



Chelmsford School Department School Committee

Notice of Public Meeting

Email Posting to townclerk@townofchelmsford.us Thank you.

Filed with Town Clerk:

As required by G.L. c. 30 A, §18-25

DATE: Tuesday May 19, 2026 **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 May 19, 2026 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 April 28, 2026
2. Approval of the minutes of the regular school committee meeting of May 5, 2026

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. Parker Middle School Building Project Status Update
2. Spotlight on the Departments: Special Education & CHIPs Program
3. FY2026 Recommended One-Time Budget Purchases

4. FY2026 Recommended Budget Transfers
5. Literacy & Mathematics Intervention and Supports
6. K – 6 Literacy Curriculum Pilot Update
7. CPS Enrollment and Demographic Analysis Report (2015–2025)
8. 2026/27 Student Enrollment Update: Kindergarten and 1st Grade Registrations
9. 2026/27 Student Transportation Program Registration Dates and Fees
10. FY2027 School Committee Warrant Signing Schedule
11. Personnel Report: April 2026
12. 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
April 28, 2026
Meeting Minutes**

Members Present:

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

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

Call to Order

Ms. Santos 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 April 14, 2026

Ms. Mackinnon moved to approve the minutes of the regular school committee meeting of April 14, 2026. Mr. Moses seconded. A roll call vote was taken. Motion carries 5-0.

CHS STUDENT REPRESENTATIVE ANNOUNCEMENTS

Patrick shared that over the break Chelmsford DECA members continuing through today participated in The International Stage in Atlanta. To be able to do this they had to succeed at Town Level and State Level. At this event they compete with people from all over the world. Congratulations to them! The CHS Marching Band during break performed in the Main Street Parade at Disney World! AP exams will start on May 4th. Math MCAS will take place on May 19th and 20th.

Richie added that The CHS Theatre Guild will perform a Spring Cabaret this weekend. For Teacher Appreciation Week (which starts on May 4th) the Student Council is collecting “thank

you cards” for staff. The MasqueradeThemed Cotillion will take place on May 9th. Congratulations to Ritty Tsac and Kyra Ward of the CHS Volleyball Team were recently featured in *The Boston Globe* for their 37-match winning streak in the regular season! Congratulations to senior, Catherine Craig, who was featured in *The Lowell Sun* for committing to Division 1 Lacrosse at Sienna University!

GOOD NEWS

Dr. Hirsch welcomed everyone back to school and announced that “once again the Chelmsford Public Schools have been recognized for the Best Community for Music Education by The NAM Foundation”! This is the 14th consecutive year that Chelmsford has won this award! “This highlights the ongoing commitment of teachers, staff, students, families and leadership to ensure that there is high quality music education in our district”.

Mr. King shared that Town Meeting approved the school budget last night as well as the capital budget which supports several school projects.

PUBLIC COMMENTS:

none

NEW BUSINESS

1. Parker Middle School Building Project Status Update

Mr. King said that two days after The Committee’s last meeting, The Parker School Building Committee met and supported The School Committee’s choice that the new Parker Middle School will be comprised of grades four to six. Left Field and AI3 were authorized to submit the PSR (Preliminary Schematic Report) to the MSBA for that option. This along with the recently approved minutes of our April 14th regular school committee minutes will be submitted tomorrow to MSBA. In mid-May MSBA will invite us to a meeting where they will hopefully support us. After that The Schematic Design Phase will begin on the project. By the end of summer or early fall a plan update will be presented to Town Meeting. A Special Town Meeting will take place in early 2027 for approval for a “debt exclusion vote”. Dr. Lang added that there will be a big education piece for the public in the fall.

2. FY2026 School Facility Work Order Summary: 2nd & 3rd Quarters (October, 2025 – March, 2026)

Christine Clancy, P. E., Director of Public Works/Facilities came to the table to provide updates on work orders for the 2nd and 3rd quarters (October of 2025 through March of 2026). She stated that “Asset Essentials” the newly adopted work order database has improved the process of entering and completing work orders. It allows workers to access the database through their mobile phones. For the 2nd quarter there were 357 work orders and for the 3rd there were 456 work orders. The work orders are tracked by location and by trade. In both quarters the completion rate of orders was 90%! HVAC, plumbing and electrical work orders are most frequently requested. Work orders vary from season to season. There are currently 23 active

capital projects being worked on for the schools totaling over \$29 million. Many of these will be completed this summer. To fully appreciate this presentation and accompanying slides please view it on Chelmsford Telemedia YouTube.

3. Spotlight on the Departments: K-12 History & Social Studies

Stephanie Quinn, Department Coordinator for the History & Social Science Department, came to the table to provide updates for history and social studies. In tonight's agenda packet she included a slide providing scope and sequence from kindergarten through high school. Sophomores, juniors and seniors have many opportunities for electives. The focus throughout is on inquiry and critical thinking. Students use evidence from primary and secondary sources to actively investigate history (as well as the geography components). The State provides free, online curriculum for grades 5, 6 and 7. Curriculum for grades 3 and 4 is being "piloted" with updates being released over this summer by The State. Students in grades 8 and 11 participate in "Civic Action Projects" this involves students reaching out people in The Town with questions via emails. Eleventh graders will share with panel discussions. Students learn a lot about how being active in their community makes a difference!

Also, at CHS, there are several Dual Enrollment courses focusing on "social and criminal justice" available to earn college credits from Merrimack Community College. CHS offers a "mock trial team" where students compete against other high schools. Their coach this successful year was Katie Gilligan from The History and Social Science Department. Parents were able to attend the mock trials. Students at CHS also participate in "The Model UN" and in April's competition won "Best Delegation" and received a total of eight awards! A high school course is offered in "Speech and Debate" and the CHS Team hosted the State Finals this spring. Ms. Quinn is grateful to the students, staff and community for supporting these programs.

"Semiquincentennial", or America's 250th Anniversary, will be celebrated with a CTV special highlighting what students are learning and doing around Chelmsford to explore the events of this anniversary. Third graders will participate by reading *The Declaration of Independence* and also share biography projects. Field trips will take them to "The Boston Tea Party" and Lexington/Concord. Grade five from Parker recited the "Preamble to the Constitution" and signed it. In June eighth grade civics projects will be highlighted and the TV coverage will culminate with a panel discussion of five CHS seniors: Lucy Franklin; Karen Kayla; Nate Wilder; Miles Reading-Cooper and Samita Badre, concerning what it means to be a citizen. Finally, Ms. Quinn shared resources and links to help celebrate America 250th! These are found on the final slide of tonight's presentation in the agenda packet. To fully appreciate Ms. Quinn's enthusiastic presentation tonight please view it on Chelmsford Telemedia YouTube.

4. Reminder: 2026/27 School Year – Kindergarten Registration Dates

Ms. Johnson-Collins included information in tonight's agenda packet for kindergarten registration for the 2026/27 school year.

5. Anticipated Last Day of School: Students & Staff

Dr. Hirsch stated that today is the 147th school day this school year with 33 more to go! The anticipated last day for students will be a half day on June 15th. Staff last day would be June 16th.

6. FY2026 Budget Report: 3rd Quarter Financials (July 2025 - March 2026)

Ms. Johnson-Collins included data supporting her 3rd quarter update in tonight's packet. Since the last report the "transportation category" is still "unfavorable" but not as much as it was in the 2nd quarter report. More route sharing has lowered the cost for transporting students who are placed out-of-district. Special education tuition bills are coming in slightly less than budgeted and "pre-paying" these annually helps reduce these.

Ms. Mackinnon moved to accept the fiscal year 2026 budget report which is the third quarter financials July to March 2026 as presented. Mr. Moses seconded. A roll call vote was taken. Motion carries 5-0.

7. 2026/27 School Committee Meeting Schedule

Dr. Lang updated two dates from the draft presented at the last Committee meeting.

Ms. Mackinnon moved to approve the 2026/27 School Committee meeting schedule that's been presented tonight. Mr. Moses seconded. Motion carries 5-0.

8. 2026/27 School Committee Liaison Assignments

Ms. Mackinnon moved to accept the 2026/27 school committee liaison assignment roles as presented. Mr. Moses seconded. Motion carries 5-0.

9. Appointment of Superintendent Lang to the Valley Collaborative Board of Directors

Ms. Mackinnon moved to accept the appointment of Dr. Jay Lang to The Valley Collaborative Board of Directors. Mr. Moses seconded. Motion carries 5-0.

10. Personnel Report: March 2026

No action required.

10. Approval of Field Trip & Travel Requests

Ms. Mackinnon moved to approve the McCarthy Middle School eighth-grade class trip to Mel's Funway in Litchfield, New Hampshire scheduled for June 10, 2026. Mr. Moses seconded. Motion carries 5-0.

REPORTS

1. Liaison Reports

None tonight.

ACTION/NEW ITEMS

Ms. Lebeaux would like to look at data regarding the current literacy curriculum.

PUBLIC COMMENTS

None tonight.

ADJOURNMENT at 7:29 p.m.

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

Respectfully submitted,

Sharon Giglio, Recording Secretary

**CHELMSFORD SCHOOL COMMITTEE
REGULAR MEETING
May 5, 2026
Meeting Minutes**

Members Present:

Ms. Maria Santos (Chair), Ms. Susan Mackinnon (Vice-Chair), Ms. Diana Lebeaux (Secretary), and Mr. Dennis King. Mr. John Moses is not present tonight.

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

Call to Order

Ms. Santos 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.”

CHS STUDENT REPRESENTATIVE ANNOUNCEMENTS

Patrick shared that Junior Cotillion will be held on May 9th. This is the first of two weeks of AP testing at CHS. The CHS Pickle Ball Tournament will take place on May 16th with proceeds supporting the After-Prom Party.

Richie added that sign-ups have started for the “24 Hour Relay Race” which will be held on May 30th and 31st. “Junior Job Shadow Day” is scheduled for May 19th. This is officially “Teachers’ Appreciation Week” and letters written by CHS students are on display in front of all three House Offices.

PUBLIC COMMENTS:

None

NEW BUSINESS

1. Parker Middle School Building Project Status Update

Mr. King shared that the PSR was submitted to the MSBA this past Wednesday along with the previous Committee meeting minutes. On Wednesday May 13th a meeting will be held with The Facilities Assessment Subcommittee where Chelmsford will make a 20-minute presentation followed by a 20-minute Q & A. This is a prescreening which will then be brought to the MSBA full board for approval in June. The next element after that will be Schematic Design.

2. Spotlight on the Schools: Harrington Elementary School

Harrington Elementary Principal, Rob Asselin, came to the table along with: Karen Grabowski, Assistant Principal; Eric Hiltz, APE Teacher; Christina Rayball, Special Education teacher in the SAIL Program and Kelly Cormier, PE/APE teacher. Tonight's focus is on the third year of the SAIL Program (Students Achieving Independent Learning) and the introduction of SAIL students to the Unified Arts at Harrington. The Unified Arts include: music; art; physical education and library. The program which serves students with Autism has grown from two classrooms to three this year. Ms. Rayball shared that SAIL students require instruction designed on the "principles of applied behavior analysis". The current focus is on "expanding our students' abilities to access the greater school community". These students do not have to spend all day in a separate classroom, rather having the opportunities to attend Unified Arts classes. Students are showing improvement in communication, participation and expression. Small groups of SAIL students attend UA classes and improve regulation and safety in these spaces. Also evidenced is growth in social development: taking turns; sharing activities; modeling peers and building real-world social skills. This makes it possible for "SAIL students to access preferred activities". These students enjoy more access to the entire school and have opportunities to know other staff members. Unified Arts inclusion has shown positive impacts for all SAIL students at Harrington. Assistant principal, Ms. Grabowski, shared reflections from the Unified Arts teachers and tonight's agenda packet contains these slides and slides of students enjoying their time in Unified Arts! Mr. Asselin shared that moving forward this will be expanded to provide more opportunities for students and staff. Mr. Hiltz added that he will be bringing Unified PE (will pair SAIL students with general education students) to Harrington as he has already done at McCarthy and Byam. These programs enhance SEL, build leadership skills, empower physical progress and produce a positive inclusive culture. At the end of the school year "Unified Game Day" is held for the district with all students attending and celebrating! To fully appreciate this inspiring presentation, please watch this segment of tonight's meeting on Chelmsford Telemedia YouTube.

3. Valley Collaborative Quarterly Report – FY2026 (3rd Quarter)

Ms. Mackinnon moved to accept the Valley Collaborative Quarterly Report for fiscal year 2026, third quarter as presented. Ms. Lebeaux seconded. Motion carries 4-0.

4. Approval of Field Trip & Travel Requests

Ms. Mackinnon moved to approve the Chelmsford High School Best Buddies Program to attend a Nashua Knights baseball game in Nashua, New Hampshire on May 27, 2026. Ms. Lebeaux seconded. Motion carries 4-0.

REPORTS

1. Liaison Reports

Ms. Lebeaux attended South Row's last PTO meeting for this school year. There is an upcoming art show with a "Glow Room". Grade 3 will hold an "Engineering Day" and all grades will share their writing during "Author's Day". The playground will be closed this summer while new equipment is added to be funded through the \$20,000 Box Top Award and money awarded to a South Row teacher who was a finalist for the "State Teacher of the Year for 2026". They are excited to have received numerous requests for scholarships from graduating seniors!

Ms. Santos added her gratitude to all the PTOs for all they do each year. Their participation in "Staff Appreciation" events is wonderful. She also thanked the CHS student reps for organizing the writing of personal thank you notes to staff!

ACTION/NEW ITEMS

Mr. King stated that the last policy review was done in 2022 (prior to that it was 2017). He has created a spreadsheet of over 100 updates which have taken place since 2022. He will be meeting with Ms. Santos this summer for the updates which will be presented to The Committee in the new school year.

PUBLIC COMMENTS

None

ADJOURNMENT at 6:45 p.m.

Ms. Mackinnon moved to adjourn. Ms. Lebeaux seconded. Motion carries 4-0.

Respectfully submitted,

Sharon Giglio, Recording Secretary

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee

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

Date: May 17, 2026

Re: Spotlight on the Departments: Special Education and & CHIPs Program

Attached please find a PowerPoint presentation provided by Ms. Amy Reese, Director of Student Support Services. Ms. Reese, Ms. Megan McGuirk, CHIPs Integrated PreSchool Coordinator, Ms. Shannon Bischoff, Coordinator of School Counseling and Social Emotional Learning, and Ms. Peggy Gump, Coordinator of School Nursing Services, will review a presentation and discuss the work that is ongoing in the district with respect to special education, school counseling, student mental health supports, school nursing services, and the CHIPs PreSchool program.

Student Services

Special Education

SEL and School Counseling

School Nursing

May 19, 2026



Presentation Topics

Special Education Data

CHIPs – Preschool Program Update

Special Education Programming

Social Emotional Learning Updates

School Nursing

DESE Integrated Monitoring Review

Strategic Plan – Equity Committee Work

Special Education Program Evaluation– CASE Collaborative

SEPAC



District Numbers – Special Education

October 1 Report	District	Special Education Students	Percentage
2025	5128	1081	21.08% *
2024	5068	1036	20.44%
2023	5130	1034	20.16%
2022	5055	944	18.67%
2021	4943	839	16.97%

* 2025-2026: State 21.1%



CHIPS Program Overview

- Eight Classrooms
 - Five inclusive classrooms
 - Two intensive classrooms
 - One inclusive/intensive classroom
- 197 students enrolled
 - 101 students on IEPs, 96 community students (typically developing)
 - Most students attend 2, 3, or 4 half days per week

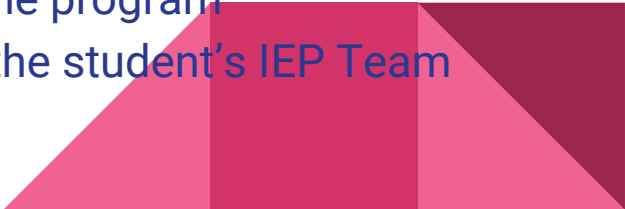


CHIPS Classrooms

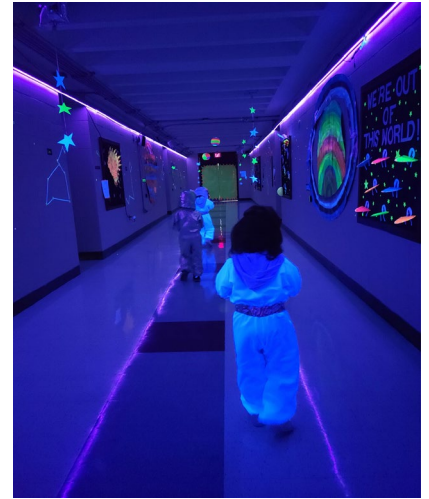
Inclusive classrooms

- Mix of typically developing students and students with identified disabilities
- Communication and motor supports are embedded in the classrooms
- Half Day Sessions

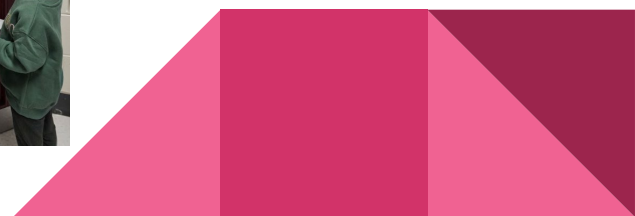
Intensive Classrooms

- Substantially Separate Classrooms for students who require a higher level of support
 - Systematic, direct teaching using ABA based methodology.
 - Communication and motor supports are embedded in the program
 - Half day and extended day sessions, as determined by the student's IEP Team
- 

CHIPS Themed Hallways- Space Week & Under the Sea



CHIPS Events- Touch a Truck & Book of the Month



Special Education Programming

IEPs focus on teaching skills based on students' disabilities: academic, communication, executive functioning, motor, social, behavior regulation, etc.

Services are provided by a range of professional staff: special education teachers, related service providers: SLPs, OTs, PTs, psychologists, counselors, social workers, and BCBA's

Services:

- Consultation
- Inclusion
- Small group outside general education setting



Specialized Programs: K-12

SAIL– Students' Achieving Independent Learning (PreK- 22)

PAVE– functional life skills program K-22

STRIVE– Therapeutic social emotional program

Language Based– students with SLD reading disabilities such as dyslexia



SAIL

Students' Achieving Independent Learning (PreK- 22)

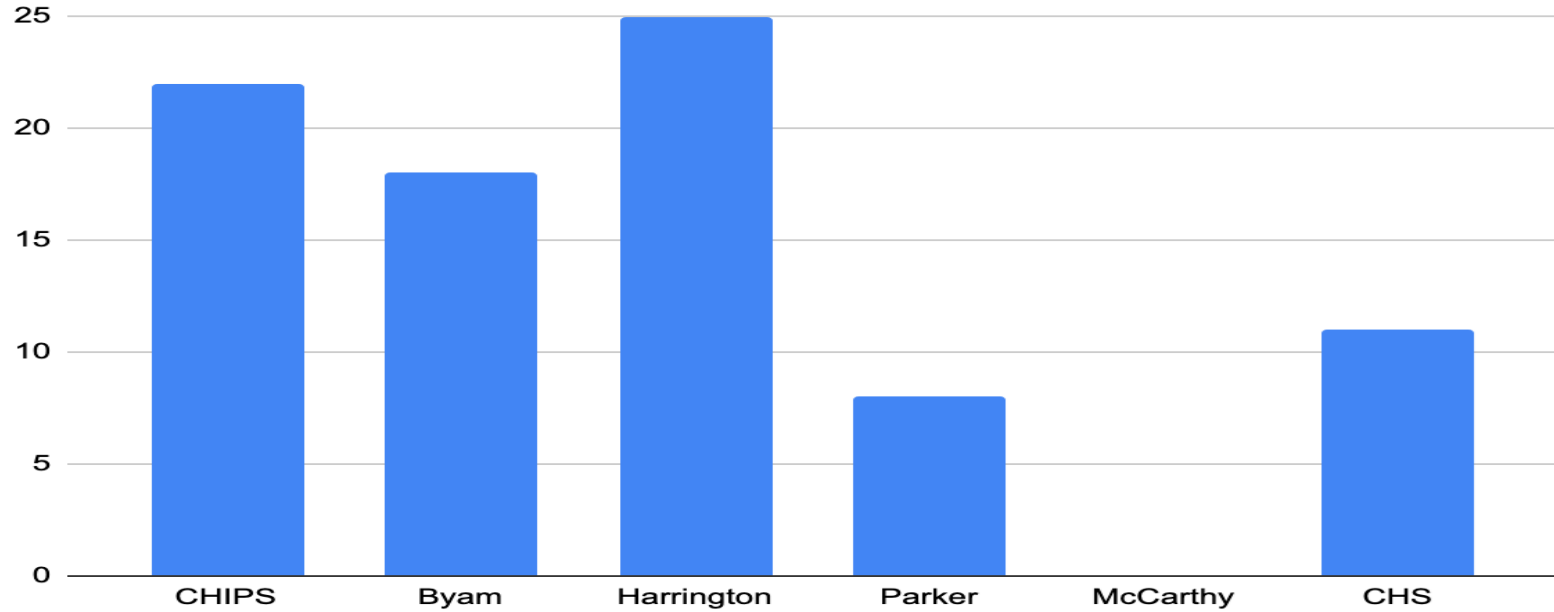
Substantially separate programming focused on the principles of Applied Behavior Analysis (ABA) for students with Autism. Students have opportunities for meaningful inclusion.

- CHIPs –
- Byam–
- Harrington–
- Parker–
- Chelmsford High – NECC Partner Program

2025- 2026: 83 Students



SAIL– Autism Program– 2025-2026 SY



PAVE Program– Life Skills

PAVE: Providing Academic and Vocational Education

Center, Parker, McCarthy, and CHS

- The PAVE program is for students with developmental delay, intellectual and/or multiple disabilities. Programming is within a substantially separate setting with individual opportunities for meaningful inclusion with general education peers. Instruction focuses on functional academic, communication, social, pre-vocational/vocational, and community skills.

2025-2026: 34 Students



STRIVE Program – Social Emotional

South Row, Parker, McCarthy, and CHS

The STRIVE program is for students with an emotional disability and who have a documented history of significant behavior difficulties impacting their access to the curriculum.

- Supports students in grades K-12
- Provides a range of social-emotional and behavioral supports for the students to be successful and access academics
- Opportunities to be integrated with general education peers to maximum extent possible.

2025-2026: 54 Students



Language Based Program

Parker and McCarthy– Grades 5 through 8

Programming that supports students' with specific reading disabilities (SLD) across content areas. It provides ELA within a small group setting and supports students in the inclusive classroom for math, science, and social studies. The program teaches grade level content with systematic instruction in writing and with Orton Gillingham methodologies infused through the instruction. Students within the program have specialized reading instruction weekly.

2025-2026: 26 students




Social Emotional Learning:

Cartwheel Care

- Virtual Mental Health Partner with and access to bilingual counselors
- Access to Psychiatry, 1:1 Counseling, Family Counseling, Parent Coaching and targeted support for School Avoidance
- Partnership is for 25 Referrals per year and access to clinical consultation

Care Solace

- Referral resource to connect families to community based therapy services
 - 137 Cases (both family initiated and by clinical team), 101 Anonymous Search through <https://www.caresolace.com/site/chelmsford>
 - 365 Days a Year, 24 Hours a day, Bilingual support
- 

Social Emotional Learning (cont.)


College Affordable

- A partner non profit organization who supports families to navigate the college application process related to financial aid
- They offer monthly webinars starting Sophomore year to educate families on the college application process, financial aid and the appeals process
- **Bridge to Equity:** A higher level of support for students and families who are either first generation college students, experiencing a language barrier or access to technology, or families experiencing extenuating financial or personal hardships



Social Emotional Learning (cont.)

MyCAP (My Career and Academic Plan)

- Ongoing year of collaboration with Middle School and High School (Grades 6-12)
 - Three Core Domains to support students to prepare for their transition to postsecondary success
 1. Personal & Social
 2. Career Development and Education
 3. Academic College & Career Planning
- 

STEP (Student Transitional Education Program)

Short term intervention designed to support both general education and special education students returning from hospitalizations or extended period of time out of school. Referrals are related to both medical/health conditions and/or mental health.

When a student may requires more ongoing intervention and have not successfully integrated back into the general education with the supports from STEP, a referral may be made to Special Education to conduct a Special Education Evaluation to evaluate if there is an identified disability which is limited the student's access.

McCarthy (Year 2): 16 students

Chelmsford High School: 36 students



School Nursing



Total District Health Office Visits: 38,102

School Nursing cont.

Enrollment: 5,160

From September 2025-May 2026:

Total Health Office Visits: 38,102

Return to Class Ratio: 95.6%

Medication Administration: 15,961

Health Treatments: 16,102

Mandated School Screenings: 10,255 students screened



Integrated Monitoring Review:

DESE Compliance Review: Regularly monitored standards are divided into two (2) group: Group A and Group B. Districts are monitored on alternative set of Universal Standards every three (3) years.

Reviews Special Education (SE) and Civil Rights (CR) areas

Self-Assessment Group B: spring and fall of 2025

Onsite Visit Group B: January 2026

Final Report: Issued March 2026



IMR- Group B Universal Standards

Licensure and Professional Development

Parent/Student/Community Engagement

Facilities and Classroom Observations

Oversight

Time and Learning

Equal Assess



Integrated Monitoring Review – Civil Rights

All Civil Rights Standards were found to be fully implemented.

CR 3 - Access to a full range of education program 

CR 7- Information to be translated into languages other than English 

CR 7A - School year schedules 

CR 7B - Structured learning time 

CR 7C - Early release of high school seniors 

CR 8 - Accessibility of extracurricular activities 



Integrated Monitoring Review- Civil Rights

CR 10A - Student handbooks and code of conduct 

CR 10B - Bullying Intervention and Prevention 

CR 10C - Student Discipline 

CR 12A - Annual and continuous notification concerning nondiscrimination and coordinators 


CR 16 - Notices to students 16 and over leaving school without a high school diploma, certificate of attainment, or certificate of completion 

CR 17A - Use of physical restraint on any student enrolled in a publicly-funded education program 

Integrated Monitoring Review- Civil Rights

CR 20 - Staff training on confidentiality of student records 

CR 21 - Staff training regarding civil rights responsibilities 

CR 22 Accessibility of district programs & services for students with disabilities


CR 23 - Comparability of facilities 

CR 24 - Curriculum review 

CR 25 - Institutional self-evaluation 



Integrated Monitoring Review- Special Education

Ten (10) Special Education Standards were found to be fully implemented. One (1) Special Education Standard was partially implemented.

SE 15 - Child Find 

SE 32 - Parent advisory council for special education 

SE 35 - Assistive technology: specialized material and equipment 

SE 36 - IEP implementation, accountability, and financial responsibility 

SE 50 - Administrator of Special Education 



Integrating Monitoring Review- Special Education

SE 51 - Appropriate special education teacher licensure *

SE 52 - Appropriate certifications/licenses or other credentials - related service providers ✓


SE 52A - Registration of educational interpreters ✓

SE 54 - Professional Development ✓

SE 55 - Special education facilities and classrooms ✓

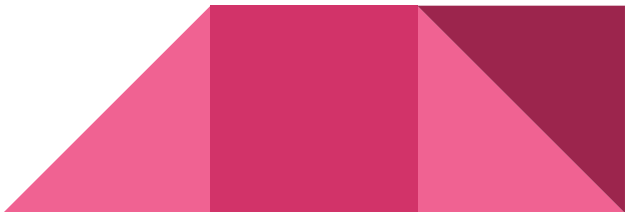
SE 56 - Special education programs and services are evaluated ✓

Fiscal Monitoring:


- IDEA Part B Fiscal Tier II Cyclical Monitoring – similar to the A-133 Single Audit of the Federal Grants performed by external auditors, however this review is performed by DESE
 - Tier II Cyclical Monitoring occurs every six years in the same year as the LEA's Group B Integrated Monitoring Review. During this review, DESE monitored IDEA Part B and Uniform Grant Guidance fiscal requirements pursuant to 2 CFR Part 200, Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards, 34 CFR 300.600, and 2 CFR 200.332
 - Components include administrative review, cost principles and expenditures, general ledgers for the grants (fund codes 240, 262, 274), inventory management, contracts and procurement, fiscal record retention, financial systems and random sampling of transactions.
 - Chelmsford submitted all required documents by the March due date and was found to be in compliance. No further action is required.
- 

Strategic Plan: Equity Area

Paraeducator Onboarding:


- Launched initiative to develop a process for onboarding of new paraeducators
 - Convened working group in the fall/winter comprised of administrators and paraeducators
 - Identified three areas of committee work:
 - Initial Onboarding
 - Initial Paraeducator Training
 - Ongoing Paraeducator Training
 - Highlights of committee work include a new paraeducator guidebook and development of the paraeducator peer mentoring program to kickoff in advance of hiring for the 2026-2027 school year
- 

CASE Collaborative Program Evaluation

- March to June 2026
 - Evaluation of the District's special education services at the elementary level (Grades K-4)
 - Specific focus placed on special education eligibility trends and inclusion service delivery models utilized across Grades K-4
 - Program Evaluation Components: observations of special education services; review of a representative sampling of IEPs for students receiving inclusion services; input from teachers, related service providers, and administrators via surveys and virtual focus groups
- 

SEPAC

This year has focused on establishing a new SEPAC board. Efforts have included:

- Communication with DESE
 - Workshop on the Role of a SEPAC by Federation for Children with Special Needs – December 2025
 - Multiple meetings with interested parents on establishing an interim board.
 - Survey completed among interested parents
 - Interim SEPAC board established
 - Outreach/ communication to all families –next step
 - Planning for 2026-2027 school year
- 

SEPAC Interim Board:

Co-Chairs: Christine Foley and Lisa Chiu

Treasurer/ Secretary: Tanael Escartin

Communications: Beth Hoell

Liaison Director: Melinda Gonyea



Chelmsford
SEPAC



**IMPORTANT
ANNOUNCEMENT**



General Meeting

MAY 26TH 6:30PM

Meet the interim board and
receive updates regarding
Chelmsford's Special Education
Parent Advisory Council
(SEPAC).

Email
ChelmsfordSEPAC@gmail.com
for the Zoom link

CHELMSFORD PUBLIC SCHOOLS

Memorandum

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

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

Date: May 15, 2026

Re: FY2026 Recommended One-Time Expenditures

As reported in our quarterly financial reports, associated narratives and the FY2026 budget projection summary presented March 24, 2026, we are favorable in several categories. Due to favorable variances in these categories, we have included recommendations to apply some of the savings to one-time purchases and associated FY2026 budget transfers.

As discussed at the March 24, 2026 regular meeting of the school committee, the initial list of recommended one-time expenditures was presented and approved by the committee along with the associated FY2026 budget transfers totaling \$ 974,448. The one-time expense recommendations are limited to equipment, supplies and/or projects that do not have recurring costs in future fiscal years. Attached please find a second recommended list of one-time purchase recommendations and the associated DESE function code category for each item, as we have had the opportunity to review additional projects, quotes and confirm availability of items since the March 24, 2026 meeting. This second recommended list totals \$ 250,213. FY2026 local budget transfers would be required for a subset of the items listed. Some of the items listed would not require a budget transfer since the category has funds available.

As we have presented in prior years, the Superintendent is recommending a multi-phased approach to best manage the anticipated available funds at fiscal year-end; a combination of one-time purchases and pre-paying out-of-district tuitions to offset FY2027 tuitions.

Attached please find the second list of recommended one-time expenditures for your review and consideration.

Thank you for the opportunity to provide this update.

FY2026 One-Time Purchase Recommendations

Amount	Description	School	Contact	FY26 Budget Transfer From DESE Category		To DESE Category	
\$ 4,850	Refurbish South Row Library to include wall removal (1200), paint (3650)	South Row Elementary School	Theresa Gilbert / Bill Silver	Guidance	2710	Maint of Bldgs/Grounds	4210
\$ 78,196	Purchase and install new furniture for the South Row Library	South Row Elementary School	Theresa Gilbert / Bill Silver	Library/Media Center	2340	Maint of Bldgs/Grounds	4210
\$ 5,331	Purchase touch view large screen TV for South Row Library	South Row Elementary School	Theresa Gilbert / Bill Silver	Classroom Teachers	2305	Instructional Tech	2451
\$ 51,417	Purchase and install furniture and storage for school store production	Chelmsford High School	Bill Silver	Districtwide MIS	1450	Maint of Bldgs/Grounds	4210
\$ 9,328	Enhance electrical wiring in wood shop (more outlets, separate circuits, retractable outlets) labor (7830), parts (1498.20)	Chelmsford High School	Bill Silver	Medical/Health Svcs	3200	Maint of Bldgs/Grounds	4210
\$ 4,641	Purchase and install hold open door closers on exterior doors	Byam Elementary School	Brian Curley	Psychological Svcs	2800	Capital Land & Bldgs	7200
\$ 60,616	Refurbish CHS nurses suite to include wall removal, carpentry and ceiling work (7000), new flooring (7197), flooring abatement (13,200) and monitoring (4900), furniture (21981), lighting and electrical (6338)	Chelmsford High School	Peggy Gump / Brian Curley	Other Instructional	2440	Maint of Bldgs/Grounds	4210
\$ 8,103	Purchase and install exterior door at kitchen loading dock area	South Row Elementary School	Nancy Antolini / Brian Curley	Psychological Svcs	2800	Capital Land & Bldgs	7200
\$ 7,804	Purchase and install exterior door (#21) at Harrington	Harrington Elementary School	Brian Curley	Psychological Svcs	2800	Capital Land & Bldgs	7200
\$ 14,927	Purchase student chairs for CHS engineering classrooms	Chelmsford High School	Marilyn Sweeney / Bill Silver	Guidance	2710	General Supplies	2430
\$ 5,000	Provide on-site roll off dumpsters for project debris	Districtwide	Brian Curley	Paraprofessionals	2330	Capital Land & Bldgs	7200
\$ 250,213	TOTAL Recommended One-Time Purchases 5.19.26						

CHELMSFORD PUBLIC SCHOOLS

Memorandum

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

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

Date: May 15, 2026

Re: FY2026 Recommended Budget Transfers

Included in the school committee packet is a summary of one-time purchase recommendations and the associated DESE function code category for each item. FY2026 local budget transfers would be required for a subset of the items listed. Some of the items listed would not require a budget transfer since the category has funds available.

The chart below identifies the DESE function code category to be used in the recommended budget transfers. These categories are also noted next to each one-time purchase recommendation on the right-hand side of the report that is within this school committee packet. Some of the budget transfers will affect multiple account numbers within the DESE category. Rather than list all the detailed account numbers (by school or department) the chart notes the beginning of the DESE category followed by "XXXX".

From		To		Amount
12800X00-51050	Psychological Svcs			
12330XXX-51060	Paraprofessionals	17200000-57800	Capital Land & Bldgs	25,548
12710100-51060	Guidance Counselors	12430138-54000	General Supplies	14,927
12305397-51050	Classroom Teachers	12451714-54204	Instructional Tech	5,331
11450000-5XXXX	Districtwide MIS			
12710100-51060	Guidance Counselors			
12340X00-510XX	Library/Media Center			
13200000-51007	Medical & Health Svcs			
12440076-5XXXX	Other Instructional Svcs	14210000-59238	Maint of Bldgs/Grounds	204,407
			Total	250,213

I recommend the school committee vote at the regular school committee meeting on May 19, 2026 to approve these FY2026 local operating budget transfers totaling \$ 250,213 for the Chelmsford Public Schools as presented. This budget transfer is shifting from eight (8) DESE categories that are favorable to four (4) DESE categories where the items should be purchased.

The Special Education Out of District (OOD) Tuitions Category of the FY2026 local operating budget is also favorable, primarily due to prepaying FY2026 OOD tuition at the end of FY2025. The DESE category is favorable by \$ 2,390,477 after the journal entry to reflect the special education circuit breaker offset of \$ 3,872,891 (this offset includes the awarded circuit breaker amount of \$ 3,183,334, supplemental SPED transportation funding of \$ 280,594, and circuit breaker reserve relief fund \$ 408,963 for a total circuit breaker offset of \$3,872,891). This action maintains the maximum reserve amount of \$ 3,790,218 in the circuit breaker revolving fund (one year of circuit breaker revenue). Since this DESE category remains favorable, the recommendation is to prepay FY2027 Special Education OOD Tuitions up to \$1,870,705.

From DESE Code		To DESE Code		Amount
9300	OOD Tuitions	9300	Prepaid OOD Tuitions (separate account # within the category)	1,870,705
			Total	1,870,705

I recommend the school committee vote at the regular school committee meeting on May 19, 2026 to approve this FY2026 local operating budget transfer totaling up to \$ 1,870,705 to fund Prepaid OOD tuitions for the Chelmsford Public Schools.

The third budget transfer is shifting budget funds from accounts we plan to be favorable in to retirement/employee separation costs. This will free up some FY2027 budget funds by paying the retirement incentives scheduled for July 2026 (FY2027) in June 2026 (FY2026) instead. The amount to be paid in June 2026 is \$ 100,683.

From		To		Amount
12305397-51050	Classroom Teachers			
11430000-53040	Legal Svcs			
12210X00-5XXXX	School Leadership			
12410XXX-54000	Textbooks			
11420000-53990	Human Resources	17200000-57800	Emp Separation Costs	51,380
			Total	51,380

I recommend the school committee vote at the regular school committee meeting on May 19, 2026 to approve this FY2026 local operating budget transfer for \$ 51,380 from the accounts noted to the employee separation costs account as presented.

Thank you for your consideration in approving these budget transfers.



CHELMSFORD PUBLIC SCHOOLS

Dr. Linda Hirsch, Assistant Superintendent

MEMORANDUM

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

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

Date: May 19, 2026

Re: Literacy and Mathematics Intervention and Supports

This memo provides an update on Chelmsford Public Schools' ongoing efforts related to literacy and mathematics supports, with a particular focus on students identified as struggling learners in both content areas. The update outlines the district's current intervention supports for reading and mathematics as well as the criteria used to place students.

Chelmsford Public Schools continues to demonstrate strong overall performance within the Commonwealth while simultaneously addressing the persistent academic impacts associated with interrupted learning during and after the COVID-19 pandemic. The district's current work emphasizes early identification, targeted intervention, progress monitoring, and equitable access to supports for students requiring additional academic assistance.

English Language Arts

Chelmsford's accountability data indicates that while overall English Language Arts (ELA) growth remains positive, achievement levels for several student groups continue to lag behind pre-pandemic expectations.

The district's literacy recovery efforts remain focused on:

- Closing foundational reading skill gaps
- Strengthening decoding and fluency development
- Increasing comprehension and written response skills
- Expanding targeted Tier 2 and Tier 3 interventions
- Monitoring student progress through diagnostic and benchmark assessments
- Supporting students with disabilities and high-needs learners through individualized intervention plans

Chelmsford Public Schools continues to maintain significant staffing and intervention resources dedicated to literacy support across all grade spans.

Reading Specialists

The district currently employs twelve (12) MA DESE certified Reading Specialists across the elementary, middle, and high school levels. Reading support is a regular education initiative and is designed as a Tier 2 support for students requiring additional reading skills lessons. This framework is primarily driven by the Mass Literacy Guide and implemented through the Massachusetts Tiered System of Supports (MTSS). It is not a special





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education service, but rather a proactive, general education structure designed as a “double dose” of reading instruction to close learning gaps through high-quality instruction and early intervention.

Chelmsford employs twelve (12) fulltime Reading Specialists in its operating budget as follows:

School	Reading Specialists
Byam	2
Center	2
Harrington	2
South Row	2
Parker	2
McCarthy	1
Chelmsford High School	1
Total	12

Students Receiving Reading Support

Reading Specialists currently (SY 25/26) provide direct literacy support services to approximately 366 students:

School	Students Supported
Byam	86
Center	50
Harrington	56
South Row	53
Parker	63
McCarthy	30
Chelmsford High School	28
Total	366

Reading support services include:

- Small group literacy intervention
- Explicit reading instruction
- Decoding and fluency support
- Comprehension intervention
- Progress monitoring
- Collaboration with classroom teachers and special education staff
- Targeted intervention for students below benchmark expectations





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Dr. Linda Hirsch, Assistant Superintendent

The district's continued investment in reading specialists reflects Chelmsford's commitment to addressing unfinished learning and supporting literacy development across all grade levels.

The district also employs eight and a half (8.5) Reading Interventionists and Reading Tutors at our elementary schools through both the Title I grant for qualifying schools and the local operating budget. Our Reading Interventionists work directly with students who need extra support, typically in small groups on current learning standards being taught in the classroom.

School	Reading Interventionists
Byam*	2
Center	2
South Row	2
Harrington*	2.5
Total	8.5

* *Title I School*

Reading Interventionists and Tutors work closely with classroom teachers to reteach current lessons and provide practice for learning gaps in standards to move students forward with the general education curriculum. Chelmsford's Title I grant allocation provides a strong funding source for interventionists. The district has created a tutoring program to provide tutors to schools that do not qualify for Title I funding.

Students Receiving Reading Intervention Support

Interventionists/Tutors currently (SY 25/26) provide reading support services to approximately 153 students:

School	Students Supported
Byam*	36
Center	37
Harrington*	38
South Row	42
Total	153

* *Title I School*

Mathematics

Mathematics achievement continues to represent one of the most significant post-pandemic recovery challenges statewide and within Chelmsford Public Schools. These findings are consistent with broader state and national trends indicating that mathematics learning loss is persistent and continues to be a focus in our strategic plan.





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Dr. Linda Hirsch, Assistant Superintendent

Chelmsford's mathematics recovery efforts continue to prioritize:

- Foundational number sense development
- Algebraic thinking and problem-solving skills
- Targeted intervention for students below benchmark
- Frequent progress monitoring through i-Ready diagnostics and classroom assessments
- Supplemental intervention blocks and tutoring support
- Increased support for students demonstrating significant unfinished learning

Mathematics Intervention Supports

Chelmsford Public Schools currently maintains mathematics intervention staffing and targeted supports across elementary and middle school levels.

Interventionists

The district currently employs ten and a half (10.5) math interventionists providing mathematics support services.

Elementary/Middle School Interventionists

School	Math Interventionists
Byam	2
Center	2
South Row	2
Harrington	2.5
McCarthy	2
Total	10.5

Students Receiving Math Intervention Support

School	Students Supported
Byam*	47
Center	57
Harrington *	46
South Row	59
McCarthy*	23
Total	232





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Reading/Intervention Criteria

Chelmsford Public Schools utilizes multiple data points and screening measures to identify students requiring reading and mathematics intervention services. The districts' approach emphasizes early identification, data-informed decision making, and targeted support for students demonstrating academic risk factors.

Reading and intervention support eligibility is determined through a weighted criteria of benchmark assessments, foundational literacy measures, teacher input, and overall academic performance indicators as identified by grade level.

Reading intervention criteria may include:

- Fountas and Pinnell (F&P) Benchmark reading levels
- Heggerty Assessments
- DIBELS screening results indicating students are Below Benchmark or Well Below Benchmark
- Sight words
- Decodable words
- i-Ready diagnostic reading scores
- MCAS scores
- Developmental Spelling Inventory
- Gates – MacGinitie Reading Test
- Nelson - Denny Reading Test (HS)
- Teacher concerns regarding decoding, fluency, comprehension, or overall literacy development
- Prior Student Support Team (SST) referrals or intervention history
- Consideration of English learner and special education needs

The district uses a point-based selection process at several grade levels to prioritize students demonstrating the greatest literacy needs. Multiple assessment measures are reviewed collectively to ensure students receive appropriate intervention support.

Elementary Mathematics Intervention Criteria

Students may qualify for math intervention support based on:

- Scores below benchmark thresholds on the fall i-Ready Diagnostic
- Identified deficits in Number and Operations or Algebraic Thinking domains
- Prior intervention history
- Teacher recommendations and classroom performance concerns





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Middle School Mathematics Intervention Criteria

Students may qualify for intervention services when two or more of the following indicators are present:

- i-Ready Placement at Tier 2 or At Risk for Tier 3
- Prior MCAS performance of Partially Meeting or Not Meeting Expectations
- Current mathematics grade of C or below
- Teacher concerns regarding foundational understanding or work completion

This multi-criteria approach allows the district to proactively identify students requiring support before significant academic gaps widen.

Strategic Reflection and Next Steps

The current accountability data suggests that Chelmsford Public Schools is making meaningful progress in academic recovery while continuing to face challenges associated with learning gaps.

Several important trends are evident:

- Student growth measures are generally stronger than achievement measures, indicating that intervention efforts are positively impacting student progress.
- Literacy recovery efforts are demonstrating measurable improvement, particularly among high-needs populations and students with disabilities.
- Mathematics recovery remains a district priority, especially in foundational skill development with intervention for students below benchmark.
- Chronic absenteeism continues to impact academic recovery for some student populations and remains an important area for ongoing attention.
- Chelmsford has sustained significant investments in intervention staffing and support structures to accelerate learning recovery.

Considerations for MCAS Data Analysis

Over the past 10 years, there has been significant changes to the state assessment system that should be noted as trend data is impacted by the changes.

- 2017 - New ELA Standards
- 2017 - Transition from legacy testing to next generation testing with new proficiency levels in grs. 3-8.
- 2019 - Transition from legacy testing to next generation testing with new proficiency levels in gr. 10.
- 2020 - MCAS Administration Canceled Due to COVID-19





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- 2021 - Modified COVID-Era Testing and Remote Testing at Home
 - Shortened testing sessions
 - Delayed testing windows
 - Reduced testing requirements
 - Modified accountability expectations
- 2022 - Return to Full Next-Generation MCAS Administration
- 2023 - Increased Rigor and Proficiency Levels
- 2025 - Graduation requirement removed
- 2027 - ELA Test Redesign

Moving forward, the district will continue to:

- Expand evidence-based literacy and mathematics intervention practices
- Utilize data-driven progress monitoring systems
- Provide targeted Tier 2 and Tier 3 supports
- Strengthen coordination among general education, intervention, and special education staff
- Prioritize equitable access to intervention resources
- Monitor subgroup performance closely through local and state assessment data
- Continue addressing attendance barriers that impact academic progress





CHELMSFORD PUBLIC SCHOOLS

Dr. Linda Hirsch, Assistant Superintendent

MEMORANDUM

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

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

Date: May 19, 2026

Re: K-6 Literacy Curriculum Pilot Update

Chelmsford Public Schools continues to move forward with the English Language Arts (ELA) curriculum review and adoption process for grades K-6. As part of this work, an initial curriculum review committee was convened on March 25th and April 30th consisting of teachers representing each grade level across schools, building administrators, and district curriculum coordinators - 15 total participants. The committee reviewed curriculum materials and presentations from five (5) programs identified through the Massachusetts Department of Elementary and Secondary Education (DESE) CURATE list of high-quality instructional materials (HQIM). Programs reviewed included:

- Amplify: *Core Knowledge Language Arts (CKLA)*
- Houghton Mifflin Harcourt: *Into Reading*
- McGraw Hill: *Wonders*
- Kiddom/Open Up Resources: *EL Education*
- Great Minds: *Wit & Wisdom*

On April 30th, the committee reconvened to review the updated version of *Wit & Wisdom*, now titled *Arts & Letters*.

Following presentations and material reviews, committee members completed surveys ranking each program and provided written feedback. Across all responses, educators consistently emphasized the importance of authentic literature, manageable instructional pacing, strong writing connections, alignment with current practices such as Foundations and SRSD writing strategies, and support for diverse learners. *Arts & Letters* by Great Minds received the strongest overall feedback, with committee members praising its authentic texts, knowledge-building approach, student engagement opportunities, and alignment with district instructional priorities. *EL Education* and *Wonders* also received favorable and nearly equivalent ratings, while *Into Reading* generated mixed feedback related to its digital focus and anthology structure. *CKLA* received the lowest rankings due to concerns regarding scripted instruction, literacy block requirements, and limited use of authentic literature.

Originally, the district anticipated piloting four (4) programs during the 2026/27 school year. However, after consultation with the Associate Commissioner of Education at MA DESE and in discussions with Houghton Mifflin Harcourt representatives, it was confirmed that the 2020 version of *Into Reading* will no longer meet the





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updated MA DESE high-quality instructional material criteria using revised state rubrics. Although HMH has developed a 2025 edition of the program, which the adoption committee reviewed with the vendor, the review process as HQIM has not started and will not be completed within the district's pilot timeline. As a result, *Into Reading* has been removed from consideration as a pilot program.

Chelmsford Public Schools will therefore pilot the following three (3) programs in the 2026/27 school year:

- Great Minds: *Arts & Letters*
- Kiddom/Open Up Resources: *EL Education*
- McGraw Hill: *Wonders*

A total of twenty nine (29) teachers across the district in grades K-6 will participate in the pilot process. Pilot materials will be distributed by the end of the current school year, and professional development will begin this summer and continue throughout the 2026/27 school year. The district anticipates bringing forward a final curriculum recommendation by February 2027.



CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: May 15, 2026
Re: CPS Enrollment and Demographic Analysis (2015 – 2025)

Over the past decade, the Chelmsford Public Schools experienced a moderate increase in total enrollment alongside a profound demographic transformation, specifically regarding language diversity, special education needs, and socioeconomic status. Chair Santos has previously requested information pertaining to the changing student and family demographic in Chelmsford Public Schools. Below are some highlights of how the population has evolved over the past ten (10) years.

I. Overall District Enrollment and Racial Demographics

The district's total student population grew from 4,987 in 2015 to 5,128 in 2025. This growth was not linear:

- **Pre-Pandemic Stability:** Between 2015 and 2019, enrollment fluctuated slightly but generally trended upward, reaching 5,021 in October 2019.
- **The Pandemic Dip:** In October 2020, enrollment dropped sharply to 4,826, representing a loss of nearly 200 students in a single year.
- **Post-Pandemic Surge:** Following 2020, the district saw four consecutive years of growth, peaking at 5,130 in 2023 before stabilizing at 5,128 in 2025.

The district's racial and ethnic composition has diversified significantly:

- **White (Non-Hispanic):** Enrollment decreased from 3,898 (78.2% of the district) in 2015 to 3,179 (62.0%) in 2025.
- **Asian:** This population grew by 54%, increasing from 640 in 2015 to 986 in 2025.
- **Black or African American:** Enrollment more than doubled, rising from 105 in 2015 to 225 in 2025.
- **Hispanic or Latino (All Races):** Students identifying as Hispanic or Latino grew from 229 in 2015 to 483 in 2025.
- **Multi-Racial:** There has been a marked increase in students identifying with two or more races; for example, students identifying as "White & Asian" grew from 51 to 144 over the decade.

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Metric	Oct 2015 Count	Oct 2025 Count	Numerical Change
Total District Enrollment	4,987	5,128	141
White (Non-Hispanic)	3,898	3,179	-719
Asian (Non-Hispanic)	640	986	346
Black (Non-Hispanic)	105	225	120
Hispanic/Latino (All Races)	229	483	254
Multi-Racial (Non-Hispanic)	105	235	130

II. Linguistic Diversity: English Learners (EL) and FLNE

The most dramatic demographic shift in the district is the rise of linguistic diversity:

- First Language Not English (FLNE): In 2015, FLNE students represented 9.8% (490 students) of the district. By 2025, this figure more than tripled to 30.7% (1,572 students).
- English Learners (EL): Students requiring direct English language support increased from 3.0% (149 students) in 2015 to 5.2% (268 students) in 2025.

III. Socioeconomic Trends and High Needs Populations

The district has seen a substantial increase in students facing socioeconomic challenges:

- Economically Disadvantaged / Low Income: This population grew from 9.7% in 2015 to 17.8% in 2025.
- High Needs Students: The total "High Needs" population – which includes English learners, students with disabilities, and low-income students – surged from 25.9% in 2015 to 37.2% in 2025.
- The complexity of student needs has increased sharply, particularly in linguistic and socioeconomic categories.

Population Title	Oct 2015 %	Oct 2025 %	Percentage Change	Trend
First Language Not English (FLNE)	9.8%	30.7%	20.9%	Tripled
High Needs	25.9%	37.2%	11.3%	Significant Increase
Economically Disadvantaged / Low Income	9.7%	17.8%	8.1%	Nearly Doubled
English Learners (EL)	3.0%	5.2%	2.2%	Steady Increase
Students with Disabilities	16.3%	20.8%	4.5%	Notable Growth

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Jay Lang, Ed.D., Superintendent

IV. Special Education and Students with Disabilities

The number of students requiring special education services has increased in both count and as a percentage of the total population:

- Identification Rate: Students with disabilities grew from 16.3% of the district in 2015 to 20.8% in 2025.
- Total Count (Ages 3–21): The total number of students with an Individualized Education Program (IEP) rose from 738 in 2015 to 1,011 in 2025.

Placement Trends (Ages 6–21): The district has expanded Full Inclusion and in-district specialized programming, resulting in a decreased reliance on out-of-district placements:

- Full Inclusion: Increased from 447 students (2015) to 715 students (2025).
- Substantially Separate Classrooms: Increased from 34 to 75 students, reflecting the district's efforts to support higher-need students within local schools.
- Out-of-District Placements: Decreased from 90 students in 2015 to 66 students in 2025.

Primary Disability Category Shifts (Ages 6–21):

- Autism: Nearly doubled, from 107 in 2015 to 207 in 2025.
- Communication: Increased from 80 to 147.
- Health: Increased from 137 to 188.
- Emotional: Increased from 70 to 108.

Placement Type	Oct 2015 Count	Oct 2025 Count	Numerical Change
Full Inclusion (<21% time out)	447	715	268
Substantially Separate (>60% time out)	34	75	41
Private Separate Day School	39	20	-19
Total Out-of-District Placement	90	66	-24

Primary Disability Category	Oct 2015 Count	Oct 2025 Count	Numerical Change
Autism	107	207	100
Communication	80	147	67
Health	137	188	51
Emotional	70	108	38
Specific Learning Disability	221	217	-4

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Jay Lang, Ed.D., Superintendent

The Chelmsford Public School District is no longer the same demographic entity it was in 2015. The tripling of the FLNE population, the doubling of the low income population, and the steady rise in students identified with disabilities (specifically Autism and Communication) necessitate a continued focus on inclusive practices, diverse staffing, and robust student support services.

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee

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

Date: May 18, 2026

Re: Student Enrollment Update – Kindergarten & Grade 1 Registrations

Attached please find the enrollment figures for incoming Kindergarten students for the 2026/27 school year as of May 13, 2026. I will continue to monitor enrollment at all elementary schools throughout the summer months to ensure their average class sizes remain within guidelines. I will notify you if we add an additional section of Kindergarten at any elementary school prior to September.

FY'27 KINDERGARTEN & GRADE ONE ENROLLENTS

January 27 & 28, 2026

5/13/2026

KINDERGARTEN	BYAM	CENTER	HARRINGTON	SOUTH ROW	TOTAL
January 2026					
Kindergarten Registration	51	46	57	45	199
Walk-In's	6	5	2	5	18
April 2026					
Kindergarten Registration	4	2	1	1	8
Walk-In's	2	2		1	5
Differential-CHIP	19	27	26	23	95
TBD					6
Total Kindergarten # in X2	82	82	86	75	331

GRADE ONE	BYAM	CENTER	HARRINGTON	SOUTH ROW	TOTAL
January 2026					
Grade One Registration	1	0	1	1	3
Walk-In's					
April 2026					
Grade One Registration	0	0	0	0	0
Walk-In's					
Total Grade One	1	0	1	1	3

CHELMSFORD PUBLIC SCHOOLS

Memorandum

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

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

Date: May 15, 2026

Re: 2026/27 Student Transportation Program Registration Dates and Fees

I'm writing to provide an update on student transportation, as the district has implemented changes over the past few years with the goal of improving the experience for students and parents.

RIDER INFORMATION

In a typical year, we transport approximately 3,600 students using 29 buses daily. Most of the busses make three (3) runs each morning and afternoon, with the high school students on the first run, the middle school students on the second run, and the elementary students on the third run. There are also nine (9) late day runs three (3) days a week from mid-October to late May for students who elect to participate in after school activities. Service time begins at 6:30 a.m. and typically ends by 5 p.m.

FEE STRUCTURE

The School Committee is also being asked to approve the bus fee structure for next school year (2026/2027) at the May 19, 2026 school committee meeting, with no changes to the fee structure.

The determination of a fee or no fee to ride the school bus is based on the grade of the student and the mileage between home and school. To summarize:

GRADE	UNDER TWO MILES	OVER TWO MILES
K-6	PAY FEE	NO FEE
7-12	PAY FEE	PAY FEE

REGISTER TO RIDE THE BUS

All students are required to register on-line each year if they would like to ride the bus, even if they do not have to pay a fee. We believe that if all students (parents) take the step to register, this data will allow us to have a more accurate student rider count, be more efficient and have better on time performance. The annual registrations are then used to prepare bus routes, bus stop and bus pass information. Several Connect Ed messages are sent to families regarding the on-line bus registration process and on-line payment process (still using MySchoolBucks). The bus registration information is also on the home page and the transportation page of the Chelmsford Public Schools website. The key reminder is that all students must register to ride the bus, even if there is no fee.

The chart below highlights the bus registrations in a typical school year – referencing 2025/2026 which totaled 3,642 students riding the school bus.

Registration Period	Dates	# of Riders
Early Bird	May 1 to June 30	2110
Regular	July 1 to July 31	840
Late	August 1 to August 15	230
	August 16 to September 6	330
	September 7 to January 31	121
Half Year	Feb 1 through end of May	11

BUS ROUTE AND BUS PASS INFO

We made some changes beginning in FY18, continuing through FY26. In July of 2017, we hired a full time Transportation Coordinator, Mr. Peter Brekalis, to bring many functions related to transportation planning back to the district, rather than having the bus vendor perform these functions. We also purchased bus scheduling software, Transfinder Routefinder Pro, to assist with these functions. We have been actively working to make Transfinder and X2 (our student records database) compatible to have most information available to parents and staff.

Bus routes are created using the registration data which is then entered into our bus software system. The routing process takes into account bus capacity and on time performance. Below is a summary of the busses for each school in a typical school year – referencing 2025/2026.

School	# of Buses	Students	Avg Count
Byam	8	421	53
Center	7	355	51
CHS	28	818	30
Harrington	7	297	44
McCarthy and Parker	29	1412	49
McCarthy		694	
Parker		718	
South Row	7	339	49

After the routes are created, bus passes are printed and mailed out to each student who has registered. The first set of bus passes were mailed to the home addresses on *August 15, 2025*. Mailings continued daily as we received new bus registrations. Bus passes for kindergarten students were blue this year and all other student bus passes were green. The bus pass includes information such as the bus number, bus stop location and pick up and drop off times. This information, by student, is also available in X2 for those who have registered to ride the bus. Plastic bus pass holders are available at the schools for students to receive upon their return to the classrooms.

CHELMSFORD PUBLIC SCHOOLS

SUMMARY

Going forward we plan to build on the progress made in FY26 and continue our processes which include:

- 1) Bus routes and bus stops created in house and bus passes mailed to homes in mid-August.
- 2) Synovia GPS tracking program provided by the bus company to assist in routing issues.
- 3) On-line bus registration for everyone. All students need to register each year if they would like to ride the bus, even if they do not need to pay a fee. Prior to FY18, on-line registration for students in grades K-6 who lived over two miles from the school (no fee) was not required to ride the bus. This process limited the accuracy of the student rider count. We believe that if all students take the step to register, this data will allow us to be more efficient and have better on time performance.
- 4) Feedback, complaints and concerns are handled in-house, and the transportation coordinator continues to work directly with the bus company to resolve issues. While school leadership and staff do assist students, an effort has been made to streamline communication and resolution of complaints or concerns through the Transportation Coordinator who works directly with parents and staff.
- 5) Since school starts September 1 this upcoming school year, the initial route creation will begin in mid-July. After the routes are created, the bus drivers begin driving the routes so the drivers are prepared in advance of the first day of school. Registrations received in August and later will be processed and students will be assigned to existing bus stops for the start of the school year. Additional bus stops and/or route reconfigurations required as a result of late registrations are evaluated on an individual basis.

CHELMSFORD PUBLIC SCHOOLS

Memorandum

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

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

Date: May 15, 2026

Re: Transportation Fees: 2026/2027 School Year

Each year the school committee votes to establish fees for student transportation. The current student transportation fee structure consists of a \$ 200.00 annual transportation fee per student with a \$ 500.00 family cap. In previous years, a \$ 25.00 “early bird” discount has been authorized for registrations received between June 1 and June 30 preceding the school year when transportation services are sought. During the “early bird” registration period, a \$ 400.00 family cap is provided. Further, a \$ 25.00 late fee is assessed for registrations received after August 1th preceding the school year when transportation services are sought. Finally, a half year registration fee of \$100 applies for registrations after February 1.

I recommend keeping similar date ranges used in prior years associated with the fee structure. These dates allow Early Bird Registration to June 30 to provide families a little extra time registering for the bus. These dates are to encourage families to register in advance of the start of school.

I recommend the school committee adopt the fee structure noted below for the 2026/2027 school year and vote to establish the regular, early, late and half year registration rates as follows:

<u>Early Registration Period</u>	June 1, 2026 – June 30, 2026
Per Student Fee	\$175.00
Maximum Family Cap:	\$400.00

<u>Regular Registration Period</u>	July 1, 2026 – July 31, 2026
Per Student Fee	\$200.00
Maximum Family Cap:	\$500.00

<u>Late Registration Period</u>	August 1, 2026 – January 31, 2027
Per Student Fee	\$225.00
Maximum Family Cap:	\$500.00

<u>Half Year Registration Period</u>	February 1, 2027 –
Per Student Fee	\$100.00
Maximum Family Cap:	\$500.00

2026-2027 BUS TRANSPORTATION



ALL STUDENTS MUST REGISTER ON-LINE

It's time to register on-line to ride the bus for the 2026/2027 school year using **MYSCHOOLBUCKS**. Please view the Chelmsford Public School (CPS) website, click the **PARENTS TAB**, click the **TRANSPORTATION** option and select **HOW TO REGISTER & PAY ONLINE**. Student ID number OR Student Date of Birth is needed to register. Please read and follow the directions on how to register and pay online, using MYSCHOOLBUCKS which is the platform for registering for the bus this year. Please remember to sign up for MySchoolBucks and click on the store section to complete the bus registration.

EARLY BIRD DISCOUNT UNTIL JUNE 30

Chelmsford Public Schools offers a discount of \$25.00 off of the regular bus fee of \$200.00 per rider if purchased before June 30, 2026. The family cap for this early purchase is \$400.00.

JULY 1 TO JULY 31

Beginning July 1 thru July 31, 2026, the regular bus fee is \$200.00 per rider with a family cap of \$500.00.

AUGUST 1 to JANUARY 31

Beginning August 1, 2026 thru January 31, 2027, the late registration bus fee is \$225.00 per rider with a family cap of \$500.00.

FEBRUARY 1

Beginning February 1, 2027, a half year registration bus fee is \$100.00 per rider with a family cap of \$500.00.

ALL RIDERS MUST REGISTER, EVEN IF THERE IS NO FEE

All current CPS Students and incoming (registered) new students are required to register and pay on-line using MYSCHOOLBUCKS for both registration and payment. Since ALL registrations are on-line and linked to the on-line payment, payments by personal check or cash are not accepted.

All students are required to register every year if they would like to ride the bus, even if they do not need to pay a fee. If all students register to ride the bus, the district has more accurate student/rider data, therefore bus routes may be established with better efficiency and on-time performance. Registering now also helps reduce overcrowding on the buses.

The determination of a fee or no fee is based on the grade of the student and the mileage between home and school. To summarize:

GRADE	UNDER TWO MILES	OVER TWO MILES
K-6	PAY FEE	NO FEE
7-12	PAY FEE	PAY FEE

Initial bus route creation will be based on student registrations received as of July 31, 2026. Students who register to ride the bus on or before July 31, 2026 will have their bus pass mailed to their home address on Friday August 21, 2026.

The bus pass will contain the assigned bus number, bus stop location, and estimated pick-up/drop off time. Students who register late to ride the bus on August 1, 2026 through August 15, 2026 will be assigned an existing bus stop location based upon the initial bus routes created. Additional bus stops may be added, and bus routes may be updated based upon late registrations received, however the initial bus routes for the 2026/2027 school year will be in effect from the start of the school year through mid-September. In the event bus routes are to be changed due to additional stops being added, prior notice shall be provided to families through an e-mail communication and updated route information posted to X2. Students who register after August 15, 2026 will be assigned an existing bus stop location based upon the bus routes created. The review of bus routes for efficiency, including adding/removing bus stop locations is ongoing throughout the school year. If and when modifications to existing routes are made, prior notice of route adjustments shall be provided to families through an e-mail communication and updated route information posted to X2.

A student may also be eligible to have their bus fee waived if they are approved by the state for free and reduced lunch. If you feel you may be eligible for a fee waiver, please register for the bus on MySchoolBucks and select from the drop-down box option (per student), "Seeking Financial Assistance". Once approved by the state, please provide the award letter (to the e-mail address below) to receive a bus pass. If not approved by the state, the bus fee will be the current rate at the time of the notification to the CPS Transportation Coordinator.

Any student that will be using an alternate address from the home address (such as a daycare address) MUST e-mail CPS transportation at the e-mail address below. As with prior years, alternate addresses must be for five (5) days per week. This information must be supplied every year. All student addresses are reset to the home address every school year.

Please contact Mr. Peter Brekalis, CPS Transportation Coordinator, at brekalis@chelmsford.k12.ma.us or (978) 251-5100 x 6942. Additional information may also be viewed in the frequently asked questions section of the CPS website. To access the website, click the PARENTS TAB, then click the TRANSPORTATION option. Please call MySchoolBucks directly at (855) 832-5226 for assistance if you encounter trouble processing your on-line registration using the MySchoolBucks product.

ALL BUS PASSES WILL BE MAILED HOME IN AUGUST BEFORE SCHOOL BEGINS

CHELMSFORD PUBLIC SCHOOLS

Memorandum

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

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

Date: May 14, 2026

Re: FY2027 School Committee Warrant Signing Schedule

The FY2027 Accounts Payable Warrant signing schedule is attached for your review. I would like to thank the committee members for reviewing the accounts payable warrants on a bi-weekly basis throughout the year.

**CHELMSFORD PUBLIC SCHOOLS
SCHOOL COMMITTEE SCHEDULE
FY27 ACCOUNTS PAYABLE WARRANT SIGNING DATES**

AVAILABLE HOURS 8:00 AM TO 4:00 PM

<p style="text-align: center;">Friday July 10, 2026 July 24, 2026</p> <p style="text-align: center;">Dennis King Diana Lebeaux Susan Mackinnon</p> <p style="text-align: center;">Alt: John Moses Maria Santos</p>	<p style="text-align: center;">Friday August 07, 2026 August 21, 2026</p> <p style="text-align: center;">Susan Mackinnon John Moses Maria Santos</p> <p style="text-align: center;">Alt: Dennis King Diana Lebeaux</p>	<p style="text-align: center;">Friday September 04, 2026 September 18, 2026</p> <p style="text-align: center;">Dennis King Diana Lebeaux Maria Santos</p> <p style="text-align: center;">Alt: Susan Mackinnon John Moses</p>	<p style="text-align: center;">Friday October 02, 2026 October 16, 2026 October 30, 2026</p> <p style="text-align: center;">Diana Lebeaux Susan Mackinnon John Moses</p> <p style="text-align: center;">Alt: Dennis King Maria Santos</p>
<p style="text-align: center;">Friday November 13, 2026 Wednesday November 25, 2026</p> <p style="text-align: center;">Dennis King John Moses Maria Santos</p> <p style="text-align: center;">Alt: Diana Lebeaux Susan Mackinnon</p>	<p style="text-align: center;">Friday December 11, 2026 Wednesday December 23, 2026</p> <p style="text-align: center;">Dennis King Diana Lebeaux Susan Mackinnon</p> <p style="text-align: center;">Alt: John Moses Maria Santos</p>	<p style="text-align: center;">Friday January 08, 2027 January 22, 2027</p> <p style="text-align: center;">Susan Mackinnon John Moses Maria Santos</p> <p style="text-align: center;">Alt: Dennis King Diana Lebeaux</p>	<p style="text-align: center;">Friday February 05, 2027 February 19, 2027</p> <p style="text-align: center;">Dennis King Diana Lebeaux John Moses</p> <p style="text-align: center;">Alt: Susan Mackinnon Maria Santos</p>
<p style="text-align: center;">Friday March 05, 2027 March 19, 2027</p> <p style="text-align: center;">Diana Lebeaux Susan Mackinnon Maria Santos</p> <p style="text-align: center;">Alt: Dennis King John Moses</p>	<p style="text-align: center;">Friday April 02, 2027 April 16, 2027 April 30, 2027</p> <p style="text-align: center;">Dennis King Susan Mackinnon John Moses</p> <p style="text-align: center;">Alt: Diana Lebeaux Maria Santos</p>	<p style="text-align: center;">Friday May 14, 2027 May 28, 2027</p> <p style="text-align: center;">Dennis King Diana Lebeaux Maria Santos</p> <p style="text-align: center;">Alt: Susan Mackinnon John Moses</p>	<p style="text-align: center;">Friday June 11, 2027 June 25, 2027</p> <p style="text-align: center;">Susan Mackinnon John Moses Maria Santos</p> <p style="text-align: center;">Alt: Dennis King Diana Lebeaux</p>

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: May 13, 2026

Re: Personnel Report – April 2026

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 – April 2026

New Hires

Anderson, Emily

Interim Grade 6 Math/Science Teacher

Parker Middle School

Effective date: 8/31/26

Collins, Jeny

Grade 7 History/Social Science Teacher

McCarthy Middle School

Effective date: 8/31/26

Doherty, Sean

Grade 8 History/Social Science Teacher

McCarthy Middle School

Effective date: 8/31/26

Janielis, Rachel

Grade 5/6 Orchestra Teacher

Parker Middle School

Effective date: 8/31/26

Sepulveda, Peter

Music/Chorus Teacher

Chelmsford High School

Effective date: 8/31/26

Soutra, Tracy,

Lunch/Recess Aide

Harrington Elementary School

Effective date: 4/27/26

Walsh, Kathleen

Lunch/Recess Aide

Byam Elementary School

Effective date: 5/4/26

Resignations:

Bharti, Preeti

Paraprofessional

Parker Middle School

Effective date: 4/17/26

Currier, Kendra

School Social Worker

Parker Middle School

Effective date: 6/30/26

Dutcher, Shawn

School Social Worker

Chelmsford Public Schools

Effective date: 6/30/26

Gelineau, Emma

Interim Paraprofessional

Chelmsford High School

Effective date: 5/15/26

Zuliani, Carolina

Social Worker

Chelmsford Integrated Preschool (CHIPs)

Effective date: 6/16/26

Retirements:

Assignment Changes:

Marcoux, Victoria (formerly Technology Assistant at Byam Elementary School)

Technical Education Teacher

McCarthy Middle School

Effective date: 8/31/26