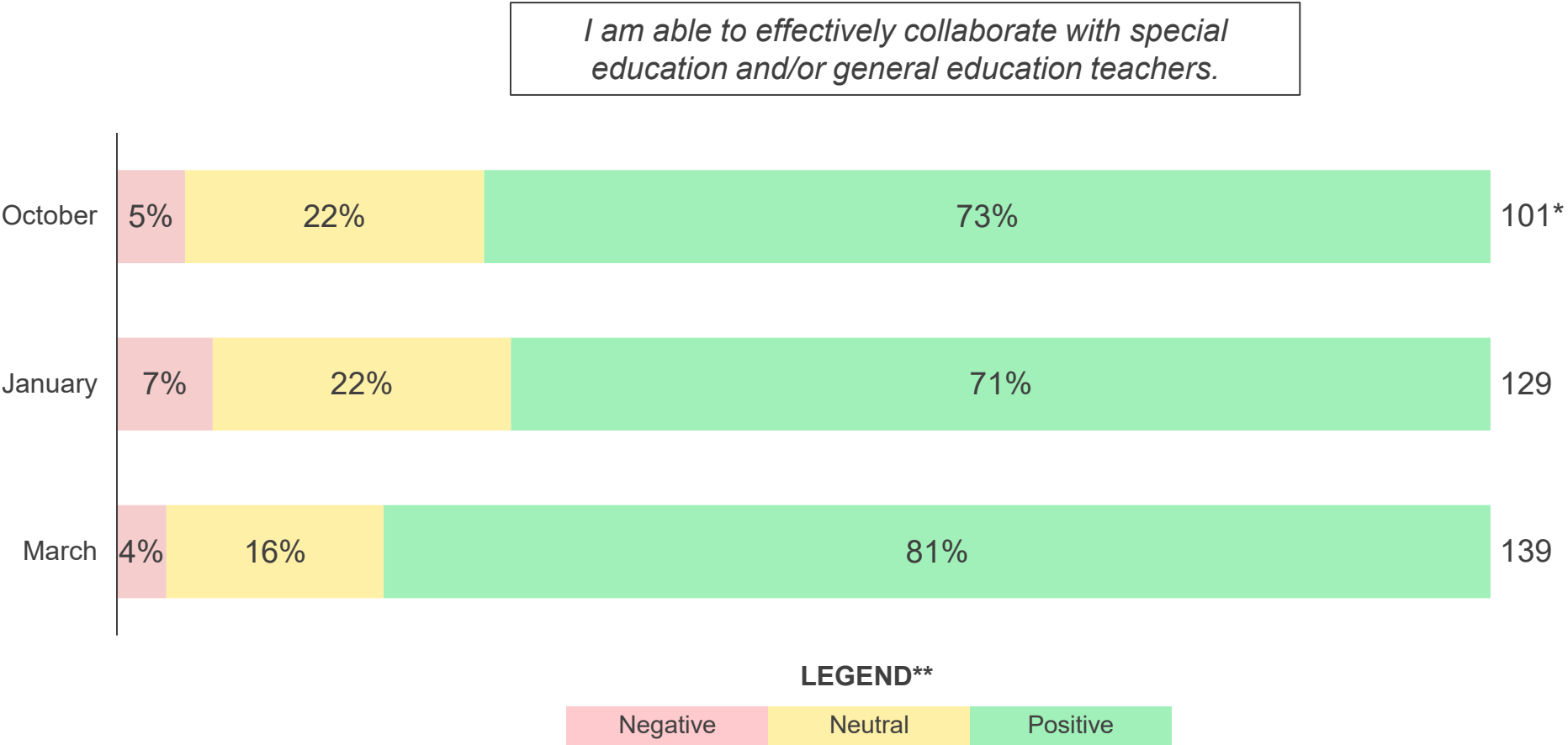


Certified Staff Feedback on Lack of Time for Collaboration

Source: CPS Teacher Survey, March 2025

However, despite the schedule sharing data, paraeducators shared that they are largely able to effectively collaborate with certified staff, suggesting a disconnect.

Feedback on Paraeducator Role Refinement
Percent of Paraeducator Respondents



Source: CPS October, January, March PD Exit Tickets
*October PD for High School was Cancelled
*** Respondents rated each question on a 1–7 scale, with ratings of 1 or 2 considered negative, 3 to 5 considered neutral, and 6 or 7 considered positive.

Finally, general education teachers specifically report not knowing what their role is when it comes to directing and giving feedback to paraeducators.

Collaborating with Paraeducators Illustrative Quotes



General Education Teacher Feedback on Collaborating

Source: CPS Teacher Survey, March 2025

Key Questions to Answer

1

Do all paraeducators spend a majority of time **working directly with students**?

Yes, paraeducators across schools **do spend most of their time working directly with students**, suggesting general alignment with the refined roles and responsibilities.

2

Are paraeducators frequently introducing **new academic content**, rather than support or reinforce teacher-led instruction?

No, this is not widespread, but **some paraeducators in upper grades** still report introducing new academic content, which remains a concern.

3

Are paraeducators **subbing classes** frequently, limiting their time with assigned students?

Somewhat. Subbing is **not frequent but still occurs**, with some paraeducators reporting that it limits time with students, suggesting a need for clearer boundaries and more equitable distribution of subbing responsibilities.

4

Do certified staff understand the **role and appropriate responsibilities of paraeducators**, including which students they are assigned to support?

Somewhat. Certified staff generally understand appropriate responsibilities, but **overall belief in and commitment to the refined role has decreased**, and lower general education responses indicate an implementation gap.

5

Do certified staff understand their role in **directing and collaborating with paraeducators**?

No, collaboration remains very limited. All staff **report little time for collaboration**, and **general education teachers feel hesitant to direct paraeducators**, which undermines role clarity and effectiveness.



There are three key action steps in continuing to ensure the success of this paraeducator work in the next school year.

Next Steps for Paraeducator Implementation

1

Revisit Paraeducator Roles and Responsibilities – Revisit and revise, as necessary, the paraeducator roles and responsibilities to address any ambiguities in guidance or provide additional context for the guidance that already exists.

2

Reengage School Leadership – Share the results of this year's work with school leaders and discuss how to strengthen the work of paraeducators, special educators, and general education teachers through consistent messaging and training, led by school leaders.

3

Address the Needs of General Education Teachers – Develop a common understanding and approach around the role of the general education teacher in supporting and providing feedback for paraeducators and communicate and train leaders and staff around those expectations.

Q & A



District Management Group

Helping Schools and
Students Thrive

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

Tel: (877) 362-3500

Email: info@dmgroupK12.com

Fax: (617) 491-5266

Web: www.dmgroupK12.com

Mail: 133 Federal Street, Boston, MA 02110

CHELMSFORD SCHOOL COMMITTEE

June 2025



Overview/Agenda

The purpose of this report is to review and update the School Committee about the state of technology:

Team Appreciation

Roadmap – Review of Completed Roadmap items

Upcoming

Highlights

Technology Update

Team Appreciation

It's hard to believe that in just a few weeks, I'll be starting my tenth year as the Director of ICTS for Chelmsford Public Schools. As I reflect on the past decade, I'm amazed by all that we've accomplished together as a district. The advances in technology have been significant, but what stands out even more is how our approaches to teaching, learning, and leadership have evolved into something truly remarkable. I feel incredibly fortunate to have been part of such a talented administrative team and to work alongside a dedicated and skilled group of staff members.

Chelmsford Public Schools is, in my view, a leader in education because of its most valuable asset, our people. Our teachers, paraprofessionals, support staff, and administrators are unwavering in their commitment to helping every child succeed. While the work can sometimes feel overwhelming, their dedication and perseverance make a lasting impact; something that's evident every day in the way our students grow and thrive.

The ICTS department works tirelessly behind the scenes to support the exceptional teaching and learning happening across the district. We maintain a strong, forward-thinking technology posture, and our staff and students have access to some of the best tools available, tools that are designed to engage, inspire, and support achievement. But great technology requires great support. Every member of the ICTS team takes personal ownership in providing an outstanding experience for our users. They are committed to eliminating any barriers that technology might introduce and ensuring that our systems work seamlessly within the educational environment.

Our team includes not only technical staff, but also instructional and educational professionals. Our Technology Integration Specialists (TIS) work hand-in-hand with teachers to support best practices for integrating technology into instruction. Our technology teachers, library specialists, business educators, and television production staff are top-tier professionals who deliver high-quality instruction and help prepare students for success in a digital world.

I'm often in awe of the incredible work this team does on behalf of our staff, students, and families. It's an honor to lead such a passionate and capable group. They make coming to work feel like a privilege, and I'm deeply grateful for everything they do.

Technology Roadmap

Last year, we convened a Technology Steering Committee to evaluate a broad range of key technology-related topics. This diverse group included teachers, paraprofessionals, technology educators, technical staff, and administrators. Together, they provided thoughtful guidance on updating our technology practices, guidelines, and usage across the district.

The committee played a vital role in reviewing which tools and platforms deliver the best return on investment and identifying those that may no longer serve our evolving needs. Additionally, the group began developing a long-term technology roadmap to ensure that no critical areas are overlooked as we continue to innovate and grow.

Participating in this committee required a significant time commitment and came with considerable responsibility. The results of their work are outstanding, resulting in a comprehensive set of documents that reflect the strategic priorities guiding technology use across Chelmsford Public Schools.

One major product of their efforts is our Long-Range Technology Roadmap (See [ROADMAP HERE](#)). This document outlines the most important yearly focus areas to keep our systems current and aligned with the district's instructional goals. The roadmap is organized into the following categories:

- **Infrastructure**
- **Security & Safety**
- **Equipment**
- **Application Subscriptions**
- **Classroom Technology**
- **Student/Teacher Devices**
- **Professional Development**

Each category contains specific action items to ensure progress and accountability. Below, we'll highlight completed milestones from each of these roadmap areas.

Infrastructure

- Investigate Internet services, firewall, and filter brands and providers (in last year of three-year contract).
- Investigate and receive quotes for air handling systems for IDF/MDF which frequently overheat.
- Continue to work on wiring clean up in MDF/IDF closets across district.
- Implement MFA for all staff accounts

- Investigate and potentially update VOIP provider
- Investigate the feasibility of running cabling to each classroom for phone installation next to door.
 - ◆ We have renewed our category 1 internet services bundle for another 3 years.
 - ◆ Installed cooling into 10 wiring closets
 - ◆ Rewired PAC ahead of sound project
 - ◆ MFA enabled for every staff account
 - ◆ Remained with our VOIP provider after negotiating pricing
 - ◆ This is costly, but the department is going to attempt to run our own to at least 1 building this summer

Security/Safety

- Investigate and have quotes prepared to install new district wide handheld radio system.
- Install hardware to allow panic button alerts to work across district.
- Install speaker and LED alert lighting in each main office as a pilot for further expansion.
- Perform physical inspection of all cameras, install firmware updates, clean and focus.
- Perform physical inspection of all door release mechanisms,
- Perform updates to NVR system (July and January)
- Replace older 4 lens cameras in main entry of all schools
- Begin investigating IP speakers to add to classrooms and common areas which will ultimately tie into existing security systems and become an updated PA system.
- Purchase and install visitor management system for all buildings
- Complete McCarthy visitor vestibule project
 - ◆ Purchased and installed a district wide handheld radio system. All digital system with repeaters in every building, and a direct connection to CPD for admin radios.
 - ◆ ENS system was activated and has been tested this year with CPD
 - ◆ All cameras were inspected, cleaned, and focused and updated if needed
 - ◆ NVR was updated twice in coordination with the town
 - ◆ All 4 lens cameras in main entry of each building were replaced with 4k cameras
 - ◆ Worked with Axis to develop a next generation ENS component which will give alerts, act as the classroom clock, and replace the PA system. This will be installed and tested at Harrington Elementary this summer for use next year.
 - ◆ Visitor management installed and used at all buildings
 - ◆ McCarthy vestibule completed

Equipment

- Investigate elementary headphone needs, and purchase a classroom set for all elementary buildings.
- Investigate and purchase admin devices for new staff/updates.
- Check inventory levels for all equipment types to ensure the proper amount of product exists to support all staff/building needs.

- ◆ Elementary school received a complete class set of headphones for every room
- ◆ Added to inventory devices for new administrators
- ◆ Performed physical inventory of storage rooms to ensure proper amount of product for opening of school

App Subscriptions

- Purchase subscription for Nearpod.
- Investigate Google Gemini offerings
- Investigate alternative AI offerings.
 - ◆ Purchased district subscription for Nearpod
 - ◆ Looked into Google Gemini, but cost was very high. Would have cost around \$250,000 for a staff subscription. Hopefully this model will change moving forward.
 - ◆ Alternative AI offerings like Magic School were explored. We have held off on a purchase as next school year will have a heavy focus on AI professional development, and it makes sense to see how this is received before purchasing a tool for staff.

Classroom Technology

- Begin to investigate touch panel updates (oldest current panels installed in 2019)
- Investigate additional monitoring solutions for teachers (may fall into firewall/filter category)
- Perform firmware updates to all touch panel displays
- Attend trade shows/conference/webinars to stay abreast of new classroom technologies
 - ◆ Investigated and we will begin replacing some panels this summer. Approximately 100 panels will be updated in elementary buildings. This will have to be a phased approach which will likely take us several years to complete.
 - ◆ We piloted and then ultimately deployed ClassWize which is a tool from our filter manufacturer which allows teachers to manage devices in their classrooms. This was very well received by staff, not very well received by students.
 - ◆ All touch panel firmware was updated over the course of the year
 - ◆ Attended conferences like MassCUE, WCA Technology conference etc. Saw new products and met new vendors.

Student/Teacher Devices

- Investigate and order (via 4-year lease) student chromebooks and replace CHS teacher chromebooks
- Returned/Off-Lease Device redistribution

- ◆ Brought in 4 manufacturers to have them compete for our chromebook business. We will perform another 4-year lease for the new devices.
- ◆ Returned devices will be refurbished over the summer and any elementary device requiring replacement or updating will be replaced.

Professional Development

- Offer PD on Nearpod
- Offer PD on AI
- Offer Project Based Learning course
- Offer PD based upon requests from staff
 - ◆ Nearpod PD was offered throughout the year by the TIS group
 - ◆ AI will be a main focus for all staff in the 2025-2026 school year. This year we did add AI to the project-based learning class, and a cohort of teachers and our TIS group had some PD in AI.
 - ◆ This was offered twice this year and was well attended.
 - ◆ Technology Integration Specialists offered a wide variety of learning opportunities based upon staff feedback and requests.

Upcoming Projects

Each summer, the ICTS department takes on a major initiative designed to enhance the learning environment across Chelmsford Public Schools. This year, our work will center around improving building and network security, enhancing key educational spaces, and preparing for the deployment of our 1:1 student devices.

Cybersecurity Enhancements

This summer, we're partnering with a vendor to implement a Managed Detection and Response (MDR) solution, built on Microsoft's industry-leading Endpoint Detection and Response (EDR) platform. This new layer of cybersecurity protection will include features such as 24/7/365 monitoring by a Security Operations Center (SOC), proactive threat hunting, and advanced monthly reporting. These features will further strengthen the district's ability to detect, analyze, and respond to cyber threats.

Emergency Notification System (ENS) Upgrades

Last year, we introduced the initial phase of our Emergency Notification System, which included LED strobes and network speakers activated via emergency pushbuttons in each school. When triggered, the system lights up in a designated color and plays a pre-recorded message alerting building occupants. These alerts are also immediately visible to Chelmsford Police Dispatch.

This summer, we'll build on that work by upgrading the PA and clock systems at Harrington Elementary School. Each classroom will receive a new clock equipped with an LED strobe and speaker that ties directly into the ENS system. In addition to enhancing visual and audio alerts

during emergencies, the system will replace the aging PA system, improving sound clarity and communication. Integration with both our VOIP and handheld radio systems will allow for all-call announcements via phone or radio — a significant step forward in building safety and communication.

Visitor Security Vestibules

We're continuing the rollout of secure visitor entry points, adding vestibules to Center, Byam, Harrington, South Row, and Parker schools. Modeled after the successful installations at CHS and McCarthy, these secure vestibules will ensure that every school in the district has a designated, secure check-in area for visitors, adding another layer of protection for students and staff.

Learning Environment Enhancements

Byam Elementary Library Renovation:

This summer, the Byam Elementary School library is getting a complete refresh. The space will be redesigned to be bright, welcoming, and student-centered, with new lighting, fresh paint, and fun, functional furniture. It will also feature a large interactive display panel, a cozy reading nook, and modular shelving — all aimed at sparking curiosity and a love for reading in our young learners.

CHS World Language Lab Seating Upgrade:

Following last summer's replacement of all lab computers, we're now replacing the student seating in the World Language Lab at CHS. The original chairs have served their time and will be replaced with ergonomic and comfortable alternatives, providing students with a much-improved learning environment.

Interactive Panel Refresh:

It's been eight years since we began transitioning to interactive classroom panels. To keep our fleet current, we'll be replacing approximately 120 of our oldest panels this summer. With over 500 panels in use districtwide, this marks the start of a multi-year refresh to ensure classrooms stay equipped with reliable, modern technology.

ELL Enhancements:

This year we brought new translation devices to the upper grade levels. We introduced the new Vasco V4 translation device. It has the capacity to translate into 82 languages with 97% accuracy. It also translates pictures and text on the fly which is perfect for assistance with translating printed materials. In addition, the devices have the ability to link to a group chat which allows users speaking multiple different languages to have a conversation. The pocket talk translators were repurposed to the elementary levels, so they now have more units to assist with needs at that level.

We also piloted a translation software tool from Xerox called Workflow Central which allows translations of any digital document. This tool can translate into text or even into audio if that is more appropriate for the student. This will be a nice addition to the ELL toolkit and help our newcomers thrive in the classroom.

PAC Enhancements:

This summer the Performing Arts Center will receive an upgrade to the sound system. This winter we had audio manufacturers come to the PAC to demonstrate their sound solutions. We had members of the fine arts department come listen to the demonstrations, and we were lucky to have high school student sing and play instruments so we could hear exactly how the system responded to our real use cases. The enhanced sound system will be a fantastic addition to the space, and we can't wait to hear it next year!

Highlights

Grants and Recognitions

Over the past nine years, the ICTS department has secured more than \$1.8 million in grant funding to support infrastructure upgrades, device purchases, internet access, and classroom innovation. This year, we were awarded:

- **\$15,000** from Lockheed Martin for Project Lead The Way (PLTW)
- **\$2,500** PACE Grant for Computer Science
- **\$29,282** from DESE Innovation Pathways, including:
 - \$8,495 for Information Technology
 - \$10,393 for Engineering & Manufacturing
 - \$5,000 for Business Pathway
 - \$870 for curriculum development in Computer Integrated Manufacturing
 - \$504 and \$420 for student field trips
- **\$3,600** from One8 Foundation for Applied Learning in Engineering and Manufacturing

We are currently pursuing E-rate Category 1 funding, which would provide approximately \$50,000 in internet reimbursement. Unfortunately, we were not eligible for the E-rate Cybersecurity Pilot Grant due to our lower percentage of students qualifying for free and reduced lunch. However, we will continue to pursue other federal funding opportunities in the coming year.

Professional Development

Our Technology Integration Specialist (TIS) team has delivered a wide range of professional development this year. Meeting weekly, they've kept staff informed through weekly updates, collaborated with grade-level teams, and co-taught lessons across all schools. Notably, they developed a graduate-level course focused on AI in Project-Based Learning, introduced the Nearpod platform, and created onboarding materials to support new hires. Their commitment to teacher success and instructional innovation is truly exceptional.

In addition to the outstanding work done by the TIS team, our Data Analyst coordinated a customized training series with our scheduling software vendor. This training focused on advanced scheduling features and was attended by administrators from Parker, McCarthy, Chelmsford High School, and Central Administration. The group met weekly to build their skills in the student information system, which will significantly support and improve the annual scheduling process moving forward.

A cohort of teachers, administrators, and guidance counselors attended AI training at MIT called Day of AI. It was a day dedicated to learning about generative AI, and the positives and negatives of the technology on education. Each participant was assigned to a variety of workshops, and everyone was able to share their experiences after the workshops. A follow up training was held in May for the cohort along with the TIS group which focused on policy, acceptable use, and ethical use of AI. This summer the group will take a class focused on how to design AI training for educators. They will then use these training workshops to deliver professional development to our staff next year.

Operational Highlights

MCAS Platform Transition:

The district successfully transitioned to a new MCAS testing platform this year. While change is never easy, the combined efforts of the technology team and school administrators ensured a smooth process for students and staff alike.

Service Request Performance:

In 2024–2025, the ICTS department received 9,435 service requests. The average initial response time was 5.6 hours, and the average resolution time was just 2.3 days, with most issues being resolved the same day. This quick turnaround reflects the dedication of our technical staff, who not only respond swiftly but also provide outstanding customer service and build strong relationships with our users.

Looking Ahead

We are incredibly proud of the work accomplished and the projects underway this summer. With each passing year, our team continues to raise the bar in support of teaching, learning, and safety across Chelmsford Public Schools. We look forward to welcoming everyone back in the fall with new tools, refreshed spaces, and even stronger systems in place

Chelmsford School Committee Goals 2024-25

Mission Statement

To support the mission of the Chelmsford Public Schools to cultivate inspired, creative, and well-rounded lifelong learners who possess the integrity and self-direction necessary to be contributing community members, the school committee proposes the following goals for the 2024-2025 school year.

District Wide Goals

The following goals for the 2024-2025 school year are intended to support and reinforce the districtwide goals outlined in the strategic plan.

School Committee Goals and Action Steps

☐ Supporting Academic Programs

During the 2024-2025 school year, the school committee will support the district plans to provide educational programming in such a way as to support the academic achievement, equity of education, and social-emotional learning of students using the established initiatives from the strategic plan and guidance from the state. This goal will be measured by the successful implementation of the new curriculum in mathematics, established metrics of assessments review of new school configurations and schedules, student climate surveys, and the review of special education paraeducators' role in delivery of services.

ACTION STEPS:

1. Evaluate reports of academic progress generated from district-wide testing instruments to determine the effects of past and present changes to the implementation of the new curriculum and allocate funding for the implementation of additional supports when deemed necessary;
 - 2023 – 24 Year End Academic Update 7/9
 - 2023 – 24 CPS Year in Review 7/9
 - Professional Development Overview 9/10
 - Individual school and department presentations (October – June)
 - CPS Strategic Plan Implementation Update – DMGroup - 7/9, 9/17, 1/21, 6/17
 - School Improvement Plan Presentation 11/19
 - Presentations - McCarthy Middle School 12/17, Parker Middle School 1/21
 - SEL/DEI Programming Update 4/29
 - Communicate with stakeholders the continued changes with the new reconfiguration of the middle schools including any adjustments made to school schedules to accommodate all academic and non-academic needs;
 - MSBA Eligibility Period Deliverables Updates 7/9

2. Review and communicate student survey data on school climate and allocate funding for any resources required to support students;
 - CPS Strategic Plan Implementation Update – DMGroup - 7/9, 9/17, 1/21, 6/17
 - School Improvement Plan Presentation 11/19
 - Presentations - McCarthy Middle School 12/17, Parker Middle School 1/21
 - SEL/DEI Programming Update 4/29
 - Participation Steering Committee Members for SEL– DM Group - 6/24, 11/4, 12/19, 1/30, 03/13, 5/1, 6/5
3. Support the implementation of the newly defined role and responsibilities of paraeducators to ensure strategic time allocation and effective supports for students;
 - Participation Steering Committee Members for Equity– DM Group - 6/24, 11/4, 12/19, 1/30, 03/13, 5/1, 6/5
4. Continue liaison participation as district guiding team members for the implementation of the strategic plan with support from the DMGroup.
 - Participation Steering Committee Members – DM Group - 6/24, 11/4, 12/19, 1/30, 03/13, 5/1, 6/5



School Committee Goals and Action Steps

☐ Maintaining a Highly Effective Staff

During the 2024-2025 school year, the school committee in collaboration with the superintendent, assistant superintendent, director of human resources, and other stakeholders, will support and allocate funding for current and future employees to cultivate a workforce that allows staff to meet the needs of a diverse student and staff population, creating a positive, inclusive, safe learning environments for all. This goal will be measured through reports to the committee on established processes to recruit and retain staff members, increased collaborations with teacher preparation programs, and staff surveys on culturally responsive instruction.

ACTION STEPS:

1. Receive updates on current efforts to connect and partner with teacher preparation programs;
 - Participation Steering Committee Members Human Capital – DM Group 6/24, 11/4, 12/19, 1/30, 03/13, 5/1, 6/5
 - CPS Strategic Plan Implementation Update– DMGroup 7/9, 9/17, 1/21, 6/17
2. Review staff survey data on needs and provide financial resources;
 - Monthly Personnel Reports
3. Inform and engage the school and broader community regarding the vision of the school district in the areas of diversity, equity, and inclusivity of all groups by reviewing policies and allocating resources for educational programming and professional development for students, staff, and parents to provide context for the district's vision.
 - Staff Handbook Updates 7/9
 - Professional Development Overview 9/10
 - SEL/DEI Programming Update 4/29
 - Triboard Meeting - Town Wide Contract Negotiation Status 12/3
 - Executive Session – Contract Negotiations 12/17, 1/7, 4/29
 - Ongoing Negotiating Meetings February - June



School Committee Goals and Action Steps



Maintaining Aligned Financial and Facility Resources

During the 2024-2025 school year, the school committee will work with the superintendent, school personnel, and town officials to develop an aligned, sustainable financial foundation that supports the needs of the district including current and future budget requirements, current and future facility needs, and will clearly communicate these with all stakeholders in the district. This goal will be measured by financial reports, budget documents, capital plans, maintenance work orders, and APPA cleaning standards.

ACTION STEPS:

1. Work with the superintendent and business administrator to monitor the current year budget, including all grants from federal, state, and local agencies related to the COVID-19 pandemic, make necessary adjustments as needed, and develop a budget for the 2025-2026 school year considering current and future financial needs within the district;
 - CPS Strategic Plan Implementation Update – DMGroup 7/9, 9/17, 1/21, 6/17
 - Budget Reports and Transfer Requests - 7/9, 8/6 (FY 25 Final), 9/17, 10/15 (Q1), 12/8, 1/21 (Q2), 3/25, 4/15 (Q3), 5/6, 5/20, 6/17
 - Triboard Meeting 12/3
 - FY 26 Budget Calendar 12/17
 - FY 26 Budget Presentation 2/4
 - FY 26 Budget Hearing 2/25
2. Review and prioritize short-term capital plans for completion of priority areas;
 - Strategic Plan Implementation Update – DMGroup - 7/9, 9/17, 1/21, 6/17
 - FY 26 Capital Project Prioritization + Updates 10/1, 10/15, 11/12, 12/17
 - Parker Middle School Building Project Updates 11/12, 12/17, 5/6, 5/20
3. Analyze enrollment projections to guide future prioritization of capital needs in our current facilities, as well as continue to pursue new facility options to meet the projected future needs within the confines of the town's financial realities;
 - Facility Tour of FY 25 Capital Projects 8/20

4. Communicate reports on maintenance orders completed;

- Strategic Plan Implementation Update – DMGroup - 7/9, 9/17, 1/21, 6/17
- Facility Work Order Updates 11/19, 5/20

5. Communicate the review of building conditions as compared to APPA cleaning standards.

- Strategic Plan Implementation Update – DMGroup - 7/9, 9/17, 1/21, 6/17

School Committee's Professional Practice Goals

Mission Statement

The following school committee professional practice goals for the 2024-2025 school year are intended to improve communication and functioning among and between the members of the school committee, superintendent, and Chelmsford community.

Duty to Govern Established Policies and Oversee, Evaluate, and Monitor the Execution of Policies

By June 2025, the school committee will conduct a review and update school committee policies that support the district plans to provide educational programming to be sure they are up-to-date and in compliance with state/federal law and regulations. This goal will be measured by changes made in identified policies and the clear communication of changes to the school community.

ACTION STEPS:

1. The SC Policy Subcommittee shall convene and review current policies and recommended adjustments/updates with appropriate central office staff.
 - Student and Faculty Handbook Updates 7/9
2. Identify the policies that will be reviewed and adjusted.
 - EV Policy creation and approval 12/17, 12/30
3. Publish final changes and communicate how the changes apply to the school community.
 - Discussion and approval of High School Graduation Requirement Update – Competency Determination 1/21, 6/3
 - Discussion of technology issues (Use of AI, Cell Phone use in schools) 1/21
 - Survey of staff and parents regarding cell phones in the schools - Ongoing



CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: June 16, 2025
Re: Superintendent Goals: 2024-25 – End-of-Year Progress

Attached please find a copy of the superintendent goals for the 2024/25 school year. I made comments throughout the document updating each area with accomplishments and progress through June, 2025. This is a final yearend document for 2024/25.

Superintendent Goals 2024-25

Mission Statement

To support the mission of the Chelmsford Public Schools to cultivate inspired, creative, and well-rounded lifelong learners who possess the integrity and self-direction necessary to be contributing community members, the superintendent proposes the following goals for the 2024-2025 school year.

District Wide Goals

The following goals for the 2024-2025 school year are intended to support the district's multi-year strategic plan.

Superintendent Goals and Action Steps

Academic Achievement

By June 2025, the superintendent will complete the strategic planning process on academics with year-three goals that focus on closing the mathematical achievement gap in the elementary and middle grades to build a strong foundation for academic success in high school and beyond. This goal will be measured by the percentage of students making adequate annual growth on MCAS, the percentage of 3rd grade students meeting standards in reading based on i-Ready data, the percentage of 3rd grade students meeting standards in math based on i-Ready data, and the percentage of 8th grade students meeting standards in math based on i-Ready data.

ACTION STEPS:

1. Continued implementation and professional development in grades K-8 for the new mathematics program during the 2024-2025 school year;
 - Professional development provided for all K-5 teachers in the new Reveal math curriculum: 10/24/2025; 01/14/2025; 03/12/2025.
 - Weekly co-teaching and review of math lessons with elementary teachers by the math specialists.
 - Weekly updates on math practice with a focus to provide a teacher review to enhance curriculum delivery.
2. Provide enhanced practices for the iReady program;
 - Conducted beginning-, middle-, and end-of year data meetings with consultants to review results and plan action steps throughout the year to increase student learning and performance to include My Path usage to increase building block lesson use. Meeting dates 10/06/2024; 02/15/2025; 06/10/2025.
 - Attended iReady webinar on the use of iReady Pro feature. Professional Development provided at the department and grade level times on its use.
 - Reviewed new features of iReady Pro for upcoming school year that will provide immediate student engagement, visibility to performance and progress, including strengths, changes in personalized instruction, the introduction of text complexity in reading and grade level content in math, choice in topics to increase comprehension, and enhancements of scaffolding.
 - Scheduling process of professional development for the 2025/2026 school year was initiated for iReady Pro enhancements for educators.

3. Promoted inclusive instructional practices for students with disabilities within the general education classroom:

- 8-week special education classroom success coursework (Fall and Spring) developed for content teachers in:
 - Humanities (English, History, World Languages)
 - STEM (Science, Math, Technology)
 - Health, Physical Education, and Family Sciences
 - Fine and Performing Arts
- Continuation of Sheltered English Immersion I & II course to include strategies for ELL students with disabilities
 - Humanities (English, History, World Languages)
 - STEM (Science, Math, Technology)
 - Health, Physical Education, and Family Sciences
 - Fine and Performing Arts



Equity

By June 2025, the superintendent will focus on providing equitable opportunities for each and every student as identified in the special education opportunities review to close the achievement gap between marginalized student populations and their peers. This goal will be measured by identifying the achievement gap between general education students and special education students with IEPs and students who are economically disadvantaged.

ACTION STEPS:

1. Building upon the work in the 2023/24 school year, worked closely with the special education team to support the implementation of the newly defined roles and responsibilities of paraeducators to ensure strategic time allocation and effective supports for students;
 - Five professional development sessions delivered to paraeducators during the school year (08/27/2024; 09/18/2024; 10/24/2024; 01/14/2025; 03/12/2025).
 - Three meetings conducted with the paraeducator working group committee during the school year (10/24/2024; 02/13/2025; 05/29/2025).
 - Conducted a collection of paraeducator schedule sharing to identify time with students (week of 03/25/2025).
 - Analysis completed of paraeducator schedules at steering committee meeting (06/25/2025).
 - Conducted teacher survey to gauge their understanding of the refined role for the paraeducator (April/March, 2025).
2. Monitored the continuum of educational supports that provided students with high-quality instruction in the least restrictive environment.
 - Draft continuum of educational supports completed.
 - Feedback from administrators collected to make any necessary changes (12/10/2025).
 - Professional development completed to roll-out the continuum at the school level for fall 2025.
3. Continue progress monitoring of students with disabilities and economically disadvantaged students using iReady to adjust instructional practices.
 - Conducted benchmark meetings for beginning-, middle-, and end-of-year data for special education students 10/24/2024; 02/14/2025; 06/13/2025.
 - Use of iReady data to conduct placement decisions for special education students (December – June).
 - iReady data used to assess service delivery to special education students - i.e. push-in and pull-out to identify delivery shifts (Spring).



Social-Emotional Learning

By June 2025, the superintendent will focus on ensuring that students have strong relationships with staff and their peers, so students feel welcomed, included and safe at school. This goal will be measured by the percentage of students who report through surveys, a feeling of a sense of belonging in school, having positive relationships with peers, and having positive relationships with staff in grades K-12.

ACTION STEPS:

1. Continue to utilize the data collection and analysis tool (Panorama) to measure and respond to student data results;
 - Fall and spring surveys administered.
 - Review of fall survey data to identify needs and professional development.
 - Professional Development provided on the use of Panorama Playbook and intervention plans for behavior (12/12/2024; 02/02/2025; 04/01/2025).
 - Presentation of survey data to staff (scheduled department meeting and faculty meeting time).
 - Ongoing creation and implementation of response plans based on student response data (all year).
2. Continue to refine and implement DEI practices and protocols recommended by the MTSS committee.
 - Monthly combined MTSS/DEI meetings to shift the mindset of both SEL and DEI practices in the district.
 - Completed Restorative Practices professional development for the school-based teams, administration, and families.
 - Completed Restorative Practices for clinical teams.
 - Incorporated DEI practices into the current SEL curriculum used at the schools.
3. Review and enhance the transition protocols and practices between school levels to support students' SEL needs.
 - Created document of all transitions at the various levels to within the district.
 - Created activities calendar/flowchart document for each level.
 - Identified gaps in transition opportunities to create additional opportunities to support students.
 - Added transition questions on family survey to gather additional data to create future activities.



Human Capital

By June 2025, the superintendent will focus on attracting and developing a highly effective teaching staff equipped to meet the diverse needs of our student population. This goal will be measured by the increase of adults from diverse backgrounds through college partnerships, the percentage of instructional staff who receive professional development and training to better support diverse student populations, and the percentage of staff who report feeling equipped to provide culturally responsive instruction.

ACTION STEPS:

1. Conducted newly developed staff survey and analyze results;
 - Used previous staff survey to support collective professional development opportunities in the areas of culturally responsive instruction.
 - Role of the paraeducator professional development (September).
 - Outside consultant on restorative practices and community circles (August -April)
 - Teacher/Paraeducator relationships (October).
 - Paraeducator professional development on supporting diverse needs and disabilities of students (October).
 - Outside consultant on restorative practices and community circles (October).
 - Tier 2 behavior interventions through Panorama (November).
 - Having difficult conversations about students (November).
 - Paraeducators – strategies for all students (December).
 - Administered end-of-year survey and are currently analyzing results to inform next year's goals.
2. Continue with and identify additional teacher collaboration programs that will diversify the staff applicant pool.
 - Continued collaboration with UMass Lowell, Merrimack College and Endicott College Partnerships.
 - Members of MassHire, Massachusetts Partnership for Diversity in Education (MPDE), and Massachusetts Education Recruiting Consortium (MERC).
 - Participated in job fair events throughout the school year through membership and partnerships: 8/15/2024, 9/7/2024, 2/25/2025, 10/2/2024, 11/19/2024, 3/1/2025, 3/25/2025, 4/24/2025, 6/3/2024, Summer 2025 TBD.



Facilities and Operations

By June 2025, the superintendent will enhance the educational facilities to provide students with safe and modern schools that support innovative student learning. This goal will be measured by the annual review of short-term capital plans, project delivery and budget use; maintenance work orders submitted and completed, APPA standards of cleaning for buildings, and school schedules that maximize instructional time.

ACTION STEPS:

1. Provide an update on building cleanliness to APPA standards;
 - Completed submitted ticket of work orders entered for cleanliness of CPS school facilities.
 - Conducted assessments of each school facility based on established schedule throughout the 2024/25 school year.
 - Shared and reviewed assessment reports with the school/DPW facilities team and corrective action initiated where required.
2. Implement efficient processes for work order entry/opening, assignment, priority level, and completion/resolution for school facilities;
 - Completed regular review of work orders entered for maintenance and repair of CPS school facilities
 - Attended demonstration of new software enhancements for work order ticket system.
 - Scheduled and attended meetings to discuss an implementation plan for the software upgrade.
 - Attended on-site onboarding/training for new software with Brightly Solutions.
 - Launched and monitored new software system.
3. Prioritize project completion for safety updates, upgrades, and enhancements to school facilities;
 - Davis Group was engaged to review visitor management protocol at all schools, including site visits to review planned secure entrance construction projects to be completed in the summer of 2025.
 - Scheduled and attended Davis Group observations of ALICE options-based drills at each school location to provide feedback to school-based teams on implemented response.
4. Review school schedules for adjustments needed from a facilities perspective.
 - DPW Director provided quarterly reports of progress to the school committee on November 19, 2024 (1st Quarter), February 4, 2025 (2nd Quarter), and May 20, 2025 (3rd Quarter).

Engagement with State Level Organizations

By June 2025, the superintendent will attend state and national conferences and meetings to maintain his knowledge/learning with regard to the most educationally appropriate practices involving 1) school safety, security and emergency planning preparedness for our schools, 2) the integration of technology initiatives in elementary, middle and high schools, as we focus on the meaningful integration of technology in our curriculum and learning practices, and 3) district administration and leadership.

1. Past President and Treasurer - Merrimack Valley Superintendents Association (MVSA) for 2024/25 School Year
2. Executive Board Member - Massachusetts Association of School Superintendents (MASS) for 2024/25 School Year
3. Legislative Committee Member - Massachusetts Association of School Superintendents (MASS) for 2024/25 School Year
4. MASS Executive Institute – Summer 2024
5. New England Association of School Superintendents (NEASS) Regional Conference – October 2024
6. MASC/MASS Joint Conference – November 2024
7. AASA AI Super Summit 1.0 – January 2025
8. AASA National Superintendent Conference – March 2025
9. AASA State Leadership Conference – May 2025
10. Elected Vice President – Massachusetts Association of School Superintendents (MASS)
 - (4-Year Officer Term - 2025 – 2028: Vice President, President Elect, President, and Past President)



CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: June 14, 2025
Re: 2024/2025 Superintendent's Evaluation Process

Below is a proposed timeline and process for conducting my evaluation for the 2024/2025 school year. This is in-line with previous evaluations conducted.

Superintendent Evaluation Process

1. The superintendent submits a Year-in-Review Report at the July 22, 2025 regular school committee meeting and presents the highlights to the school committee. The school committee members will have an opportunity to ask clarifying questions or request additional evidence/information for use in completing the superintendent's evaluation.
2. Each school committee member prepares an End-of-Cycle Summative Evaluation Report by July 30, 2025 taking into consideration the Year-in-Review Report submitted by the superintendent as well as any other relevant evidence/information for the purpose of arriving at:
 - An assessment of progress on goals;
 - A rating of the superintendent's performance on the Standards;
 - An overall rating of the superintendent's performance.

Members will electronically submit their evaluation reports to Chair King, copied to the superintendent, by July 30, 2025.

3. Chair King drafts an End-of-Cycle Summative Evaluation Report of the superintendent for the committee. The Chair will:
 - Prepare a single summative evaluation based upon the preponderance of individual ratings;
 - The Chair sends the summative evaluation to committee members by August 1, 2025;
 - The school committee adopts a final End-of-Cycle Summative Evaluation Report (on agenda for August 5, 2025).

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

This timeline will allow us to review the current year and move the discussion to the next (2025/26) school year at our second August school committee meeting date. To aid in your review and evaluation of my work, I have attached an evaluation rubric taken from MA DESE for the superintendent's evaluation. This rubric is to be completed by each individual member and then submitted individually to Chair King for compilation. The individual evaluations *are not public record* and *are not shared with the public*. The cumulative summative document (ratings and comments) that Chair King will compile based upon individual member ratings will become public record and will be shared with the public.

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

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

End-of-Cycle Summative Evaluation Report: Superintendent
2023 - 2024 School Year

Jay Lang, Ed.D.
Superintendent of Schools

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

Comments:

End-of-Cycle Summative Evaluation Report: Superintendent
2023 - 2024 School Year

Jay Lang, Ed.D.
Superintendent of Schools

Superintendent's Performance Rating for Standard I: Instructional Leadership

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

Comments:

End-of-Cycle Summative Evaluation Report: Superintendent
2023 - 2024 School Year

Jay Lang, Ed.D.
Superintendent of Schools

Superintendent's Performance Rating for Standard II: Management and Operations

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

Comments:

End-of-Cycle Summative Evaluation Report: Superintendent
2023 - 2024 School Year

Jay Lang, Ed.D.
Superintendent of Schools

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

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

Comments:

**End-of-Cycle Summative Evaluation Report: Superintendent
2023 - 2024 School Year**

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

Superintendent's Performance Rating for Standard IV: Professional Culture

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

Comments:

End-of-Cycle Summative Evaluation Report: Superintendent
2023 - 2024 School Year

Jay Lang, Ed.D.
Superintendent of Schools

Add Evaluator Comments

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

NOTES:

CHELMSFORD PUBLIC SCHOOLS

Memorandum

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

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

Date: June 12, 2025

Re: FY2025 Recommended Budget Transfers

I am writing to request three (3) budget transfers for FY2025.

The first transfer request is shifting budget funds from the capital land and buildings account to the school security account. The purchase is an enhancement to the emergency notification system and addresses the clocks and public address system. There are funds available in the capital land and buildings account since the district is removing two (rather than four) accordion walls and replacing them with solid walls and fired rated doors at McCarthy Middle School. The McCarthy project was presented at the March 25, 2025 school committee meeting. We will likely address the other two accordion walls in FY2026 if there are one-time funds available.

From		To		Amount
17200000-57800	Capital Land & Building	11450000-54204	School Security	38,033

I recommend the school committee vote to approve this FY2025 local operating budget transfer for \$ 38,033 from the account noted to the school security account as presented.

The second transfer is shifting budget funds from an account we plan to be favorable in to other instructional services. This budget transfer is for psychological evaluations.

From		To		Amount
12800500-51050	Sal/Center Psychologist	12440076-53990	Other Instructional Svc	12,440

I recommend the school committee vote to approve this FY2025 local operating budget transfer for \$ 12,440 from the account noted to the other instructional service account as presented.

The third transfer is shifting budget funds from an account we plan to be favorable in to retirement / employee separation costs. This will free up some FY2026 budget funds by paying the retirement incentives scheduled for July 2025 (FY2026) in June 2025 (FY2025) instead. The amount paid in June 2025 was \$ 50,240.

From		To		Amount
12800500-51050	Sal/Center Psychologist	15150000-51140	Emp Separation Costs	3,928

I recommend the school committee vote to approve this FY2025 local operating budget transfer for \$ 3,928 from the account noted to the employee separation costs account as presented.

Throughout the fiscal year, I have summarized a few of the larger budget variances. After applying these favorable balances to the one-time purchases and pre-paid (FY2026) SPED OOD tuitions at previous school committee meetings, there may still be some favorable balances at the end of June (i.e. tutoring, various labor accounts), and the intent is to utilize these favorable balances to build additional allowable reserve in the revolving funds for future use. Should this be the case, I will take steps to credit the revolving fund and debit the local operating budget and detail this activity at the next school committee meeting.

After these budget transfers, our intent is for the final FY2025 local operating budget expenditures and encumbrances to total \$ 73,880,000. We may also need to complete some minor FY2025 budget transfers at the end of June 2025 should a couple of the DESE categories be over the budget amount. We would transfer the funds from a DESE category that is under the budgeted amount.

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: June 11, 2025

Re: Personnel Report – May 2025

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

Personnel Report – May 2025

New Hires

Beimler, Jack

Social Studies/ELA Teacher (0.6 Social Studies/0.4 ELA)

Chelmsford High School

Effective date: 8/25/25

Feltus, Caitlin

Interim Physical Education Teacher

Byam Elementary School

Effective date: 8/25/25

Flynn, Allyson

Special Education Teacher – Language Based Program

McCarthy Middle School

Effective date: 8/25/25

Frey, Brittney

Special Education Teacher

Parker Middle School

Effective date: 8/25/25

Haug, Jasmine

School Psychologist

Chelmsford High School

Effective date: 8/25/25

Helgason, Catherine

Grade 8 Math Teacher

McCarthy Middle School

Effective date: 8/25/25

Kelber, Kelly

Interim ABA Paraprofessional

Chelmsford High School

Effective date: 5/12/25

Lee, Aaron

School Psychologist

Parker Middle School

Effective date: 8/25/25

Lupoli, Sophia

Interim Grade 5 Math/Science Teacher

Parker Middle School

Effective date: 8/25/25

McCarthy, Kristin

Interim ABA Paraprofessional

Chelmsford High School

Effective date: 8/25/25

Pray, Courtney

Spanish Teacher

Chelmsford High School

Effective date: 8/25/25

Rappoport, Abigail

Interim Grade 5 English/Social Studies Teacher

Parker Middle School

Effective date: 8/25/25

Vaughan, Shelia

Lunch/Recess Aide

Byam Elementary School

Effective date: 5/27/25

Resignations:

Arora, Anupama

Special Education Teacher

Byam Elementary School

Effective date: 6/30/25

Carroll, Anna

Special Education Teacher

Harrington Elementary School

Effective date: 6/30/25

Cox, Colin

School Psychologist

Chelmsford High School

Effective date: 6/30/25

Cranney, Sarah

Grade 5 Special Education Teacher

Parker Middle School

Effective date: 6/30/25

Cunningham, Alexandra
College & Career Readiness Facilitator
Chelmsford High School
Effective date: 6/4/25

Dixon, Kevin
Chemistry Teacher
Chelmsford High School
Effective date: 6/18/25

Doolan, Meghan
ABA Paraprofessional
Chelmsford Integrated Preschool (CHIPs)
Effective date: 5/8/25

Dua, Satyawati
ABA Paraprofessional
Harrington Elementary School
Effective date: 6/17/25

Lnu, Nandini Durgesh
Lunch/Recess Aide
Center Elementary School
Effective date: 5/16/25

Meserve, Rosalind
Lunch/Recess Aide
Harrington Elementary School
Effective date: 6/3/25

Mitza, Christina
Dean Hawthorn House
Chelmsford High School
Effective date: 6/30/25

Secor, Rosheen
Paraprofessional
South Row Elementary School
Effective date: 6/30/25

Senkal, Caroline
Paraprofessional
Parker Middle School
Effective date: 6/30/25

Williams, Rachel
Lunch/Recess Aide
Byam Elementary School
Effective date: 6/16/25

Witte, Matthew
Math Teacher
Chelmsford High School
Effective date: 6/30/25

[Retirements:](#)

[Assignment Changes:](#)

Approval of Field Trip Requests

1.) Community Education Program

Summerquest

July 7, 2025

Block Party Social

Hookset, New Hampshire

FIELD TRIP APPLICATION FORM

CHELMSFORD PUBLIC SCHOOLS

230 North Road, Chelmsford, MA 01824
Phone (978) 251-5100

Teacher Sub(s) Needed:

YES _____ NO _____

_____ Full-Day Sub(s)

_____ Half Day Sub(s)

needed for: AM / PM

Please fill out application form completely. Please print. * Apply for only one trip per form.School Requesting Permission: _____ CHS _____ PARKER _____ McCARTHY X COMM.ED. _____
_____ BYAM _____ CENTER _____ HARRINGTON _____ SOUTH ROWDay(s) of Week for Trip: MON X TUE _____ WED _____ THR _____ FRI _____ SAT _____ SUNTrip Date: 7/7/25 If Overnight Trip, Return Date: _____/_____/_____

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: CommEd Cell Phone: _____Grade, Group, Class(es) or Course(es): Summer QuestTotal Number of Students: 40 Number of Male _____ Number of Female _____Number of Students Assigned Per Chaperone: 10Total Number of Chaperones: 4 Number of Male _____ 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): Kendra Czernicki, Nick Pleva,
Meghan Hoover, Lauren Pratt Cell Phone #: _____

Faculty/Chaperone with Epi-Pen Designation (Name): _____

If applicable

Is a Nurse Needed? Yes _____ No X

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:

Signature of School Nurse_____
DateEvent/Purpose of the Trip: Summer Quest

Curriculum Standard Addressed by Trip (Reason for the Trip)

Destination: Block Party Social (603) 621-5750
Name of Facility Facility Telephone51 Zappa Drive Hooksett NH
Facility Street Address City State

Estimated Leave Time: 10:15 a.m. / (p.m.) Estimated Return Time: 2:30 a.m. / (p.m.)

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

District Transportation Department will try to secure bus(es) from Transportation Company. Transportation to and from school takes precedent 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) Commed 170 Dalton Rd Chelmsford MA 01824

Equipment Space Needed (such as music instruments): Yes NO X

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.

Meal Plans:

TRIP COST/FUNDING

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

Total Price of event \$

Additional Costs \$

Total Cost of Trip \$

School/Org. to pay for: Commed \$

Student paying \$ per person for: \$

Please list any other circumstances that may affect the trip:

Submitted by:

Signature of Trip Sponsor Date

Approved by:

M Puleski
Signature of Dept. Head/Coordinator

6/9/25
Date

Kelly D. [Signature]
Signature of Building Principal

6/9/25
Date

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