



# Chelmsford School Department School Committee

## *Notice of Public Meeting*

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

As required by G.L. c. 30 A, §18-25

Filed with Town Clerk:

**DATE: Tuesday October 7, 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](mailto:langj@chelmsford.k12.ma.us) prior to 12:00 p.m. on Tuesday October 7, 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 September 16, 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. Academic Update: Spring 2025 MCAS Data and Accountability Rating
2. 2025/26 Strategic Plan Update
3. 2025/26 Superintendent & School Committee Goals Review and Discussion

4. 2025/26 School Committee Meeting Presentation Schedule: Departments & Schools
5. MASC Resolutions & Voting Delegate – Fall 2025 Membership Meeting
6. SC Policy Discussion: IHAIA – Middle School CTE Exploration
7. Approval of Field Trip Requests

#### **REPORTS**

1. Liaison Reports

#### **ACTION/NEW ITEMS**

1. Request for Reports & Updates

#### **PUBLIC COMMENTS:**

The School Committee will hear from members of the public on general matters of education interest. Speakers are asked to limit comments to 3 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  
September 16, 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 September 2, 2025**

**Ms. Santos moved to approve the minutes of the regular school committee meeting of September 2, 2025. Mr. Moses seconded. Motion carries 5-0.**

**CHS STUDENT REPRESENTATIVE ANNOUNCEMENTS**

Patrick has returned for his second year as a student representative and is now a junior at CHS. He is happy to return and looks forward to another great school year! New this year is Richie Freije who is also a junior and is excited to be here! Richie is the brother of Lana Freije who was a student representative for the past three years and now attends college.

Patrick shared that all clubs and sports have begun. Ms. Vitali is the new dean of Hawthorne House. The CHS PTO will hold their first pickle ball fund raiser this weekend at the new pickle ball courts. Patrick welcomes Richie and is excited for him to be here and today is Richie's birthday! Applause all around!

Richie shared that the Lion Club started last week organizing The Pumpkin Palooza Event featuring candy, crafts and games on October 4<sup>th</sup>. All clubs and sports teams are welcome to participate. Student Council met on September 4<sup>th</sup> where plans for September 10<sup>th</sup> Open House were discussed. The Class of '27 Representatives met, and new shirts were designed for the Pep Rally. Plans for Halloween Movie Night were discussed. The CHS Football Team played against Bishop Feehan last weekend but, sadly, lost 24 to 12. The School Committee is happy to have Patrick and Richie here!

## **GOOD NEWS**

Dr. Hirsch wants everyone to keep checking their calendars since there are many wonderful events coming up soon like school photos, open houses, etc. Ms. Santos added she has visited several schools and was pleased with the new secure entrances. Ms. Lebeaux was at South Row earlier tonight and was pleased with how it looked and enjoyed staff presentations. Mr. Moses attended the CHS Open House and enjoyed going from classroom to classroom and also talking with the teachers.

## **PUBLIC COMMENTS:**

None

## **NEW BUSINESS**

### **1. Discussion on AI Guidelines and Policy Development**

Dr. Hirsch and Bill Silver presented tonight on policy development and planning around AI for the upcoming school year. Dr. Hirsch began by saying “Generative AI” is what we are speaking about and showed a two-minute video of introduction to it. Professional development for AI is a district priority. Sessions have already been held with a cohort of teachers. Administrators have also received training during the summer with ongoing sessions scheduled. The November 4<sup>th</sup> full day PD will focus on AI as well. Teachers have also participated in “train-the trainer” courses. There are three courses required to receive “micro credentials in generative AI”. These are sponsored through AI for Education. Two-day retreats were held in August. Ethics and strategies were included as well as “refining assessments and practices to ensure” authenticity and ethics including: privacy; safety; bias and integrity. On November 4<sup>th</sup> all teachers will be participating in full day training including break-out session for different levels and content areas. This will allow for hands-on practice and sharing what is already being used in the district. The cohort of ten teachers will receive the second of three courses needed to be “credentialed”.

Bill Silver shared that we do not yet have School Committee policy for AI which needs to be addressed. What we do have in place are “usage guidelines” for students and staff. These are based on the recently released State Guidelines. Mr. Silver and The Chair spent time this summer looking at some AI policies from other school districts. The current district guidelines include ethical considerations and purpose and scope for all digital use including transparency and accountability. Privacy and security areas also need to be included in the forthcoming

policy. Monitoring the use of AI in the district will be ongoing. The Committee and CHS student representatives offered comments as well as questions on tonight's presentation. The Committee would like to bring in an expert consultant to help facilitate policy development including stakeholders and consult our attorney as well. To fully appreciate this in-depth presentation please watch this segment of tonight's meeting on Chelmsford Telemedia YouTube.

## **2. FY2024 MA DESE End-of-Year Audit Report**

Ms. Johnson-Collins reviewed the positive end-of-year audit report for FY2024 conducted by CBIZ. Documentation for this is included in tonight's agenda packet. She thanked her team and all department heads for this "clean audit"!

**Ms. Santos moved to congratulate Joanna and her team on all the fine work that got us to this financial audit report that has absolutely no findings...Yay! Mr. Moses seconded. Motion carries 5-0.**

**Ms. Santos moved to accept this report as presented. Mr. Moses seconded. Motion carries 5-0.**

## **3. Recommended FY2026 Budget Transfers**

Ms. Johnson-Collins included a memorandum in tonight's agenda packet providing details for budget transfer for anticipated salary increases.

**Ms. Santos moved to approve the FY2026 local operating budget transfer of \$1,163,838 from the Salary Reserve Cola Account to the various labor accounts as presented. Mr. Moses seconded. A roll call vote was taken. Motion carries 5-0.**

**Ms. Santos moved to approve the FY2026 local operating budget transfer of \$81,895 from the Salary Reserve Cola Account to the various labor accounts as presented. Mr. Moses seconded. A roll call vote was taken. Motion carries 5-0.**

**Mr. Moses moved that the School Committee vote to approve the FY2026 local operating budget transfer of \$212,434 from the Salary Reserve Cola Account to the various labor accounts as presented. Ms. Mackinnon seconded. A roll call vote was taken. Motion carries 5-0.**

**Ms. Santos moved to approve the FY2026 local operating budget transfer of \$70,373 from the Salary Reserve Cola Account to the various labor accounts as presented. Mr. Moses seconded. A roll call vote was taken. Motion carries 5-0.**

#### **4. MSBA Designer Selection Process: Parker Middle School Building Project**

Dr. Lang announced that the meeting was held with the MSBA Designer Selection Panel. Two architectural firms were interviewed with AI3 being chosen for the project. The Town may move forward with a contract for AI3. The contract will be formally recommended at the next Parker Building Committee meeting this Thursday and, if approved, will be recommended to The Select Board on September 22, 2025, for their approval. Dr. Lang and Mr. King are very pleased with the selection of AI3! Dr. Lang will email The Committee a copy of AI3's proposal.

#### **5. Update: Private School Approval Process and Request for Consideration – Drake Academy**

Dr. Lang has received correspondence from The Drake Academy stating that they will not be opening this current school year. They will look to get all approvals to open for the 2026/27 school year. The Committee will review their updated applications in October.

#### **6. Tri-Board Meeting Dates**

Dr. Lang announced there will be a Tri-Board meeting on November 10<sup>th</sup> and another on December 8<sup>th</sup>.

#### **7. Personnel Report: August 2025**

No action required.

#### **8. Valley Collaborative Quarterly Report – FY2025 (4th Quarter)**

Dr. Lang included this report in tonight's agenda packet to be shared as required by DESE.

**Ms. Santos moved to accept The Valley Collaborative Quarterly Report FY2025 fourth quarter. Mr. Moses seconded. Motion carries 5-0.**

### **REPORTS**

#### **1. Liaison Reports**

Ms. Santos attended the Center School PTO meeting which had a great turnout. They are sponsoring a curriculum night, an ice cream social and "Trunk or Treat" on October 18<sup>th</sup>. Recycle Day will be on November 8<sup>th</sup>. They are working on a new plan for parents who pick up their students. It was a wonderful meeting!

Ms. Mackinnon attended the CHIPS PTO meeting with an excellent attendance. They have many enrichment activities planned. Open House will be November 13<sup>th</sup> at 5:30 p.m. She also was at the Harrington School PTO meeting. The principal shared their new "Access Communication System" and stated that their school is the only one in the country testing this new system! Lots of new parents attended this meeting. Many activities are scheduled.

Ms. Lebeaux stated South Row's PTO meeting included information on ways parents may be involved. The meeting was well-attended. The "Pumpkin Fair" will be held on October 18<sup>th</sup> and is open to the entire community.

#### **ACTION/NEW ITEMS**

Ms. Santos shared that the upcoming CHS Pickle Ball fund raiser proceeds will be used for the "After Prom" next May.

Dr. Lang shared that the State Senate passed the Cell Phone legislation and it has been sent to The House with no action yet. If passed it will not be in effect for the current school year. Ms. Santos will reach out to our reps to get an update on the status of this in The House.

#### **PUBLIC COMMENTS:**

None

**ADJOURNMENT at 7:28 p.m.**

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

*Respectfully submitted,*

*Sharon Giglio, Recording Secretary*



# CHELMSFORD PUBLIC SCHOOLS

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Dr. Linda J. Hirsch, Assistant Superintendent

## MEMORANDUM

To: Dr. Jay Lang, Superintendent  
Members of the School Committee  
From: Dr. Linda Hirsch, Assistant Superintendent *Linda J. Hirsch*  
Date: October 7, 2025  
RE: 2025 Spring MCAS Data and Accountability

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Attached you will find a presentation on the 2025 Spring MCAS results for the Chelmsford Public Schools that assesses ELA, mathematics, and science in grades 3-10. I will provide a review of the state accountability system and both a district and school overview of results for each subject tested.

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



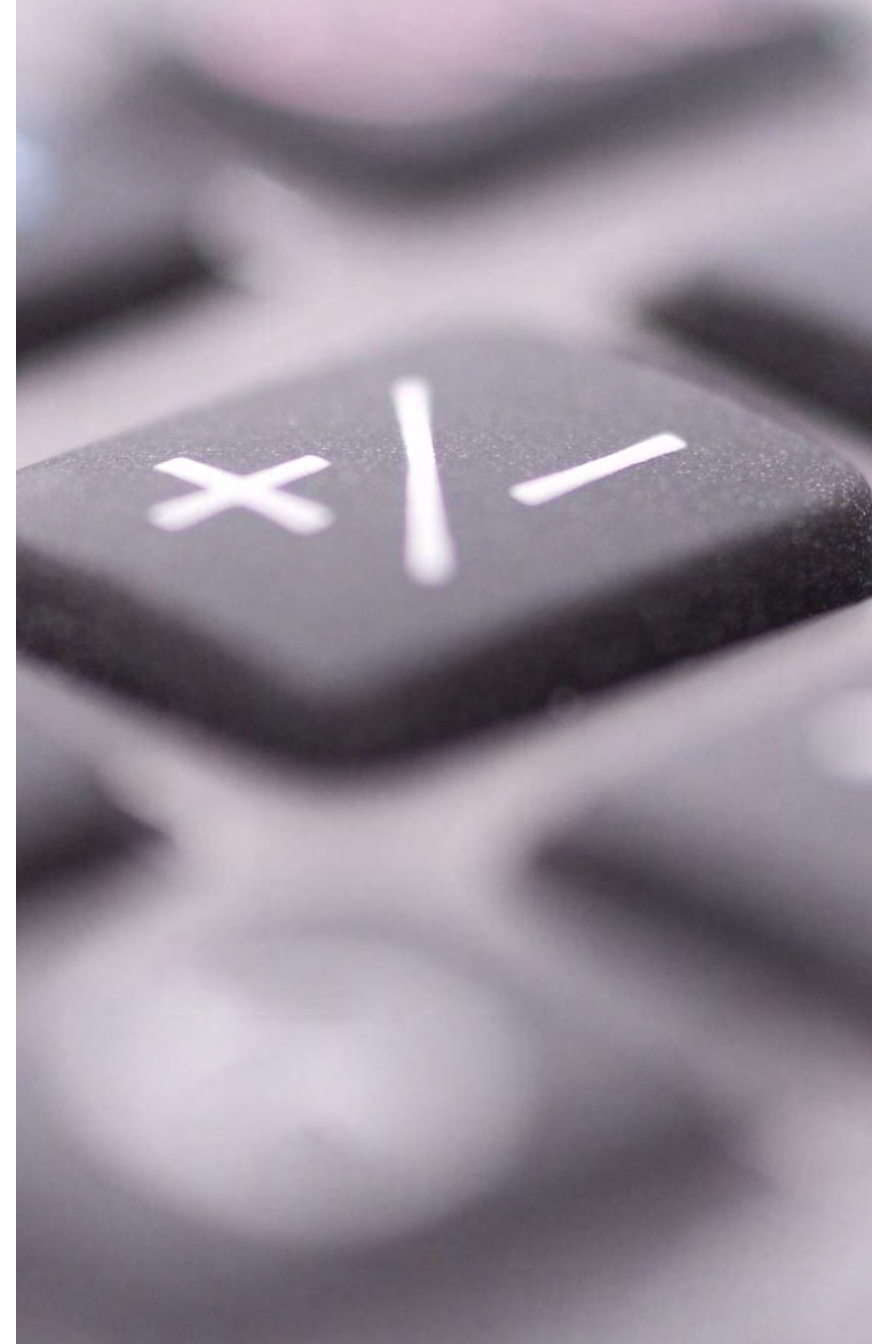


# Academic Update

Chelmsford Public Schools  
MCAS – Spring 2025

# Accountability System

- All schools receive an overall accountability classification that describes the need for assistance or intervention
- Normative – Percentile for Schools
- Criterion Reference – Progress towards targets (District and Schools)





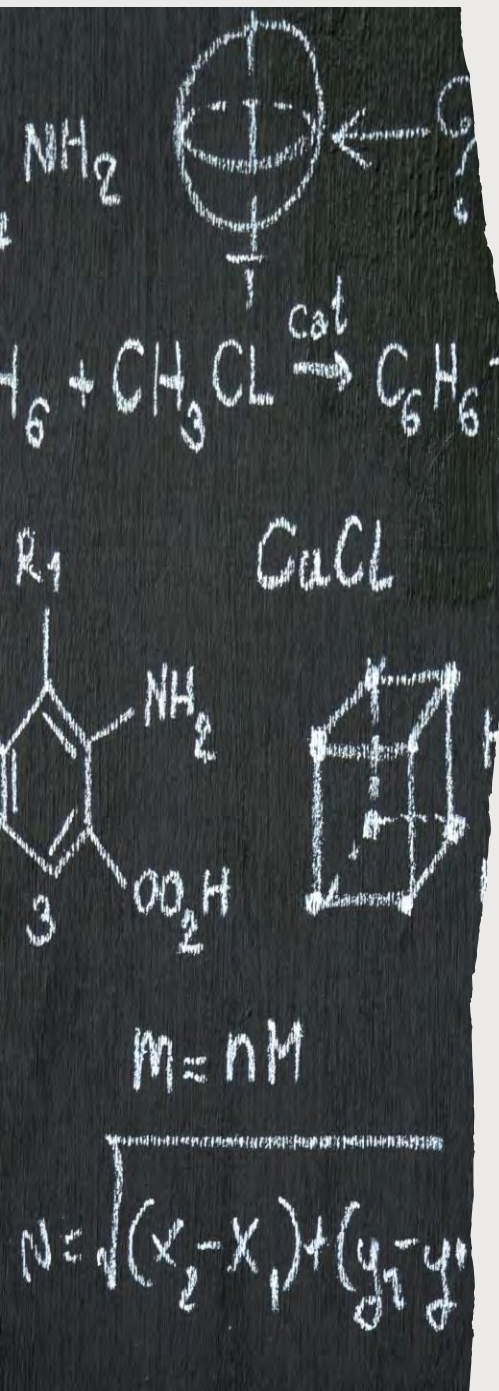
# School Group Percentiles

- Normative indicator ranging from 1-99
  - showing a school or student group's standing as compared to other schools or groups in schools serving comparable grade spans
- Divided into three basic groupings
  - Schools serving only grades K-8
  - Schools serving a combination of K-8 and 9-12
  - Schools serving only 9-12



# Chelmsford School Accountability School Percentiles

School	Accountably Information	School Accountability Percentile
Chelmsford High School	Not Requiring Assistance or Intervention	80
McCarthy Middle School	Not Requiring Assistance or Intervention	67
Parker Middle School	Not Requiring Assistance or Intervention	78
Byam Elementary School	Not Requiring Assistance or Intervention	75
Center Elementary School	Not Requiring Assistance or Intervention	81
Harrington Elementary School	Not Requiring Assistance or Intervention	65
South Row Elementary School	Not Requiring Assistance or Intervention	81



# Criterion-Reference

- Measures performance of groups, schools and districts on specific indicator targets
- Used to categorize schools and districts as requiring assistance/intervention or not.
  - Achievement
    - ELA (avg. scaled score 440-560)
    - Math (avg. scaled score 440-560)
    - Science (avg. scaled score 440-560)
  - Student Growth (mean not median)
  - EL Proficiency
  - Chronic Absenteeism
  - High School Completion
  - Advanced Coursework Completion

Not requiring assistance or intervention					Requiring assistance or intervention	
Schools of recognition	Meeting or exceeding targets	Substantial progress toward targets	Moderate progress toward targets	Limited or no progress toward targets	Focused/targeted support	Broad/comprehensive support
Recognized for high achievement, high growth, or exceeding targets	Cumulative criterion-referenced target percentage 75-100	Cumulative criterion-referenced target percentage 50-74	Cumulative criterion-referenced target percentage 25-49	Cumulative criterion-referenced target percentage 0-24	•Percentiles 1-10 •Low graduation rate •Low performing group(s) •Low participation	•Underperforming schools •Chronically underperforming schools

# Criterion Referenced: Weights Grades 3-8 (Non-High School)

Indicator	Measures	Percentage Weighting	
		All Students	Lowest Performing Students
Achievement	<ul style="list-style-type: none"> <li>• ELA, Math, and Science Achievement</li> </ul>	60%	67.5%
Student growth	<ul style="list-style-type: none"> <li>• ELA and Math SGP</li> </ul>	20%	22.5%
Progress toward English proficiency	<ul style="list-style-type: none"> <li>• Progress made by students toward attaining English language proficiency</li> </ul>	10%	--
Additional indicators	<ul style="list-style-type: none"> <li>• Chronic absenteeism</li> </ul>	10%	10%

# Criterion Referenced: Weights

## Grs. 9 &10 (High School)

Indicator	Measures	Percentage Weighting	
		All Students	Lowest Performing Students
Achievement	<ul style="list-style-type: none"> <li>• ELA, math, and science achievement</li> </ul>	47.5%	67.5%
Student growth	<ul style="list-style-type: none"> <li>• ELA and math SGP</li> </ul>	22.5%	22.5%
High school completion	<ul style="list-style-type: none"> <li>• Four-year cohort graduation rate</li> <li>• Extended engagement rate</li> <li>• Annual dropout rate</li> </ul>	20%	0%
Additional indicators	<ul style="list-style-type: none"> <li>• Chronic absenteeism</li> <li>• Advanced coursework completion</li> </ul>	10%	10%

# Scale Point Assignment

Points assigned based on progress toward target for each indicator for the **all students group** and **each student group** with sufficient data:

Category	Declined	No change	Improved below target	Met target	Exceeded target
Points	0	1	2	3	4
Target %	0%	25%	50%	75%	100%



## Progress Towards Improvement Targets

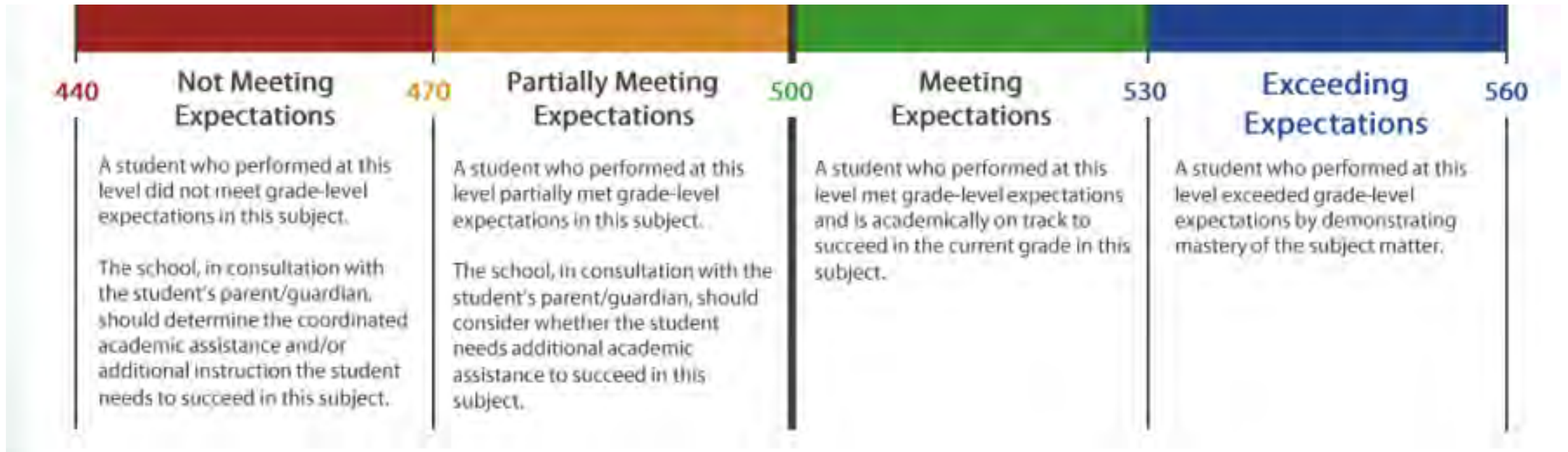
46% - Moderate progress towards targets

- Moderate progress towards targets
- Overall Classification – Not Requiring Assistance

[illegible]

# Proficiency Levels ELA & MATH Grs. 3-8

## Science Grs. 5 & 8





# Proficiency Levels ELA & MATH Gr. 10

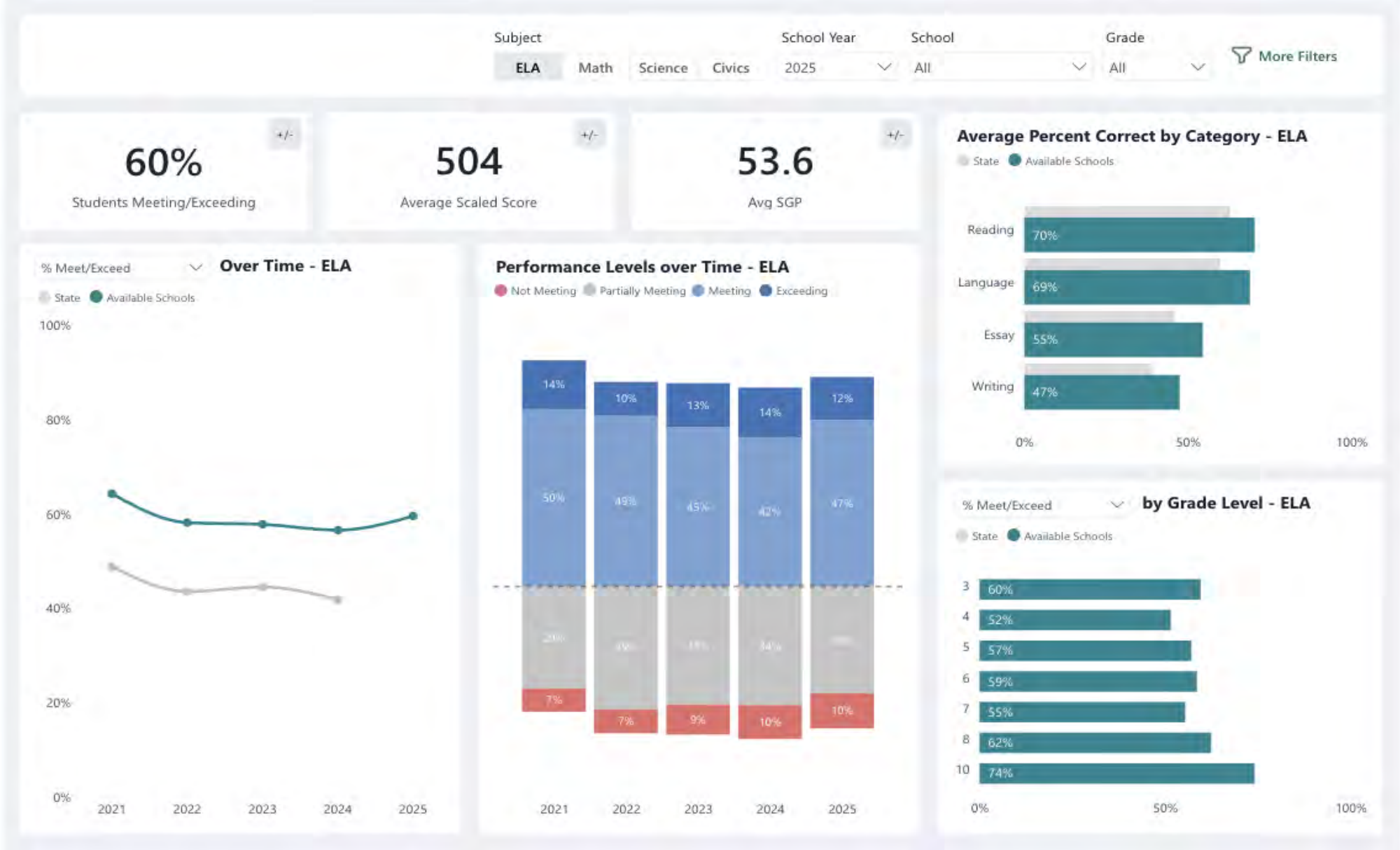
## Science Grs. 9 & 10

ELA & MATH CD Standard Class of 2026		
Next Gen Scaled Score Range	Next Gen Achievement Level	CD Status
440 - 469	Not Meeting Expectations	Did not pass
470 - 485	Partially Meeting Expectations	Passed & Requires EPP
486 - 499	Partial Meeting Expectations	Passed
500 - 529	Meeting Expectations	Passed
530 - 560	Exceeding Expectations	Passed

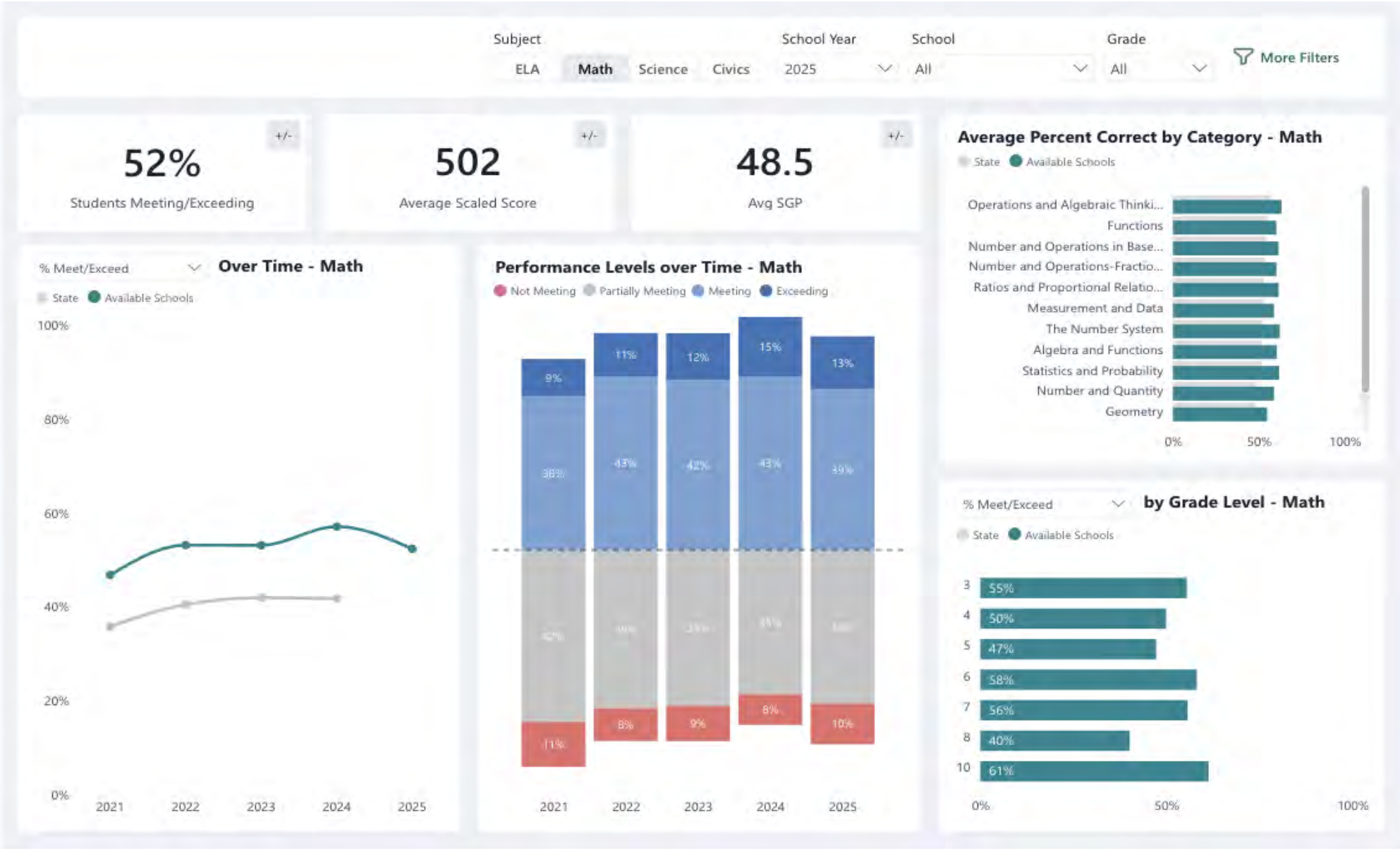
Science – (Bio) CD Standard Class of 2026		
Next Gen Scaled Score Range	Next Gen Achievement Level	CD Status
440 - 469	Not Meeting Expectations	Did not pass
470 - 499	Partial Meeting Expectations	Passed (No EPP Option)
500 - 529	Meeting Expectations	Passed
530 - 560	Exceeding Expectations	Passed

**2025 MCAS District  
Performance Results  
ELA - Math - Science**

# District Overview of Performance - ELA

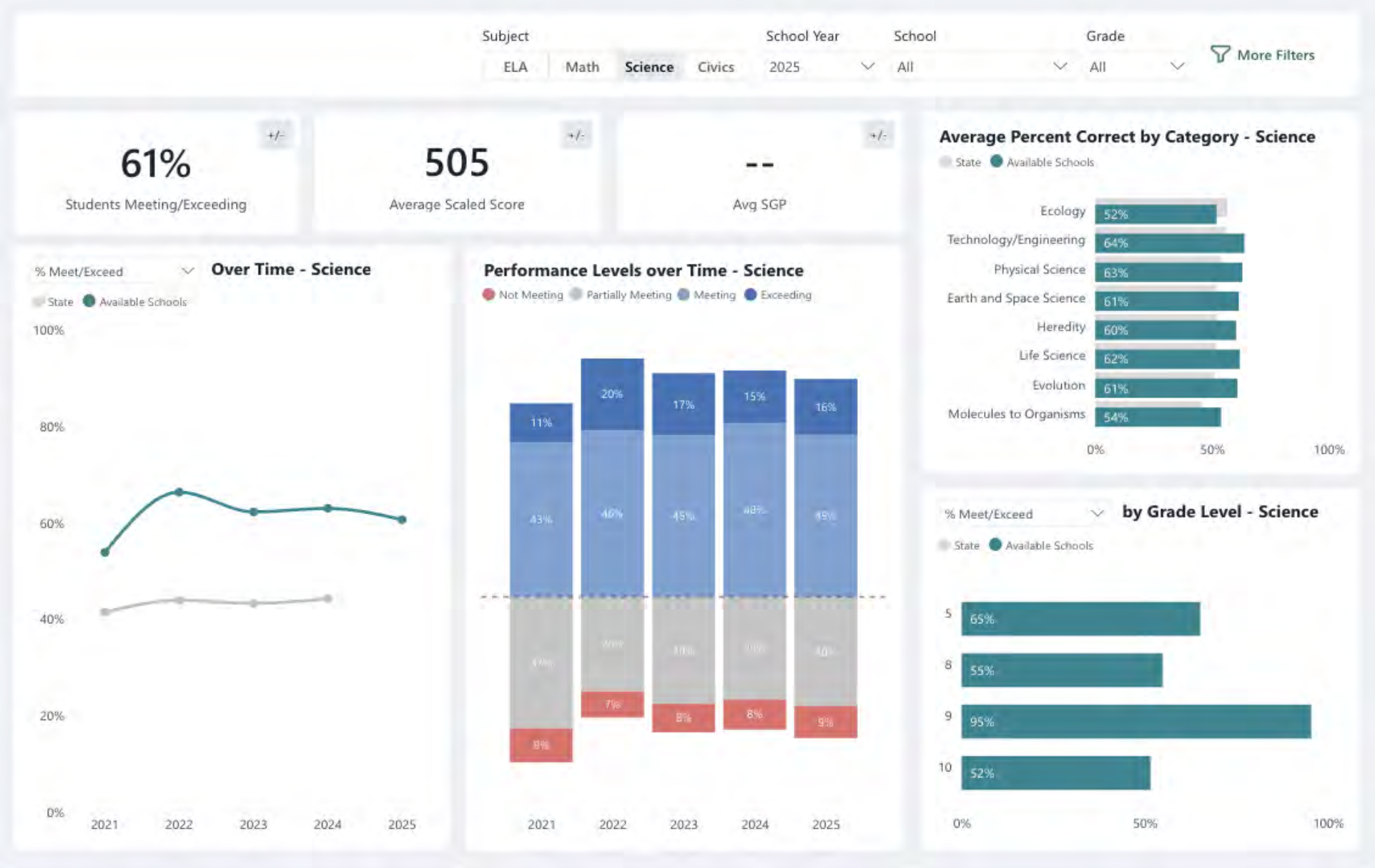


# District Overview of Performance - Mathematics





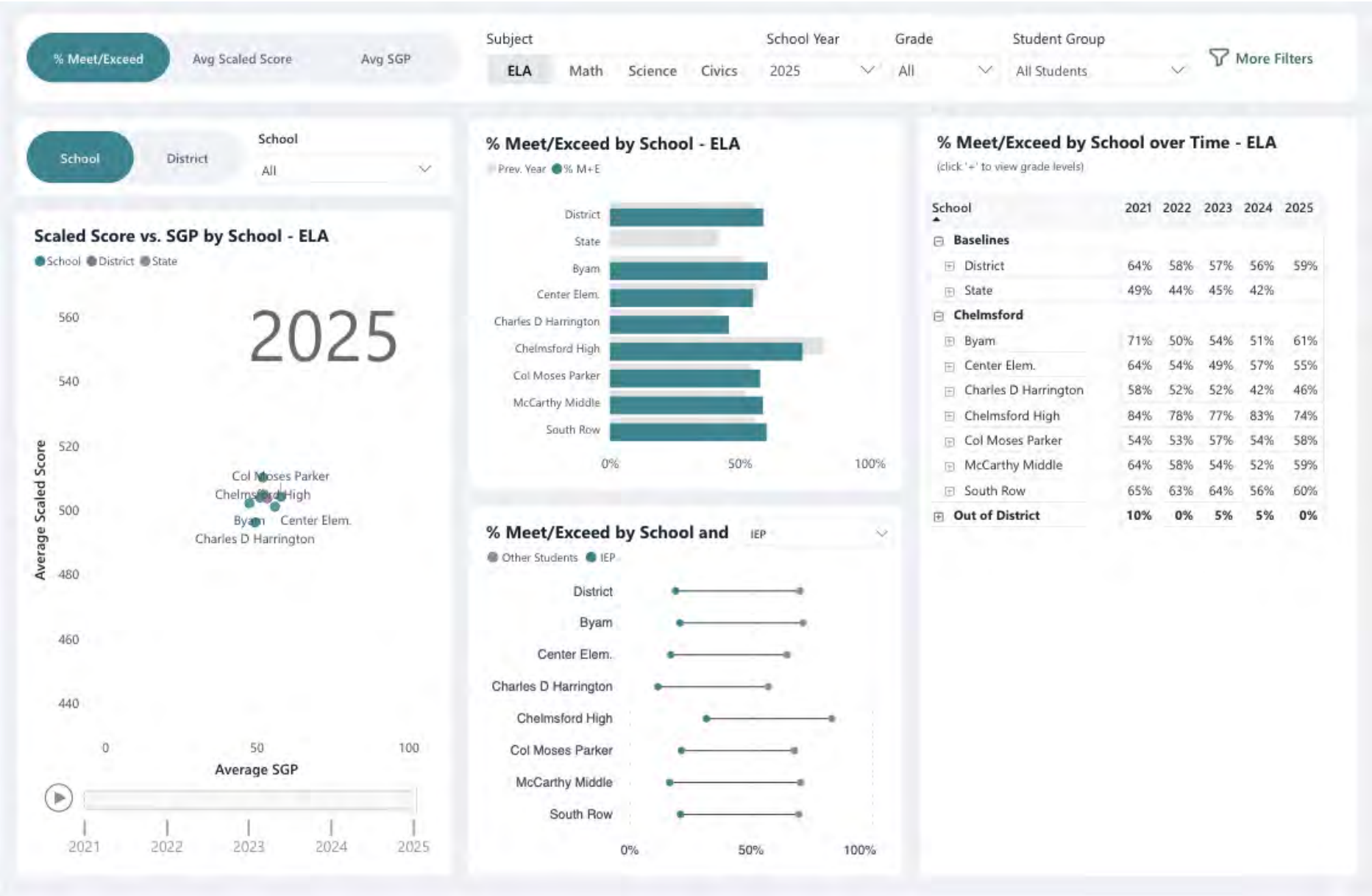
# District Overview of Performance - Science



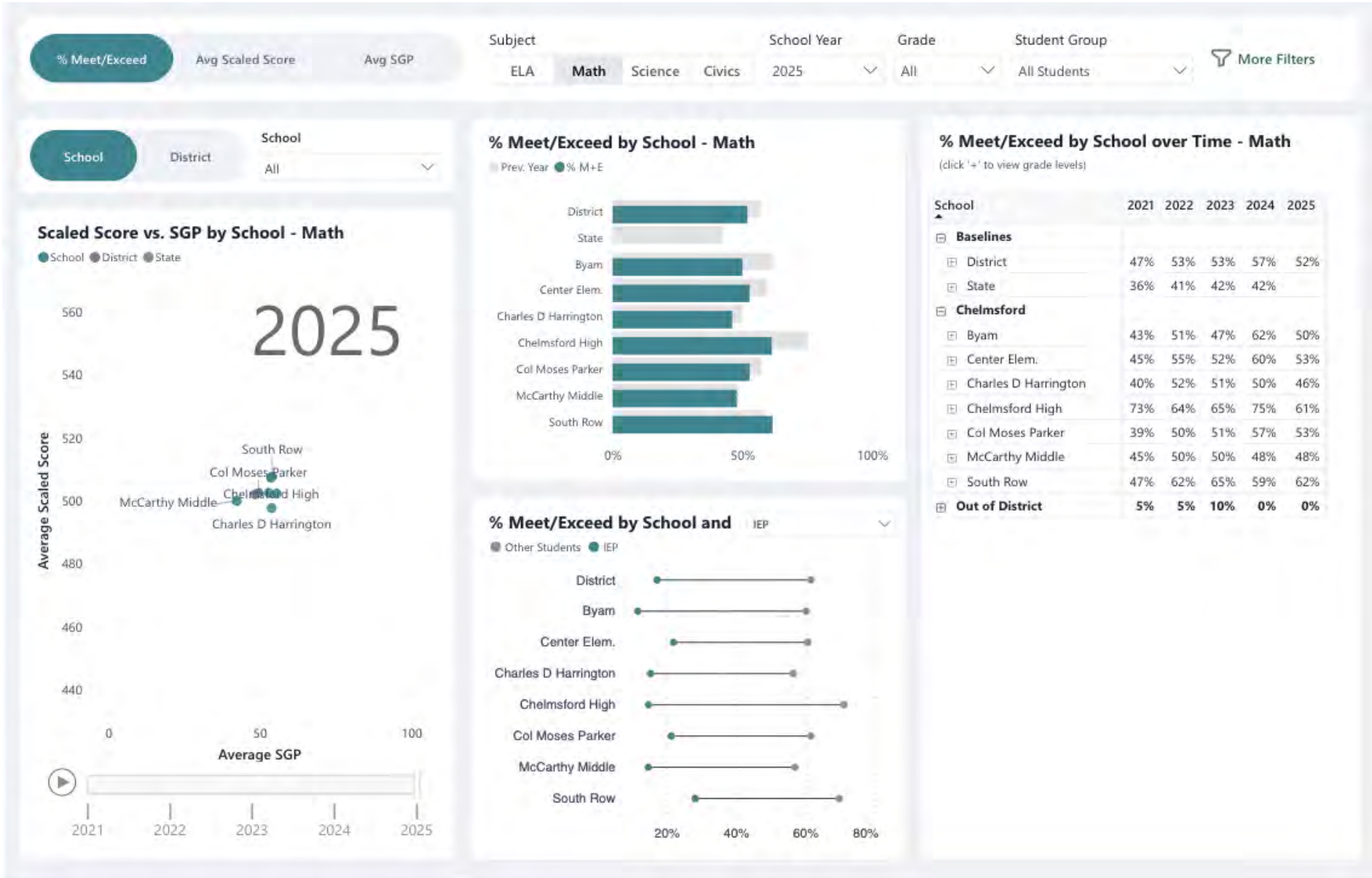


# 2025 MCAS School-Level Performance Results ELA - Math - Science

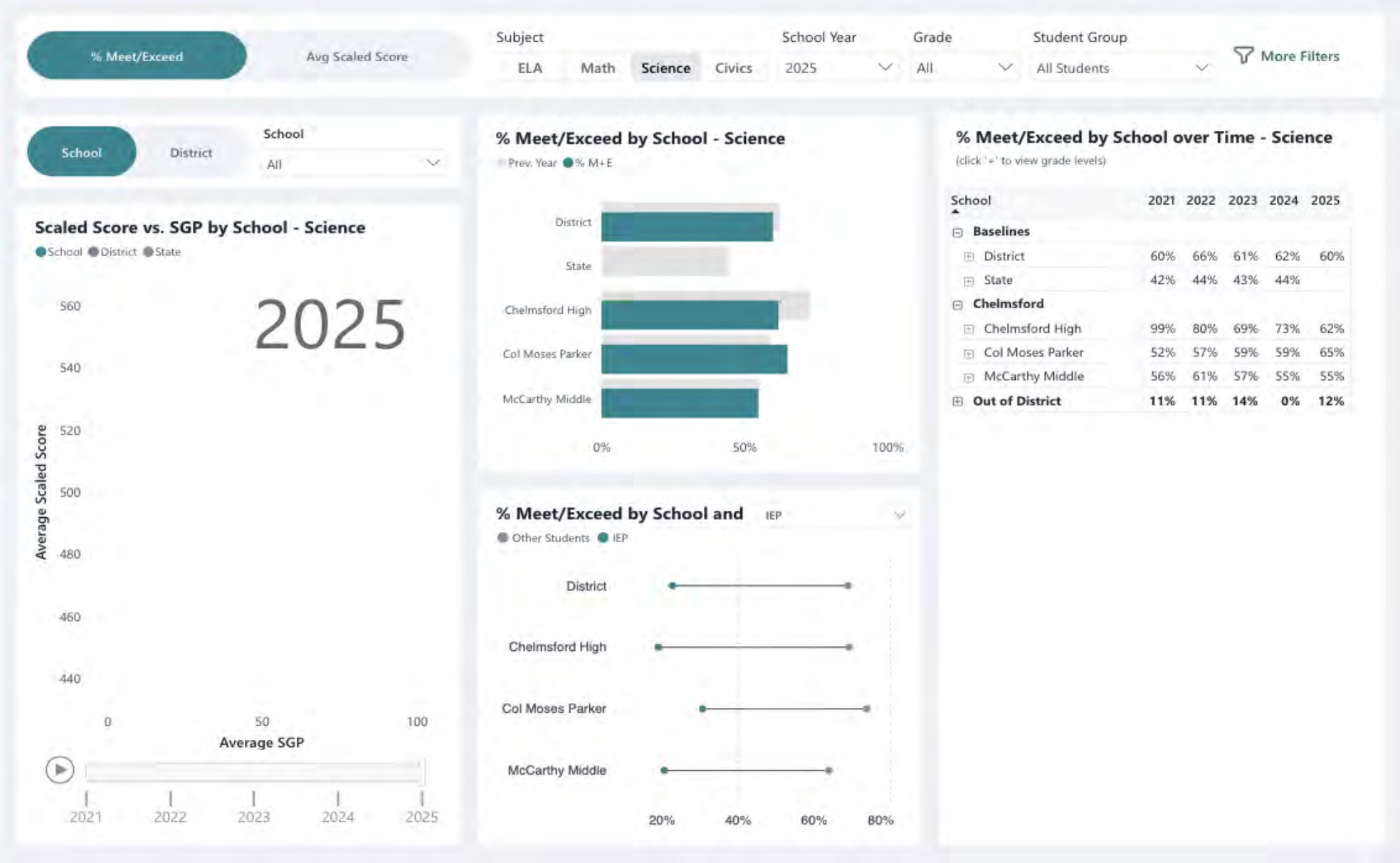
# School Level Overview of Performance - ELA



# School Level Overview of Performance - Mathematics

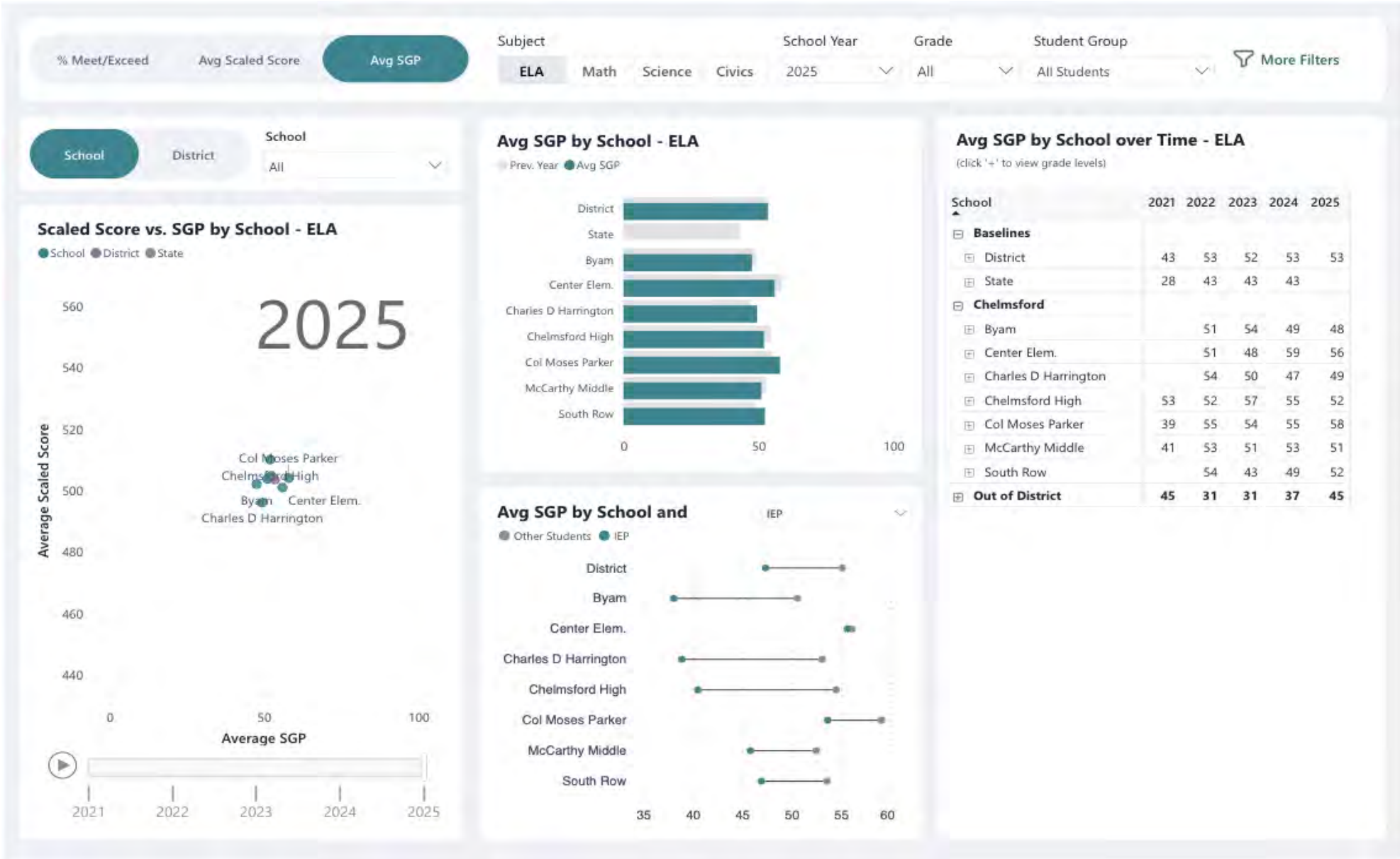


# School Level Overview of Performance - Science



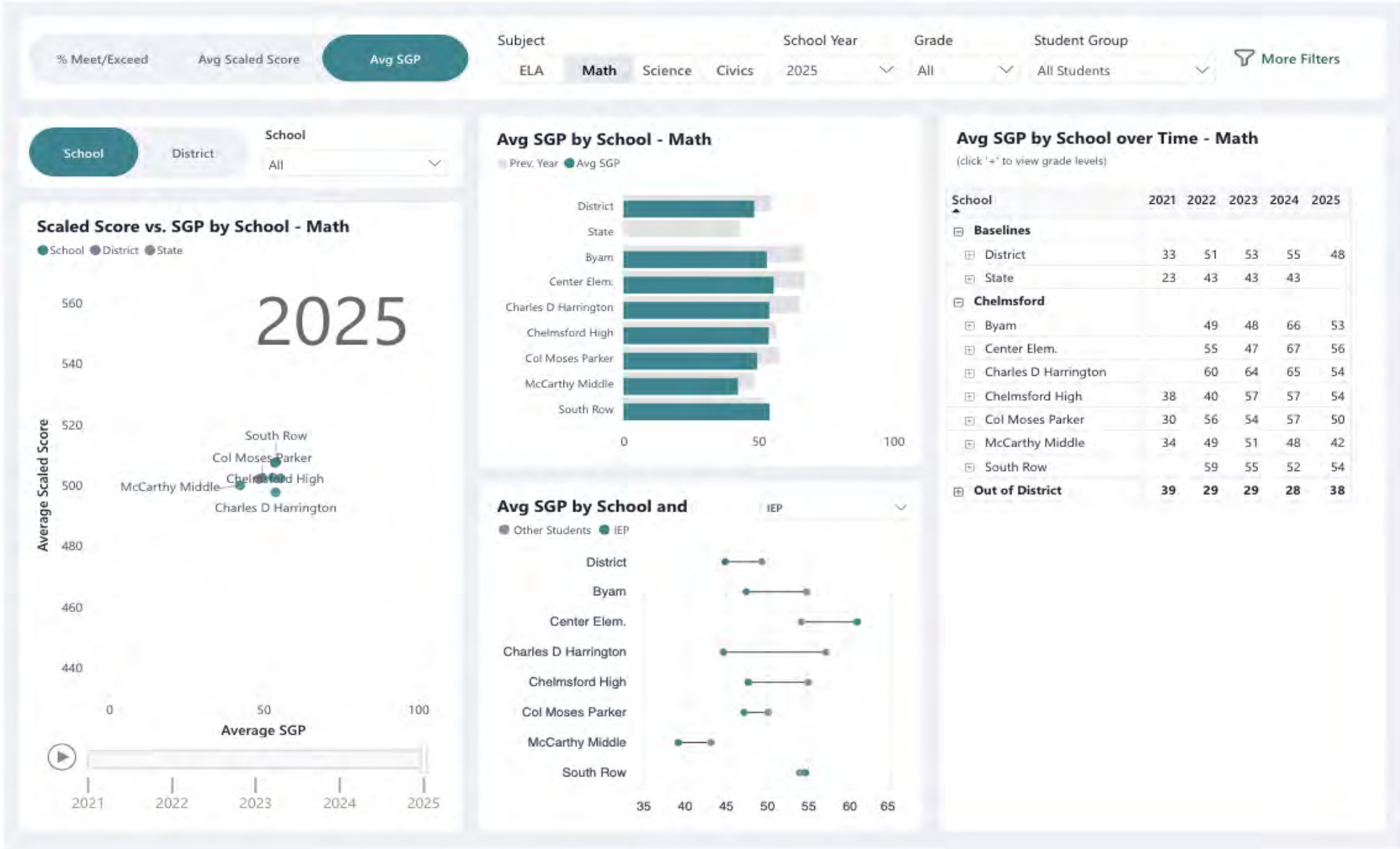
# 2025 MCAS School-Level SGP Results ELA - Math

# School Level Overview of SGP- ELA





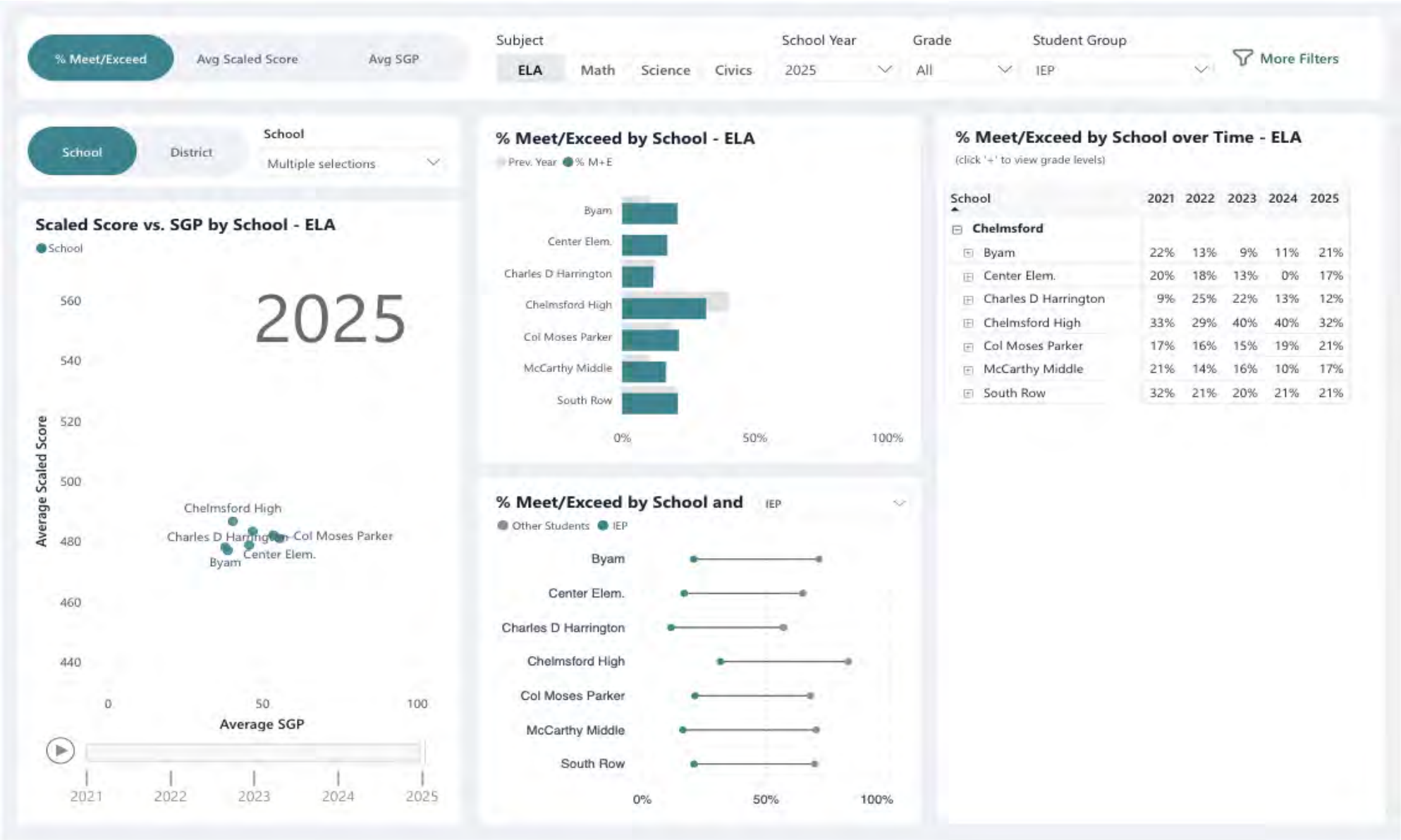
# School Level Overview of SGP- Mathematics



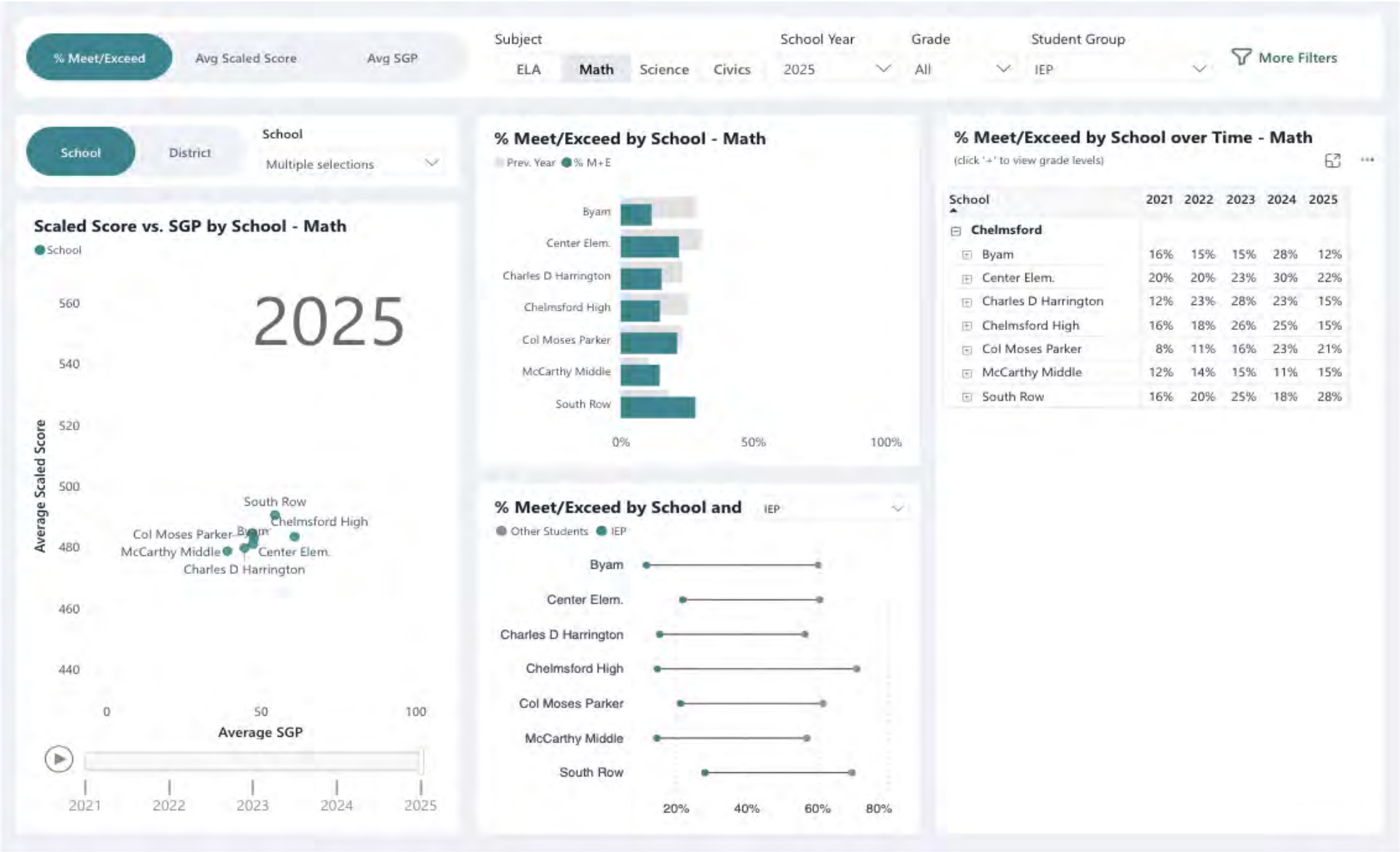
**2025 MCAS Student Sub-Group  
Special Ed Performance Results  
ELA - Math - Science**



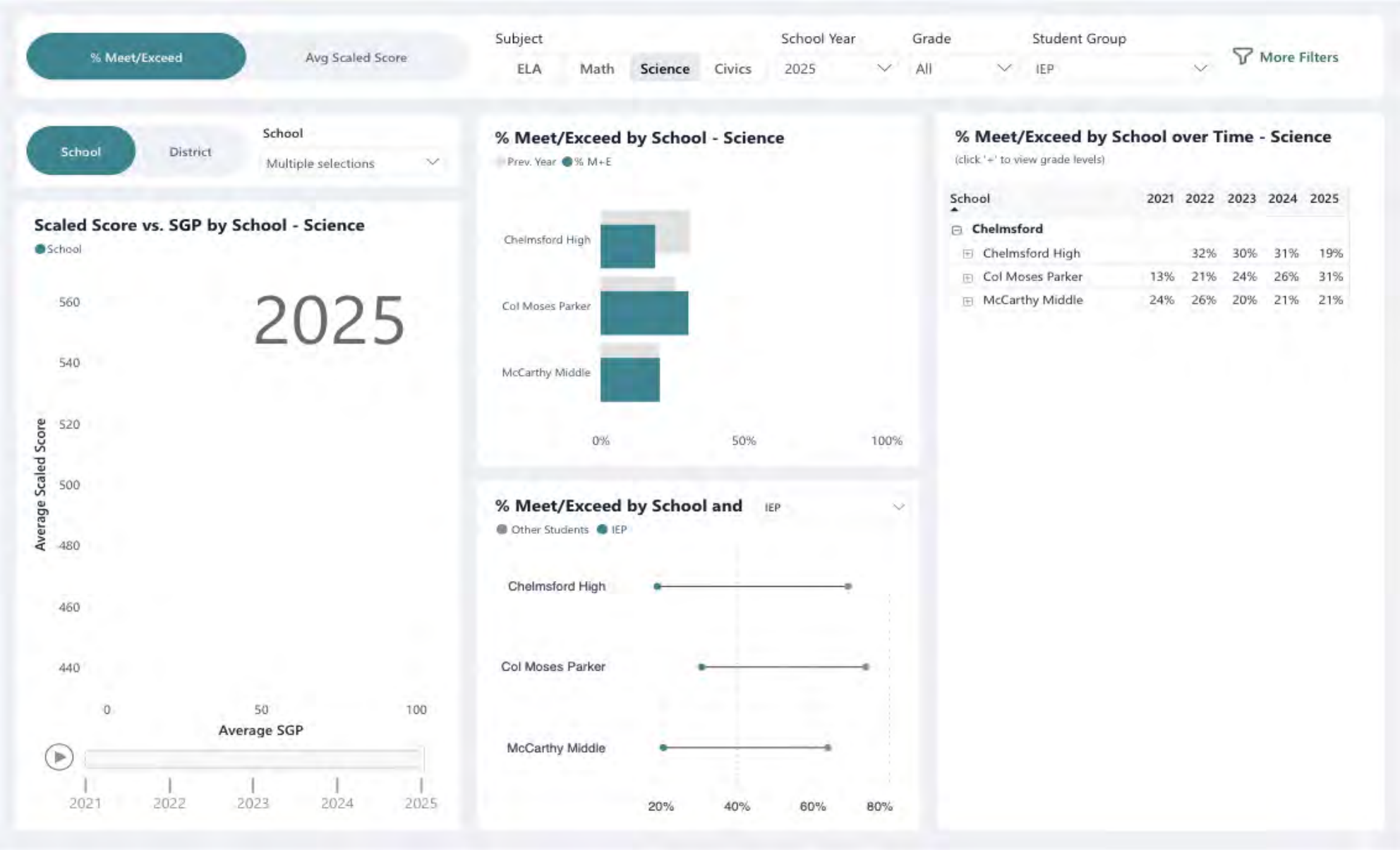
# Student-Subgroup Overview – Special Education ELA



# Student-Subgroup Overview – Special Education Math

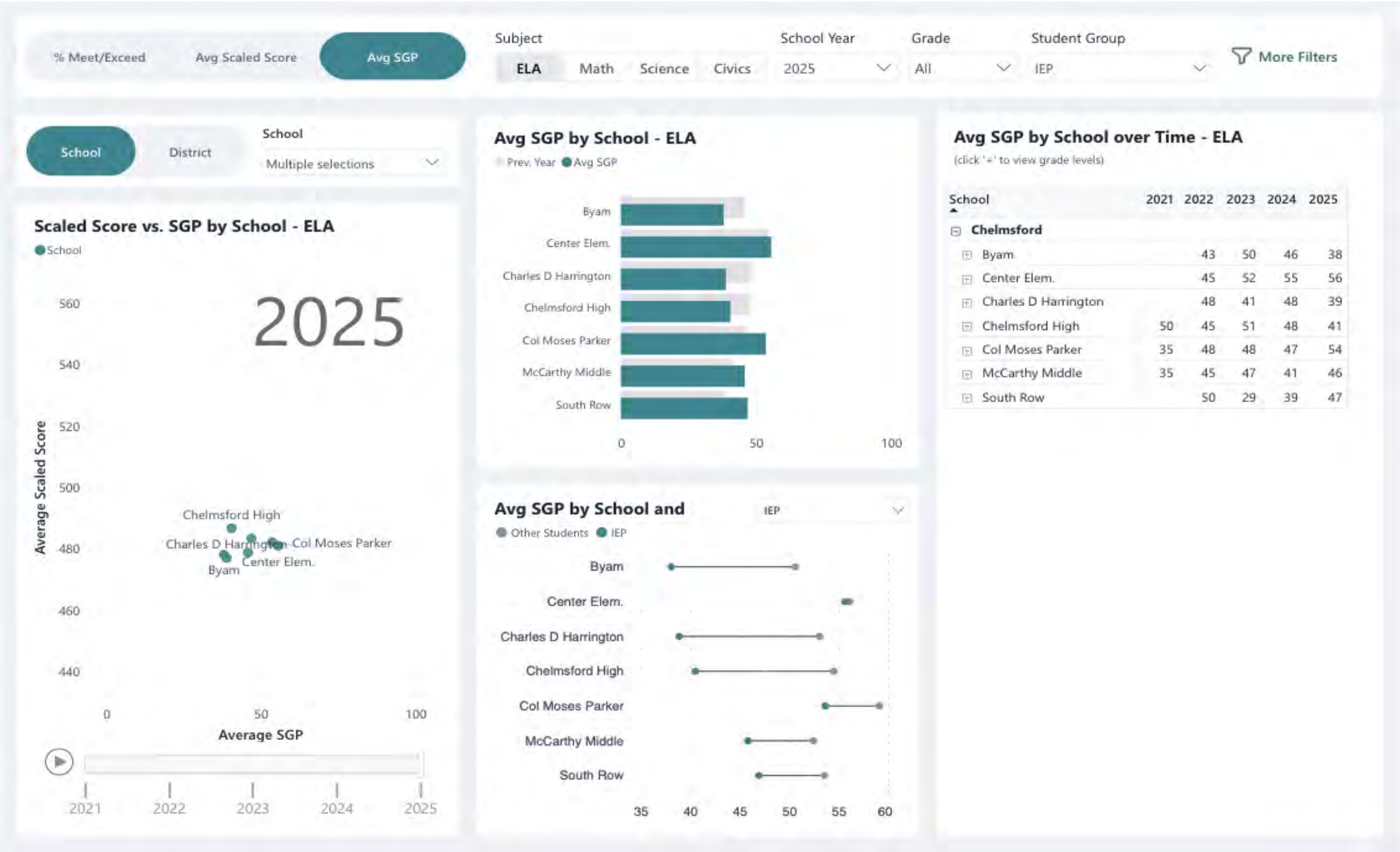


# Student-Subgroup Overview – Special Education Science



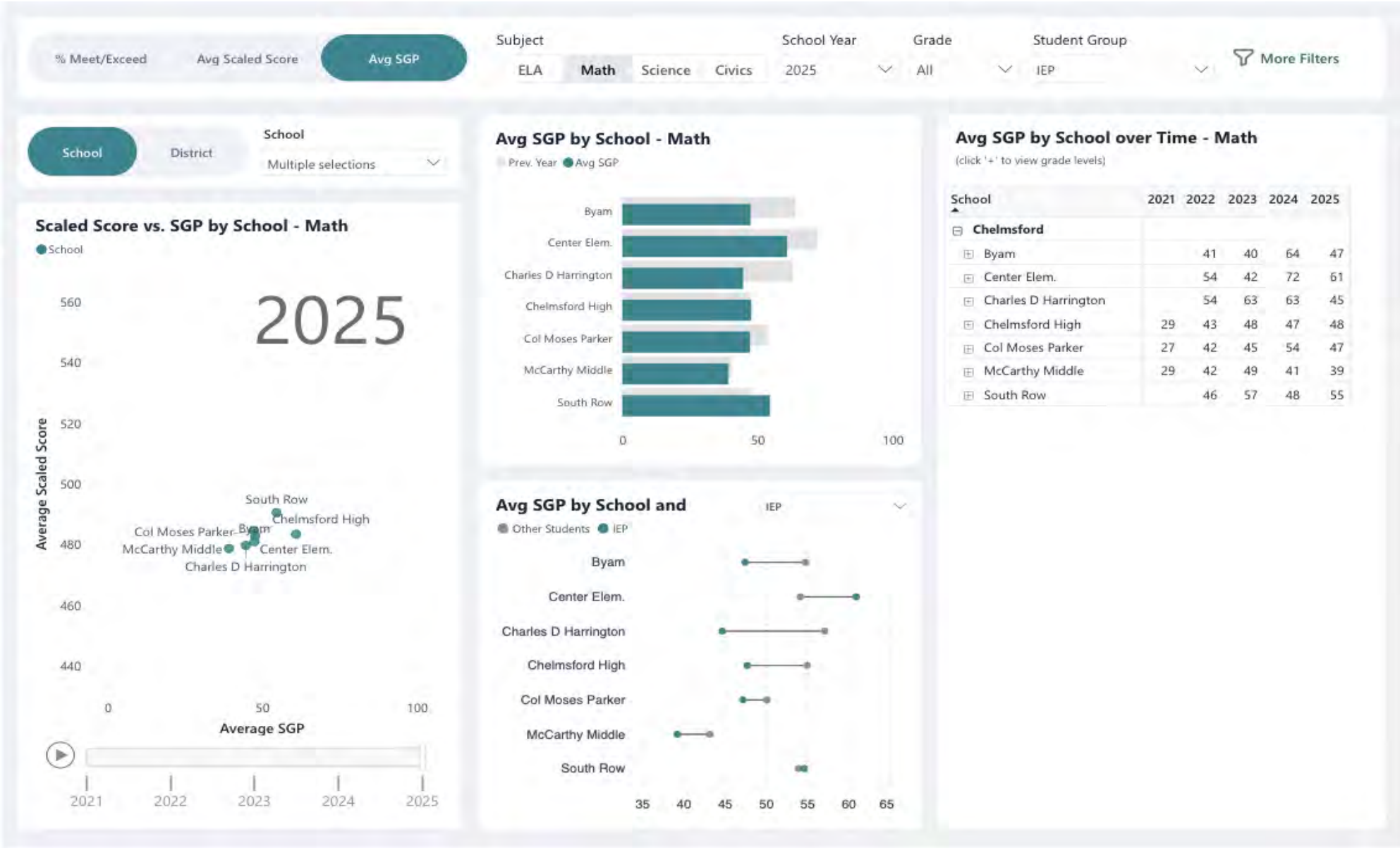
2025 MCAS Student Sub-Group  
Special Ed SGP Results  
ELA - Math

# Student-Subgroup Overview – Special Education ELA





# Student-Subgroup Overview – Special Education Math



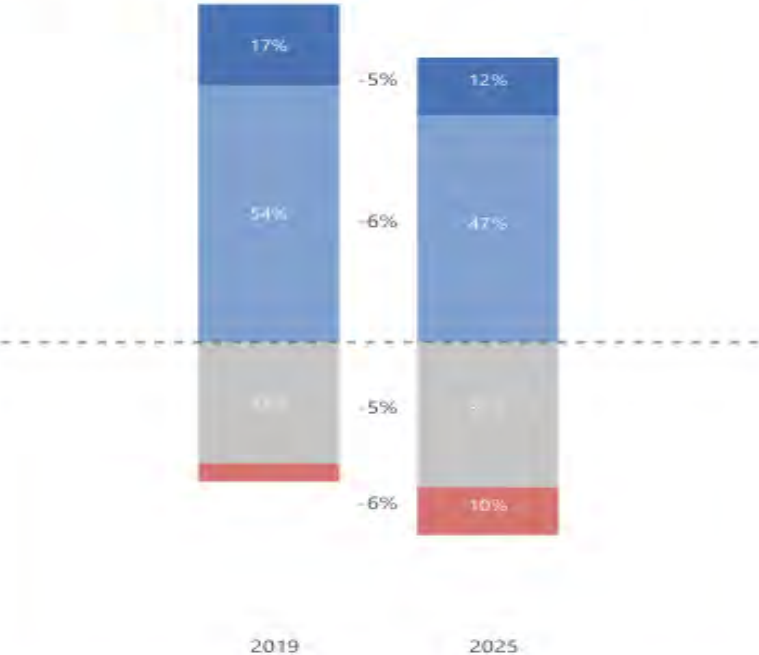
How does performance and SGP  
compare to pre-pandemic levels?  
ELA – Math – Science (no-SGP)

# District Overview of Performance and SGP - ELA

Subject: **ELA** | Math | Science | Civics | School Year: 2025 | School: All | Grade: All | More Filters

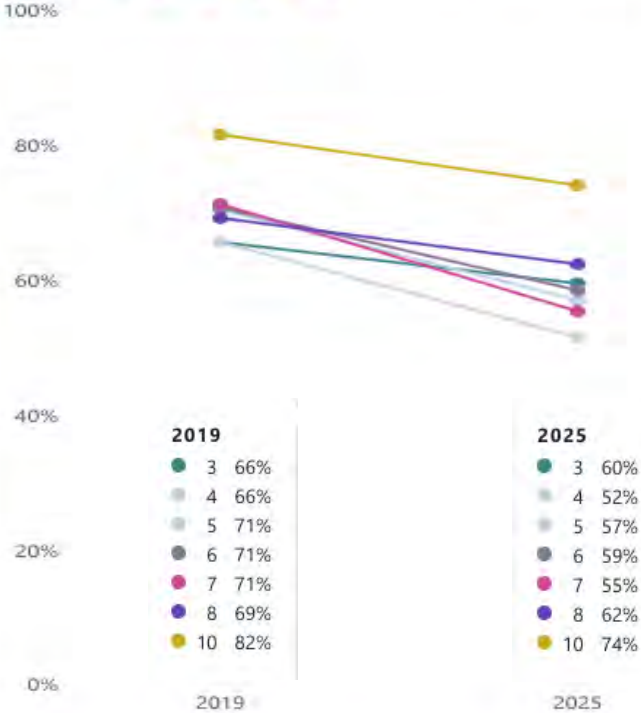
Performance Levels Pre-Pandemic and Now - ELA

Not Meeting | Partially Meeting | Meeting | Exceeding



Change in % Meet/Exceed by Grade Level - ELA

3 | 4 | 5 | 6 | 7 | 8 | 10



Change in Avg SGP by Grade Level - ELA

4 | 5 | 6 | 7 | 8 | 10





# District Overview of Performance and SGP - Math

Subject

ELA **Math** Science Civics

School Year

2025

School

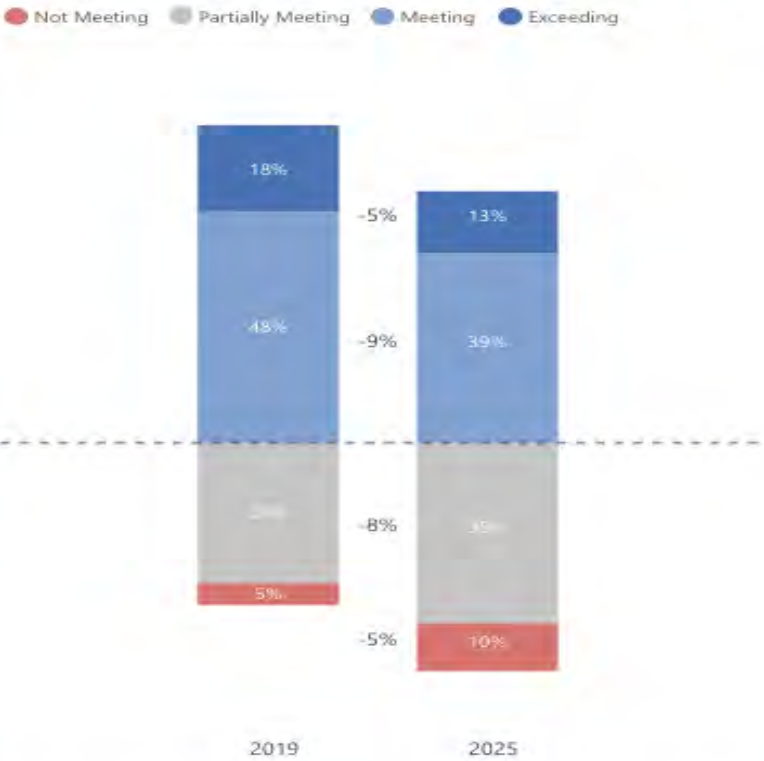
All

Grade

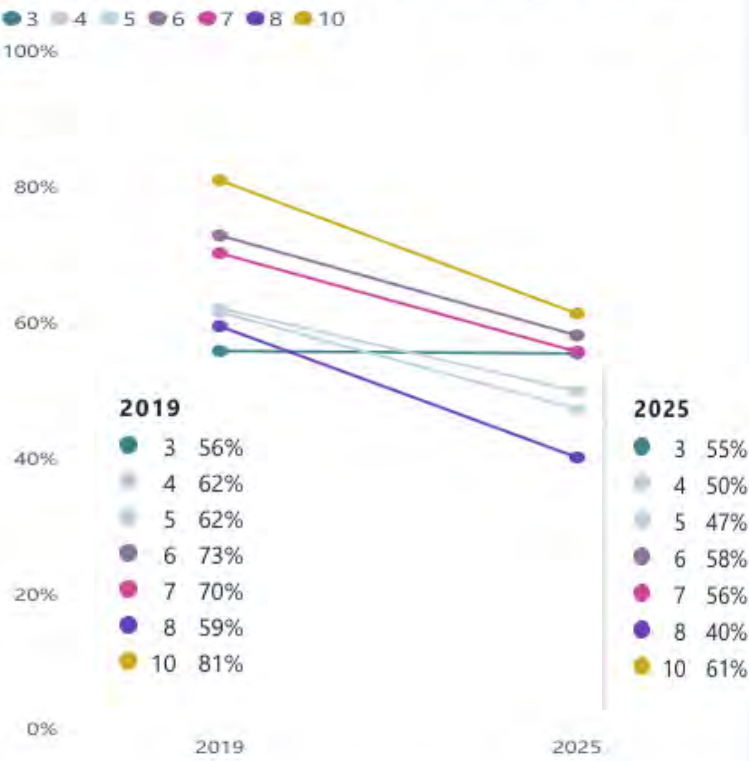
All

More Filters

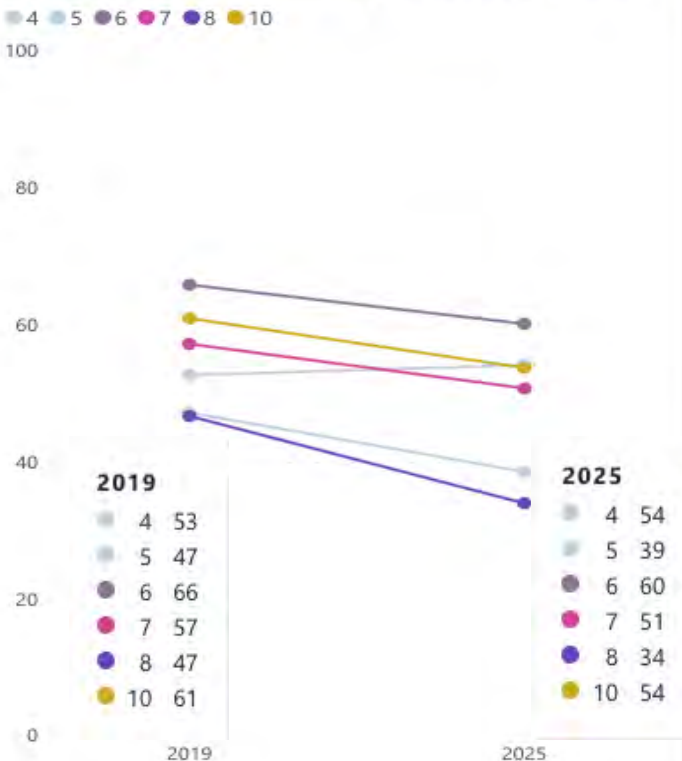
Performance Levels Pre-Pandemic and Now - Math



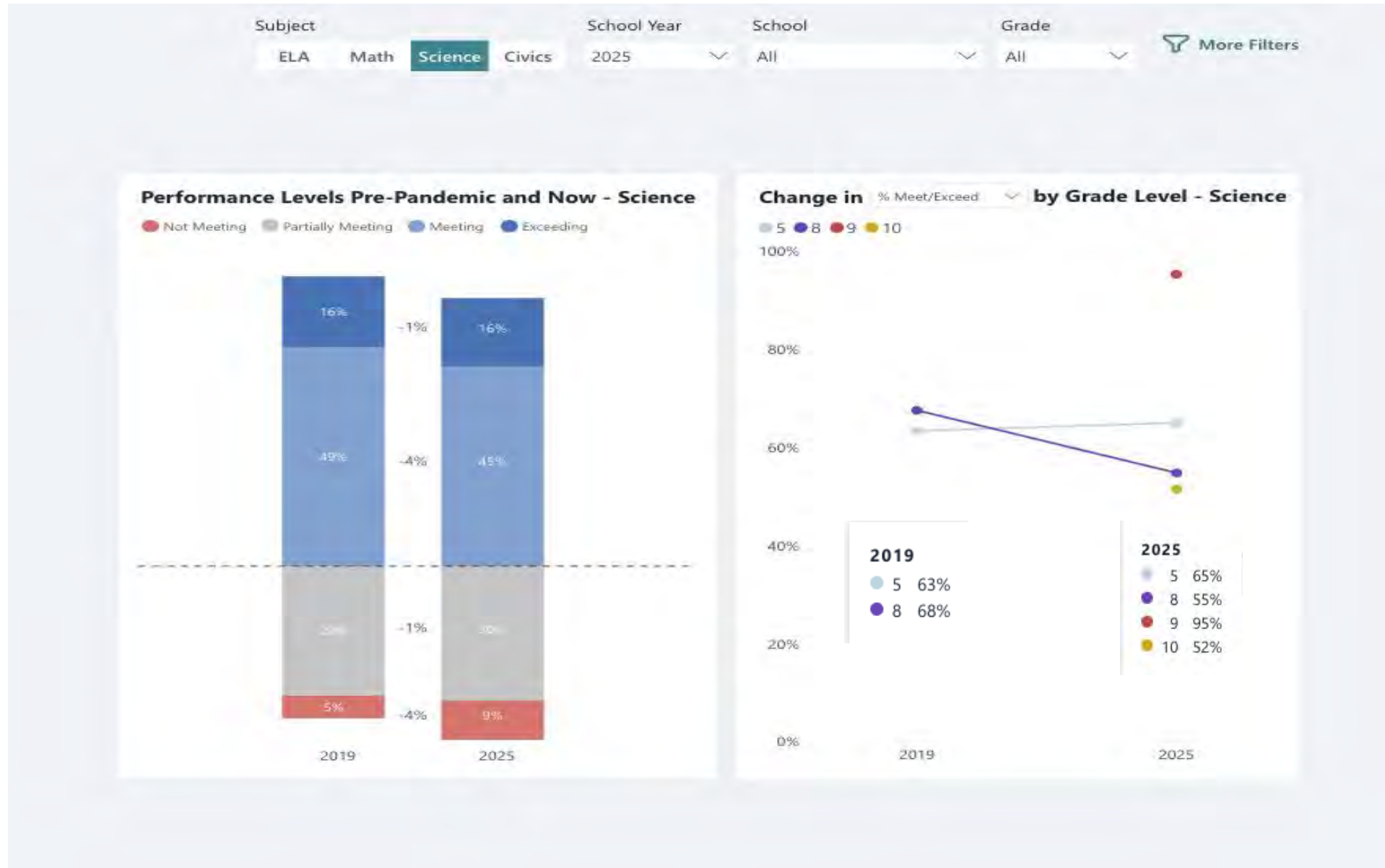
Change in % Meet/Exceed by Grade Level - Math



Change in Avg SGP by Grade Level - Math



# District Overview of Performance - Science



How have student cohorts  
performed over time?  
ELA – Math – Science (no-SGP)

# Student Cohorts Over Time Performance and SGP - ELA

Testing Grade over Time by % Meet/Exceed

Grade Level	SY-20-21	SY-21-22	SY-22-23	SY-23-24	SY-24-25
3	66%	57%	60%	54%	60%
4	62%	51%	49%	48%	51%
5	59%	54%	56%	45%	57%
6	63%	49%	50%	62%	58%
7	64%	52%	48%	47%	55%
8	49%	65%	65%	57%	62%
10	83%	76%	76%	82%	73%

Testing Grade over Time by Avg SGP

Grade Level	SY-20-21	SY-21-22	SY-22-23	SY-23-24	SY-24-25
4		52	49	51	51
5	41	56	51	47	58
6	41	50	47	63	57
7	45	51	51	49	45
8	33	58	60	56	57
10	54	52	56	54	52

# Student Cohorts Over Time Performance and SGP - Math

Testing Grade over Time by % Meet/Exceed

Grade Level	SY-20-21	SY-21-22	SY-22-23	SY-23-24	SY-24-25
3	45%	56%	49%	48%	55%
4	42%	54%	58%	67%	50%
5	30%	35%	50%	51%	47%
6	50%	59%	52%	63%	57%
7	53%	50%	50%	50%	55%
8	34%	54%	48%	46%	40%
10	72%	63%	64%	75%	60%

Testing Grade over Time by Avg SGP

Grade Level	SY-20-21	SY-21-22	SY-22-23	SY-23-24	SY-24-25
4		55	53	63	54
5	28	40	47	46	38
6	35	65	65	68	60
7	43	51	50	54	51
8	22	53	46	42	34
10	38	40	57	56	53

# Student Cohorts Over Time Performance Only - Science

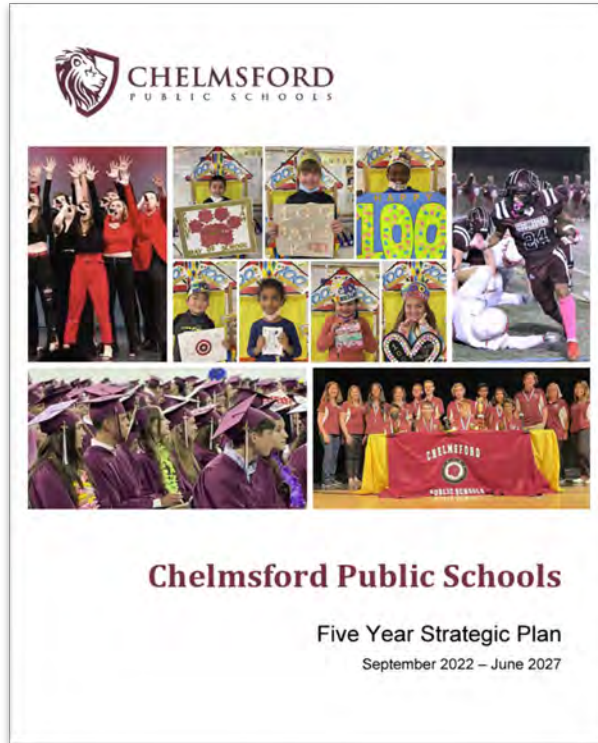
## Testing Grade over Time by % Meet/Exceed

Grade Level	SY-20-21	SY-21-22	SY-22-23	SY-23-24	SY-24-25
5	54%	52%	58%	58%	65%
8	52%	65%	57%	55%	55%
9		84%	96%	88%	93%
10		76%	58%	66%	51%



The background is a dark blue, semi-transparent overlay. Behind it, a hand is visible holding a pen, positioned over a document. The document contains a table with several rows and columns, some of which are filled with text and numbers. The overall scene suggests a professional or academic setting, possibly related to data analysis or research.

# Questions



# Strategic Plan Implementation School Committee Update

Chelmsford Public Schools

October 2025



**District Management Group** | Helping Schools and Students Thrive

**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 is divided into two sub-phases.

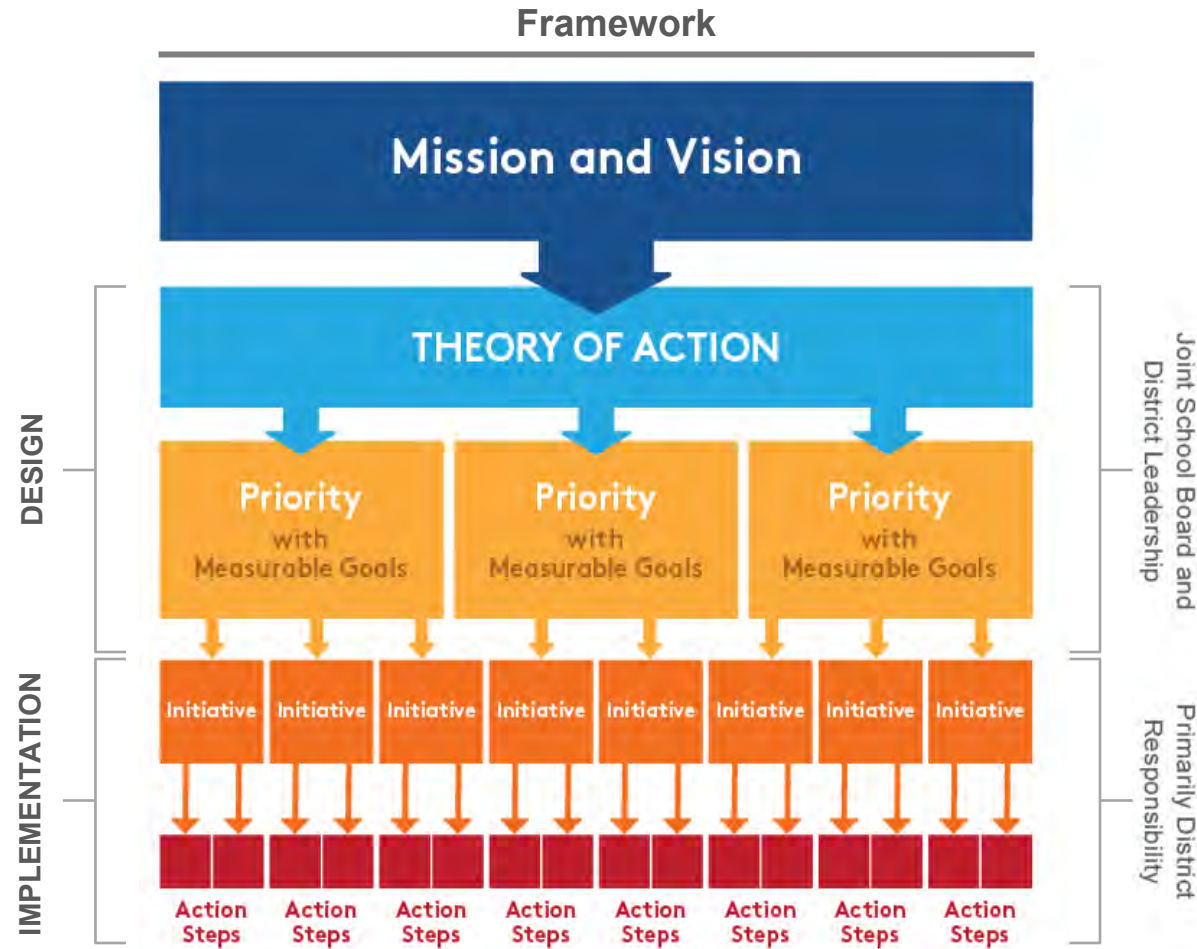
## Sub-Phases of Implementation



- **Review progress to targets for each measurable goal**
- **Finalize targets and 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

# 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*

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

**Chelmsford Strategic Priority Areas**


<b>Academic Achievement</b>
<b>Equity</b>
<b>Social - Emotional Learning</b>
<b>Human Capital</b>
<b>Operations and Facilities</b>


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 2025-2026 Goals and Initiatives


		2023 Actual	2024 Actual	2025 Actual	2026 Target
 Metrics	Percentile of students with adequate annual growth in math (SGP based on MCAS)	52.4	55	48	TBD
	Percent of 3rd-graders meeting standards in reading based on i-Ready	87%	83%	84%	86%
	Percent of 3rd-graders meeting standards in math based on i-Ready	74%	69%	71%	74%
	Percent of 8th-graders meeting standards in math based on i-Ready	55%	55%	56%	61%

 Initiatives	<b>Enhance iReady Practices:</b> Closely monitor the use of the My Path process as a “double dip” of instruction	Continued
	<b>Promote Inclusive Instruction:</b> Create a shared understanding of best instructional practices and conduct Instructional Walkthroughs	Continued
	<b>Standards Results in Grade 7 &amp; 8 Mathematics:</b> Continue the breakthrough results process by prioritizing key standards for mastery	New/Continued
	<b>Enhance Writing Practices:</b> Provide professional development around evidence-based practices in K-8 utilizing Self-Regulated Strategy Development (SRSD)	New

**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 2025-2026 Goals and Initiatives


		2024 Actual	2025 Actual	2026 Target
 <b>Metrics</b>	Percentile of students (with IEPs) with adequate annual growth in math (SGP based on MCAS)	49	46	TBD
	Percent of 3 <sup>rd</sup> grade students (with IEPs) meeting or exceeding standards in Reading based on iReady data	49%	43%	50%
	Percent of 8 <sup>th</sup> grade students (with IEPs) meeting or exceeding standards in Reading based on iReady data	24%	33%	35%
	Percent of 3 <sup>rd</sup> grade students (with IEPs) meeting or exceeding standards in Math based on iReady data	42%	39%	43%
	Percent of 8 <sup>th</sup> grade students (with IEPs) meeting or exceeding standards in Math based on iReady data	12%	19%	22%
	Percent of 3 <sup>rd</sup> grade students (Economically Disadvantaged) meeting or exceeding standards in Reading based on iReady data	83%	72%	79%
	Percent of 8 <sup>th</sup> grade students (Economically Disadvantaged) meeting or exceeding standards in Reading based on iReady data	42%	54%	55%
	Percent of 3 <sup>rd</sup> grade students (Economically Disadvantaged) meeting or exceeding standards in Math based on iReady data	45%	52%	55%
	Percent of 8 <sup>th</sup> grade students (Economically Disadvantaged) meeting or exceeding standards in Math based on iReady data	34%	42%	44%

 <b>Initiatives</b>	<b>Paraeducator Roles &amp; Responsibilities:</b> Continue to support staff with understanding the roles and responsibilities of the paraeducator	Continued
	<b>Action Planning for Student Growth:</b> Develop action plans for students with disabilities not meeting iReady benchmarks	Continued
	<b>Paraeducator Onboarding:</b> Develop onboarding and training materials for paraeducators	New

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


School Year 2025-2026 Goals and Initiatives


		2023 Actual	2024 Actual	2025 Actual	2026 Target
 Metrics	Percent of students that report feeling a sense of belonging in school across grades 3-5	69%	71%	67%	74%
	Percent of students that report feeling a sense of belonging in school across grades 6-12	53%	55%	64%	65%
	Percent of students that report having supportive relationships across grades 3-5	88%	89%	89%	91%
	Percent of students that report having supportive relationships across grades 6-12	86%	86%	88%	89%

 Initiatives	<b>Additional SEL Data Collection:</b> Utilize the SEL data collection and analysis tool (Panorama) to measure and respond to student data	Continued
	<b>Implementation of DEI Practices and Protocols:</b> Provide ongoing PL opportunities to deepen staff understanding of restorative practices	Continued
	<b>Transition Protocols Review:</b> Strengthen transition protocols and practices between levels to support students' SEL needs	Continued



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

## School Year 2025-2026 Goals and Initiatives

		2023 Actual	2024 Actual	2025 Actual	2026 Target
 Metrics	Percent of <b>teachers</b> who indicate that they feel adequately prepared to differentiate for diverse student populations	34%	37%	<b>39%</b>	<b>42%</b>
	Percent of staff who indicate that they feel adequately prepared to differentiate for diverse student populations	46%	45%	<b>52%</b>	<b>55%</b>
	Percent of <b>teachers</b> who report feeling equipped to provide culturally responsive instruction	61%	62%	<b>66%</b>	<b>68%</b>
	Percent of staff who report feeling equipped to provide culturally responsive instruction	70%	72%	<b>72%</b>	<b>73%</b>

 Initiatives	<b>Enhance Teacher Collaboration Programs:</b> Continued partnership with teacher prep programs	<b>Continued</b>
	<b>Grow Staff Cultural Responsiveness:</b> Survey administration about the current practices around equity in their buildings	<b>Continued</b>
	<b>Understand Staff Perception on Ability to Differentiate and Provide Responsive Instruction:</b> Continue to survey teachers and staff and align development accordingly	<b>Continued</b>
	<b>Review Paraeducator Onboarding:</b> Create a joint paraeducator orientation committee to improve onboarding experience	<b>New</b>

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

School Year 2025-2026 Goals and Initiatives		2023 Actual	2024 Actual	2025 Actual	2026 Target
 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	\$ 2.1 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.	Properly input, respond to and resolve 100% of emergency priority tickets, respond to and resolve 90% of high priority tickets, respond to and resolve 80% of medium priority tickets, respond to and resolve 70% of low priority tickets.
	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.
 Initiatives	<b>Short-Term Capital Plan:</b> 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				Continued
	<b>Building Conditions for Cleanliness:</b> Obtain and maintain a baseline of current building cleanliness				Continued
	<b>Maintenance Work Orders:</b> Implement an efficient process for work order opening, assignment, priority level, and closure times to achieve the best possible outcomes				Continued
	<b>Visitor Management Protocol:</b> Standardize the visitor management process and procedures at all CPS school facilities				New
	<b>Enhanced Notification System (ENS) Protocol:</b> Standardize use of the ENS at all school facilities				New

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](mailto:info@dmgroupK12.com)

**Fax:** (617) 491-5266

**Web:** [www.dmgroupK12.com](http://www.dmgroupK12.com)

**Mail:** 133 Federal Street, Boston, MA 02110

# 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...

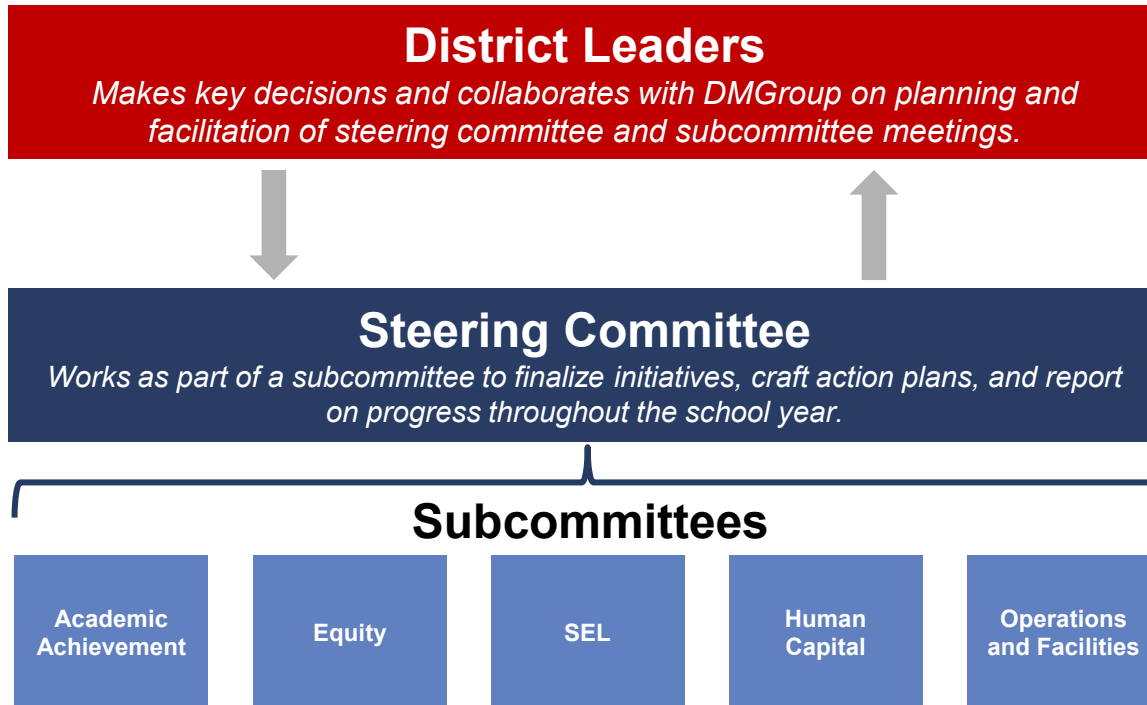
We will realize our vision that every student will reach their full academic potential, feel confident in themselves and their abilities, and grow into strong community members and citizens.

Source: Chelmsford Strategic Plan: September 2022

# 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*

# CHELMSFORD PUBLIC SCHOOLS

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Jay Lang, Ed.D., Superintendent

## **Memorandum**

To: Members of the School Committee  
From: Jay Lang, Ed.D., Superintendent of Schools  
Date: October 5, 2025  
Re: School Committee & Superintendent Goals: 2025-2026

---

Attached please find proposed draft school committee and superintendent goals for the current 2025-2026 school year for discussion Tuesday evening at the regular school committee meeting.

## Chelmsford School Committee Goals 2025-26

### **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 2025-2026 school year.

### **District Wide Goals**

The following goals for the 2025-2026 school year are intended to support and reinforce the districtwide goals outlined in the strategic plan.

## School Committee Goals and Action Steps

### ☐ **Supporting Academic and Social Emotional Programs**

During the 2025-2026 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 established academic metrics of assessments, student climate surveys, new onboarding process, and the review of special education paraeducators' role in delivery of services.

#### **ACTION STEPS:**

1. Evaluate reports of academic and social emotional progress generated from district-wide testing instruments to determine the effects of past and present changes to programs and allocate funding for the implementation of additional supports when deemed necessary.
2. Communicate with stakeholders the continued changes with the new programs and resources to accommodate all academic and non-academic needs.
3. Review and communicate student survey data on school climate and allocate funding for any resources required to support students.
4. Support the implementation of the newly defined role and responsibilities of paraeducators to ensure strategic time allocation and effective supports for students.
5. Continue liaison participation as district guiding team members for the implementation of the strategic plan with support from the DMGroup.



*Perseverance • Respect • Integrity • Determination • Empathy*



## School Committee Goals and Action Steps

### ☐ Maintaining a Highly Effective Staff

During the 2025-2026 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 and review updates on current efforts to connect and partner with teacher preparation programs;
2. Receive and review updates on shared district-wide culturally responsive initiatives and practices and professional development in the district;
3. Review updates and support financial needs for paraeducator/induction process;
4. Review staff survey data on needs and provide financial resources;
5. 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 families to provide context for the district's vision.
6. Continue liaison participation as district guiding team members for the implementation of the strategic plan with support from the DMGroup.



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## School Committee Goals and Action Steps



### Maintaining Aligned Financial and Facility Resources

During the 2025-2026 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, review of the Visitor Management and Enhanced Notification Systems, 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, make necessary adjustments as needed, and develop a budget for the 2026-2027 school year considering current and future financial needs within the district;
2. Review and prioritize short-term capital plans for completion of priority areas;
3. Analyze enrollment projections to guide future prioritization of capital needs in our current facilities, as well as new facility options to meet the projected future needs within the confines of the town's financial realities;
4. Communicate the review of building conditions as compared to APPA cleaning standards.
5. Communicate reports on new Visitor Management and Enhanced Notification Systems.



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## School Committee's Professional Practice Goals

### Mission Statement

The following school committee professional practice goals for the 2025-2026 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 2026, 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.

#### **Participate in Generative Artificial Intelligence (GenAI) Professional Development**

By June 2026, the school committee will participate in BLANK professional development sessions to educate themselves about (GenAI) in order to make informed financial and policy decisions about the use of GenAI in the district. This goal will be measured by their engagement in the professional development sessions and changes made in identified policies and the clear communication of changes to the school community.

#### **School Building Project**

By June 2026, the school committee will participate in the Feasibility Study phase of the Parker Middle School building project working through the Parker School Building Committee to procure the services of an Owner's Project Manager (OPM) and Designer. When under contract with the Town of Chelmsford, the school committee will work with the Superintendent and OPM and Designer to examine and develop a Preliminary Design Program including educational visioning and programming, site analysis and exploration, and development of design options to enable the submission of the Preferred Schematic Design option to the MSBA Board of Directors for review and approval.



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## Superintendent Goals 2025-26

### 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 2025-2026 school year.

### District Wide Goals

The following goals for the 2025-2026 school year are intended to support the district's multi-year strategic plan.

## Superintendent Goals and Action Steps

### Academic Achievement

By June 2026, the superintendent will complete the strategic planning process on academics with year-four 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 3<sup>rd</sup> grade students meeting standards in reading based on i-Ready data, the percentage of 3<sup>rd</sup> grade students meeting standards in math based on i-Ready data, and the percentage of 8<sup>th</sup> grade students meeting standards in math based on i-Ready data.

#### **ACTION STEPS:**

1. Provide enhanced practices for the “My Path” program usage of the iReady program;
2. Promote inclusive instruction through targeted “look fors” and practices;
3. Identify focus foundational standards and implement targeted lessons in grades 7 & 8 mathematics;
4. Provide evidence-based professional development to enhance writing practices across the grades.



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## Superintendent Goals and Action Steps

### Equity

By June 2026, 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. Develop a robust onboarding, induction and training process for new paraeducators in the district;
2. Building upon the work in the 2023/24 school year, collaborate 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;
3. Develop an action plan to support student academic growth using data from iReady to progress monitoring students with disabilities.



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### Social-Emotional Learning

By June 2026, 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 SEL data collection and analysis tool (Panorama) to measure and respond to student data results;
2. Continue to refine and implement equitable and inclusive practices and protocols as recommended by the MTSS committee;
3. Review and enhance transition protocols and practices between school levels to support students' SEL needs.



## Superintendent Goals and Action Steps

### Human Capital

By June 2026, 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 indicate that they feel adequately prepared to address diverse student populations, and the percentage of staff who report feeling equipped to provide culturally responsive instruction.

#### **ACTION STEPS:**

1. Continue to collaborate and partner with teacher preparation programs to attract highly qualified candidates for openings in the district;
2. Provide on-going professional development to grow staff preparation and responsiveness to educate diverse student populations;
3. Facilitate the development and implementation of the paraeducator onboarding/induction process.



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### Facilities and Operations

By June 2026, 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. Identify and prioritize school projects for safety upgrades and enhancements;
2. Implement efficient processes for work order entry/opening, assignment, priority level designation, and completion/resolution in school facilities;
3. Provide an update on building cleanliness to APPA standards;
4. Standardize the Visitor Management process and procedures at school facilities;
5. Standardize use of the Enhanced Notification System (ENS) at school facilities.



### Engagement with State Level Organizations

By June 2026, 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.

### School Building Project

By June 2026, the superintendent will facilitate the Feasibility Study phase of the Parker Middle School building project working through the Parker School Building Committee to procure the services of an Owner's Project Manager (OPM) and Designer. When under contract with the Town of Chelmsford, the superintendent will work with the OPM and Designer to examine and develop a Preliminary Design Program including educational visioning and programming, site analysis and exploration, and development of design options to enable the submission of the Preferred Schematic Design option to the MSBA Board of Directors for review and approval.



# CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

## **Memorandum**

To: Members of the School Committee

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

Date: October 5, 2025

Re: 2025/26 School Committee Presentation Schedule: Schools & Departments

Below please find a schedule of the school and department presentations that will be made at the regular meetings of the school committee throughout the 2025/26 school year. I have asked each school principal and department coordinator to provide a brief PowerPoint presentation highlighting a focus of their work this year in alignment with their school improvement plan and the districts strategic plan. I have found these presentations to be informative and highlight for the community the good work that is occurring in the schools and departments throughout the district.

School Committee Meeting Date	School	Department/Group
October 21, 2025		Fine & Performing Arts (K – 12)
November 18, 2025		English Language Arts (5 – 12)
December 2, 2025	McCarthy Middle School	
December 16, 2025		Science (K – 12)
January 6, 2026	Parker Middle School	
January 20, 2026		English Language Learner (ELL), Reading (K – 4) & Title I Services
February 3, 2026	South Row Elementary School	
February 24, 2026		Mathematics (K – 12)
March 3, 2026	Byam Elementary School	
March 17, 2026		Physical Education, Health & Family Consumer Science
April 14, 2026	Chelmsford High School	
April 28, 2026		History & Social Studies (K – 12)
May 5, 2026	Harrington Elementary School	
May 19, 2026		CHIPs Program & Special Education
June 2, 2026	Center Elementary School	
June 16, 2026		World Languages & Cultural Exchange Programs (7 – 12)

# CHELMSFORD PUBLIC SCHOOLS

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Jay Lang, Ed.D., Superintendent

## **Memorandum**

To: Members of the School Committee  
From: Jay Lang, Ed.D., Superintendent of Schools  
Date: September 2, 2025  
Re: MASC Resolutions – Fall 2025 Membership Meeting

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Attached is a list of the resolutions that will be considered at the 2025 Annual Meeting of the Massachusetts Association of School Committee (MASC) Members. A listing of the resolutions is as follows:

- Resolution 1 Removing BMI Testing from Schools
- Resolution 2 Reauthorization of Previously Approved Resolutions
- Resolution 3 Regarding Sanctuary Laws for Transgender Students
- Resolution 4 Increasing the Maximum Balance Allowed by the Special Education Reserve Fund
- Resolution 5 Membership on the Board of Elementary and Secondary Education
- Resolution 6 Preserving Local Governance of Massachusetts Schools
- Resolution 7 Personal Financial Literacy Education
- Resolution 8 Establishment of a Regional School Committee Assessment Reserve Fund

I recommend the school committee members review these resolutions and vote at a future meeting to either support or reject each resolution to be recorded at the Fall Membership meeting in November at the Joint MASS/MASC conference by the school committee delegate.

# Report of the resolutions committee

Members of the Resolutions Committee met remotely on June 23, 2025 to consider resolutions proposed by member districts for consideration at the 2025 Annual Meeting of the Association. Members present were: Denise Hurst, MASC President-Elect, Chair (Springfield), Kathryn Hubley (Quincy), Rebecca Socco (Grafton), Jessica Corwin (Sunderland and Frontier Regional), Carey Etchells (Deerfield), Robin Zoll (Southeastern Vocational Technical School), Tony Mullin (Westwood), Paul Schlichtman (Arlington), Barbara Davis (Holbrook). Also Present: Glenn Koocher, MASC Executive Director

The following resolution was moved forward by the Resolutions Committee and approved by the Board of Directors.

## RESOLUTION 1: REMOVING BMI TESTING FROM SCHOOLS

*(Submitted by the Grafton School Committee)*

WHEREAS the BMI formula was developed in 1832 based on measuring a population of adult men—presumably all white. Not only does it not accurately represent racial & ethnic differences in normal body composition or normal developmental shifts as students move through puberty, but it does also not differentiate fat from muscle mass or fat distribution on the body, which would be necessary to categorize health implications. BMI is not a useful health screening tool.

<https://www.nature.com/articles/ji02014147>, <https://www.nature.com/articles/ij0200887>, <https://pmc.ncbi.nlm.nih.gov/articles/PMC10693914/>

WHEREAS body size is determined by a complex combination of medical, social, socioeconomic, genetic, and environmental factors, but is often viewed as a lifestyle choice. <https://jamanetwork.com/journals/iamapediatrics/article-abstract/2698457>,

<https://www.sciencedirect.com/science/article/abs/pii/S001393511930355X?via%3Dihub>

WHEREAS school faculty and staff do not have the training to appropriately diagnose or manage complex physical health conditions leading to an increased BMI in students, nor should it be their job. Students are required by law to have updated physical examinations by a health care provider before entering school and every 3-4 years thereafter and any serious health conditions should be managed by a medical professional. 105 CMR 200.100

WHEREAS specialized training of at least two (2) staff members at each school is required to perform BMI screenings., Additionally, the required specialized spaces and protocols for privacy cost districts precious resources. <https://www.mass.gov/doc/bmi-screening-guidelines-for-schools/download>

WHEREAS the screening guidelines do not suggest any sort of in-school intervention - only reporting the scores to MDPH and students' guardians. Even if they did, school-based physical activity and nutrition interventions for ages 6-12 have shown no significant change in BMI. <https://www.mdpi.com/2227-9032/9/4/396>

WHEREAS studies show that 50% of preadolescent girls and 30% of preadolescent boys dislike their bodies. Adolescents are particularly vulnerable to internalizing messages focused on ideal weight to health and self-worth.

[https://www.jandonline.org/article/S2212-2672\(16\)31197-2/abstract](https://www.jandonline.org/article/S2212-2672(16)31197-2/abstract)

<https://doi.org/10.1371/journal.pone.0139177>

WHEREAS BMI testing has not been shown to improve BMI scores but has the potential to increase weight stigma. <https://jamanetwork.com/journals/iamapediatrics/fullarticle/2773004>

WHEREAS global eating disorder prevalence of adolescents increased from 3.5% to 7.8% from 2001 to 2018. <https://doi.org/10.1093/aicn/nay342>

WHEREAS preadolescents and adolescents using weight control strategies such as dieting, fasting, etc, show higher BMI's later in life than those who do not participate in these strategies. [https://www.iahonline.org/article/S1054-139X\(11\)00176-5/fulltext](https://www.iahonline.org/article/S1054-139X(11)00176-5/fulltext)

THEREFORE BE IT RESOLVED that MASC urges the removal of the BMI screening requirement from all public schools.

BE IT FURTHER RESOLVED that MASC urges the express banning of BMI screening in all public schools.

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## REAUTHORIZATION OF PREVIOUSLY APPROVED RESOLUTIONS

The 2023 Delegate Assembly approved an amendment to the By-Laws that resolutions will expire at the conclusion of the Delegate Assembly three years after their adoption. Expiring resolutions may be reconsidered and readopted by the delegates at the annual meeting at which the resolutions would expire. The rationale for the amendment was that it:

- Permits three years of focus on resolutions which overlaps with two legislative cycles.
- Provides an additional opportunity for school committees to be involved in the resolution process by championing resolutions that are set to expire.
- Allows the Association to affirm what's important to the current membership by re-adoption.
- Clears expired, less relevant, or no longer supported resolutions for new priorities.

Following are the six resolutions set to expire this November unless reauthorized by a vote of the Delegate Assembly.

- **Regarding Sanctuary Laws for Transgender Students**
- **To Increase the Maximum Balance Allowed by the Special Education Reserve Fund**
- **Membership of the Board of Elementary and Secondary Education**
- **Preserving Local Governance of Massachusetts Schools**
- **Personal Financial Literacy Education**
- **Establishment of a Regional School Assessment Reserve Fund**

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### **REGARDING SANCTUARY LAWS FOR TRANSGENDER STUDENTS**

*(Submitted by the Lexington School Committee and co-sponsored by the Worcester, Somerville, Grafton, and Franklin School Committees)*

WHEREAS the Commonwealth of Massachusetts has a long history of standing for civil rights, including advocacy for a bill of rights in the U.S. Constitution, and

WHEREAS Massachusetts codified gender identity as a protected class in the 2011 Act Relative to Gender Identity, and WHEREAS all children deserve a safe environment in which to grow up, and

WHEREAS some state governments are now criminalizing supportive medical care for trans individuals; moving to bar families from traveling to access such care; and otherwise violating the civil rights of trans children and their families, and

WHEREAS the defense of the civil rights of the historically marginalized is contained within the first article of the Massachusetts Constitution right of “seeking and obtaining their safety and happiness,”

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls on the Great and General Court to join with other states in the passage of so-called “sanctuary” laws to ensure such children and their families have “the power of enjoying, in safety and tranquility, their natural rights and the blessings of life,” as guaranteed by the Constitution of the Commonwealth.

**RATIONALE:** The 2011 passage of the Act Relative to Gender Identity marked a Massachusetts commitment to the civil rights of transgender residents. Laws recently passed or being considered in other states would put into question this protection, as some such laws call for families to be prosecuted for seeking medical treatment for their children, even across state lines. This is a profound violation of the civil rights of these children, and it increases the potential

harm both to them and to their families. In response, a number of states are considering so-called sanctuary laws which would shield families from such prosecution, extended to those children the rights guaranteed to them by Massachusetts law. As of the passage of this resolution, no such bills have been filed in Massachusetts. The Legislature must back up the 2011 Act with this further protection.

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### **INCREASING THE MAXIMUM BALANCE ALLOWED BY THE SPECIAL EDUCATION RESERVE FUND**

*(Submitted by the Plympton School Committee)*

WHEREAS the Municipal Modernization Act allows for municipalities in conjunction with their school districts to create a Special Education Reserve Fund to cover the cost of anticipated or unbudgeted special education cost, including the cost of out of district placements and special education transportation; and

WHEREAS the current language of the Special Education Reserve Fund caps the balance at 2 percent of annual net school spending which for many rural and small districts does not leave enough in reserves to meet the needs of a single student who is placed into a collaborative setting, never mind a student who may be medically fragile and in need of an intensive residential placement; and

WHEREAS school districts with large student bodies are more likely to experience multiple unanticipated and unbudgeted special education related expenses throughout the school year;

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls upon the Massachusetts Legislature to amend Chapter 40, Section 13E, by deleting “2 percent of the annual net school spending” and by inserting the following “5 percent of the annual net school spending.”

**Rationale:** Current prices for special education day programs in Massachusetts Collaborates can cost a district between \$50,000 to \$70,000 per student and private provider day programs can cost districts between per student. These prices do not include the cost to transport the students to these separate settings which is part of the overall price and can fluctuate in cost. Private residential special education settings can cost a district between per student. The 5 percent cap would allow for deeper investment of the municipality's own monies, towards preventing mid-year budget crisis and positioning the school district to have the ability to provide an appropriate public education in the least restrictive setting to all students. The 5 percent cap would also allow reserves to grow to a sustainable level which hopefully would not be wiped out by a single year of special education-related expenses.

## MEMBERSHIP ON THE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

*(Submitted by the Arlington School Committee)*

WHEREAS the Board of Elementary and Secondary Education has broad powers to set education policy and enact regulations for Massachusetts public schools; and

WHEREAS the Board of Elementary and Secondary Education has the power to choose a receiver to replace an elected school committee; and

WHEREAS the Board of Elementary and Secondary Education governs educator licensure in Massachusetts; and  
WHEREAS practicing educators and school committee members are prohibited from serving on the Board of Elementary and Secondary Education; and

WHEREAS the teaching profession is the only profession or trade in Massachusetts where the holders of a license are prohibited from serving on its governing board; and  
WHEREAS professional expertise and a commitment to public governance should not disqualify a person from serving in a leadership role;

THEREFORE BE IT RESOLVED THAT the Massachusetts Association of School Committees calls for the enactment of legislation to repeal the provision of Massachusetts law that prohibits practicing educators and sitting school committee members from serving on the Board of Elementary and Secondary Education;

BE IT FURTHER RESOLVED THAT the Massachusetts Association of School Committees calls for legislation to reconstitute the Board of Elementary and Secondary Education by including members with expertise as licensed educators and members with expertise in public school governance.

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## PRESERVING LOCAL GOVERNANCE OF MASSACHUSETTS SCHOOLS

*(Submitted by the Arlington School Committee)*

WHEREAS the Massachusetts Department of Elementary and Secondary Education has exercised its power to take over school districts in Lawrence in 2011, Holyoke in 2015, and Southbridge in 2016; and

WHEREAS the placement of the public schools of Lawrence, Holyoke, and Southbridge in receivership has removed their respective school committees from their role as the governing board for their schools, and has replaced local governance with a state receiver; and

WHEREAS a Boston Globe analysis of test scores, graduation rates, college enrollment, and a dozen other metrics in Lawrence, Holyoke, and Southbridge shows state receivers have failed to meet almost all of its stated goals for the districts; and

WHEREAS the Massachusetts Department of Elementary and Secondary Education has no plan, strategy, or timeline for restoring local governance and accountability to the voters of Lawrence, Holyoke, and Southbridge; and

WHEREAS the Massachusetts Association of School Committees asserts that a strong system of local governance and accountability is the foundation of excellent schools;

THEREFORE BE IT RESOLVED THAT the Massachusetts Association of School Committees calls on the Commonwealth of Massachusetts to restore local governance and accountability for the Lawrence, and Southbridge Public Schools no later than July 1, 2026, recognizing that Holyoke was removed from receivership on July 1, 2025.

BE IT FURTHER RESOLVED THAT the Massachusetts Association of School Committees calls on the Massachusetts Legislature to enact legislation to limit any future state takeovers to a term of no more than three years.

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## PERSONAL FINANCIAL LITERACY EDUCATION

*(Submitted by the Framingham School Committee)*

WHEREAS students will need to make wise financial decisions to promote financial well-being throughout their lives, and

WHEREAS students will need to develop actionable strategies to manage their futures, including managing their budgets by developing savings plans, navigating credit and debt, and creating a blueprint for financing higher education or their careers, and

WHEREAS students will need to be informed consumers when making everyday purchases for both small and large items, and

WHEREAS with guidance and financial literacy, students have increased chances of affording and attaining a college education;

WHEREAS without prior long-term financial planning, higher education plans do not come to fruition for many students due to extraordinary tuition rates;

WHEREAS college tuitions and other financial choices, such as credit card debt and loans, can saddle students with a lifetime of debt due to their inability to pay back student and other type of loans;

THEREFORE BE IT RESOLVED THAT MASC file legislation that would have the effect of ensuring that all students have exposure to personal financial literacy curricula and, ultimately, graduate from high school with the lifelong knowledge of how to be fiscally responsible to avoid being deterred by financial woes. This legislation should ensure that the students at various levels would benefit from curriculum in Massachusetts' public schools would include content in personal financial literacy.



RATIONALE: Because many students and their families today do not plan far enough ahead for college tuition, many students are not able to attend institutes of higher learning or need to drop out due to inadequate funds. This resolution will help to ensure that students are knowledgeable about the best options available to them in order to be fiscally responsible and receive the best advice in attaining their goals by being educated about the best options for paying tuitions, use of credit cards, securing personal loans (including car loans) etc.

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## **ESTABLISHMENT OF A REGIONAL SCHOOL ASSESSMENT RESERVE FUND**

(Submitted by the Silver Lake Regional School Committee)

WHEREAS Regional School Committees of the Commonwealth are tasked with producing financially sound budgets designed to meet the needs of all their students just like all public school committees of Massachusetts; and

WHEREAS municipalities of Regional Schools are presented with Regional Assessments which can fluctuate dramatically based on enrollment percentage changes and can be further exacerbated by unbalanced adjustments of the Equalized Valuation (EQV) of property, a key metric in the states formula used to calculate the minimum required local contribution; and

WHEREAS in 2016 the State of Massachusetts passed the Municipal Modernization Act which aimed to grant more local control and encouraged financial efficiencies where possible, the precedent exists in statute to support the creation of a Regional Schools Assessment Reserve Fund

which could be used to offset abnormally large increases to a municipality's regional assessment;

THEREFORE BE IT RESOLVED THAT the Massachusetts Association of School Committees calls upon the Massachusetts Legislature to enact or amend legislation which permits municipalities to establish a Regional School Assessment Reserve Fund.

To amend M.G.L. Part I, Title VII, Chapter 40, by inserting Section 13F as follows  
Chapter 40, Section 13F

### **Regional School Assessment Reserve Fund for payments towards future Regional Assessments**

Any municipality which accepts this section by a majority vote of the municipality's legislative body may establish and appropriate or transfer money to a reserve fund to be utilized in the upcoming fiscal years, to pay for the Regional Assessment in years when the Regional Assessment increases by more than 35% over the previous year's Regional Assessment. The balance in the reserve fund shall not exceed 10 percent of the annual Regional Assessment for the municipality.

Funds shall only be distributed from the reserve funds after a majority vote of the municipality's legislative body in years when the Regional Assessment is more than 3.5% in order to bring the Regional Assessment down to no less than 2.5% increase. The municipal treasurer may invest the monies in the manner authorized in section 54 of chapter 44 and any interest earned thereon shall be credited to and become part of the fund.

## **MIDDLE SCHOOL CTE EXPLORATION**

The District is committed to ensuring that all middle school students and their families are well-informed about the wide range of educational options available to them for high school, including Career and Technical Education (CTE) and vocational programs. In compliance with Massachusetts state regulations (603 CMR 4.00) and guidance from the Massachusetts Department of Elementary and Secondary Education (DESE), this policy outlines how our district provides students with awareness and exposure to CTE and vocational opportunities at local, regional, and agricultural public high schools.

### **High School Pathway Options**

The following CTE schools are available to students residing in the Town of Chelmsford:

#### **Nashoba Valley Technical High School**

100 Littleton Road  
Westford, MA 01886

**Chapter 74 Approved Programs:** Advanced Manufacturing Technology, Animal Science, Automotive Collision Repair and Refinishing, Automotive Technology, Carpentry, Cosmetology, Culinary Arts, Dental Assisting, Design and Visual Communications, Early Education and Care, Electricity, Engineering Technology, Exploratory (grade 9), Health Assisting, Hospitality Management, Plumbing, Programming & Web Development, Radio & Television Broadcasting, and Robotics and Automation Technology.

### **Middle School Career Exploration**

The District's implementation of My Career and Academic Plan (MyCAP) directly connects the exploration of CTE schools and programs to a student's broader academic and career goals. MyCAP is a structured process that helps students explore their interests, skills, and values starting in middle school. This self-discovery process guides students as they research high school pathways and make informed decisions about which school environment, whether a traditional high school or a specialized CTE program or vocational program, best aligns with their emerging goals.

### **Collaboration with Member Vocational Schools**

Our middle schools will actively collaborate with member CTE/vocational schools to inform students about the CTE/vocational opportunities available to them. This collaboration includes:

- **Information Sharing:** Annually our middle schools will provide member CTE/vocational schools with the names, addresses, and e-mail addresses of all enrolled sixth, seventh and eighth-grade students.

- **On-Campus Assemblies:** Each fall, all eighth-grade students will have the opportunity to attend assemblies on-campus at our middle schools hosted by the CTE/vocational school. These assemblies will provide students with information about CTE programs and the application process.
- **School Tours:** Each fall, interested eighth-grade students will have the opportunity to tour their regional vocational school. Transportation expenses will be covered by the vocational school. These tours will be scheduled during the school day and will be considered an excused absence.
- **Promotion of Events:** Our middle schools will share information about vocational school open house and informational events on the district website and through regular communication channels, such as principal newsletters.
- **Application Interviews:** Our middle schools will provide opportunities during the school day for vocational schools to schedule in-person interviews, if applicable, with students who have applied.
- **Online Resources:** By October 15th each year, the district website will publish pertinent information about vocational school options, including links to admission applications, admissions policies, and open house/informational event schedules.
- **Providing Admissions Records to CTE Schools:** Our middle schools will provide relevant information to member vocational schools for students who have applied. This may include documentation of student interest, attendance records, and discipline records in accordance with the vocational school's approved admissions policy and DESE guidance.

## **Maintenance of Records**

Our middle schools will maintain a record of all on-site presentations, assemblies, and student tours to CTE schools, along with other relevant information about collaboration between the district and member CTE/vocational schools. These records will be made available to DESE upon request.

## **Approval of Field Trip Requests**

1.) McCarthy Middle School

Student Leadership Conference

October 16, 2025

Southern New Hampshire University

Manchester, New Hampshire

2.) Chelmsford High School

Senior Prom – Class of 2026

June 3, 2026

Atkinson Country Club

Atkinson, New Hampshire

**FIELD TRIP FORM APPLICATION**  
McCarthy Middle School

### School Requesting Permission

Trip Date: 10 / 16 / 25 If Overnight Trip, Return Date:       /      /      

Faculty Trip Sponsor: Jeff Parks Cell Phone: \_\_\_\_\_

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

Total Number of Students: 12


Number of Students Assigned Per Chaperone: \_\_\_\_\_

Total Number of Chaperones: 2 Number of Male        Number of Female       

Faculty/Chaperones (Names): Jeff Parks + Liam Haley Cell Phone #: \_\_\_\_\_

**Faculty/Chaperone with Epi-Pen Designation (Name):** Q  
If applicable

Is a Nurse Needed? Yes \_\_\_\_\_ No ☒

Reviewed by:  9/18/25  
Signature of School Nurse Date

Event/Purpose of the Trip: \_\_\_\_\_

Curriculum Standard Addressed by Trip (Reason for the Trip)

Destination: Southern New Hampshire Univ. (603) 645-9611  
Name of Facility Facility Telephone

Name of Facility

Facility Telephone

2500 N. River Road  
Facility Street Address

Manchester New Hampshire

City

State

Estimated Leave Time: 9:00 a.m. / p.m. Estimated Return Time: 2:15 a.m. / p.m.

No. of Regular School Buses Needed: 1 No. of Wheel Chair Accessible Buses Needed: 0

District Transportation Department will try to secure bus(es) from Transportation Company. Transportation to and from school takes 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) McCarthy Middle School (front of school)

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

Equipment: \_\_\_\_\_

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

Meal Plans: 0 Students will be given lunch at facility

### **TRIP COST/FUNDING**

Price per Bus: \$ \_\_\_\_\_

Total Cost of Bus Transportation \$ 0

Total Price of event \$ 0 for student

Additional Costs \_\_\_\_\_ \$ \_\_\_\_\_

Total Cost of Trip \$ 550<sup>00</sup>

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

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

Please list any other circumstances that may affect the trip:

Submitted by:

Signature of Trip Sponsor \_\_\_\_\_ Date \_\_\_\_\_

Approved by:

Signature of Dept. Head/Coordinator \_\_\_\_\_ Date \_\_\_\_\_

Signature of Building Principal [Signature] Date 9-18-25

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

**FIELD TRIP APPLICATION FORM**  
CHELMSFORD PUBLIC SCHOOLS

Teacher Sub(s) Needed:

YES \_\_\_\_\_ NO X

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

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

Apply for only one trip per form.

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

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

Trip Date: 6/3/26 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: Kathryn Sullivan Cell Phone: (603) 557-6686

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

Class of 2026 Total Number of Students: 375-468

Number of Male \_\_\_\_\_ Number of Female \_\_\_\_\_

Number of Students Assigned Per Chaperone: 30

Total Number of Chaperones: \_\_\_\_\_ Number of Male \_\_\_\_\_ Number of Female \_\_\_\_\_ *will not have this info until fix are purchased*  
Non-faculty chaperones must be over 25 years of age and must have a CORI submitted at time of application.

Faculty/Chaperones (Names): Kathryn Sullivan  
Kathryn LaFlamme Cell Phone #: (603) 557-6686

Faculty/Chaperone with Epi-Pen Designation

(Name): Kathryn Sullivan If applicable

Is a Nurse Needed? Yes \_\_\_\_\_ No \_\_\_\_\_

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

Reviewed by:

Carol Reilly m 6.3.25  
Signature of School Nurse Date Event:/Purpose of the Trip:

Curriculum Standard Addressed by Trip (Reason for the Trip)

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



85 Country Club Dr. Atkinson, NH 03811

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

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

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

## TRIPCOST/FUNDING

**Total Price of event**    \$ \_\_\_\_\_  
**Additional Costs**    \$ \_\_\_\_\_  
**Total Cost of Trip**    \$ \_\_\_\_\_

Student paying \$ \_\_\_\_\_ per person for: \_\_\_\_\_ \$ 15

**Submitted by:**

**Approved by:**

Building Principal \_\_\_\_\_ Date \_\_\_\_\_

Revised 12/2023