



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 June 16, 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 June 16, 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 June 2, 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

2. Ratification of MOA: Chelmsford Federation of Teachers – Building Custodians
3. Parker Middle School Building Project Status Update
4. Spotlight on the Departments: World Languages & Cultural Exchange Programs
5. Presentation: CPS Strategic Plan Implementation Update - DMGroup

6. K – 12 Technology Update
7. 2025/26 School Committee End-of-Year Goals Review
8. 2025/26 Superintendent End-of-Year Goals Review
9. 2025/26 CPS Year-in-Review
10. FY2025 MA DESE End-of-Year Audit Report
11. FY2026 Recommended Budget Transfers
12. Vote to Approve FY2027 Non-Affiliated Staff Salary/Rate Increases
13. Personnel Report: May 2026
14. Approval of Field Trip & Travel Requests

REPORTS

1. Liaison Reports

ACTION/NEW ITEMS

1. Request for Reports & Updates

PUBLIC COMMENTS:

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

ADJOURNMENT

**CHELMSFORD SCHOOL COMMITTEE
REGULAR MEETING
June 2, 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.”

CONSENT AGENDA

1. Approval of the minutes of the regular school committee meeting of May 19, 2026

Ms. Mackinnon moved to accept the minutes from the May 19, 2026 meeting. Ms. Lebeaux seconded. Motion carries 4-0.

CHS STUDENT REPRESENTATIVE ANNOUNCEMENTS

Patrick shared that The Lion Club hosted a 24-hour relay May 30th – May 31st. Due to the weather this event was held in the gym. May 28th was “Unified Game Day” which included students from elementary through high school. “It was awesome”! Graduation will be held on June 6th at The Tsongas Center. Finals begin on Wednesday, June 10th.

Richie added that biology MCAS took place today and will conclude tomorrow. The “Senior Internship Program” ended last Monday. Junior class members were able to see the results of the internships to get inspiration for next year. The Senior Prom will be held tomorrow night.

Last Friday the Class of 2028 hosted a “Pickle Ball Tournament” on the brand-new courts with a total of more than 45 teams! Parker and McCarthy have awarded PTO scholarships to graduating seniors. The CHS Women’s Lacrosse Team Coach, Ashley Rokas, won “The Coach of the Year” award! Congratulations to Katherine Craig who won the “NBC Conference Division 1 Player of the Year”!

GOOD NEWS

Ms. Mackinnon shared that she along with Dr. Hirsch and Ms. Santos attended “The Future Teachers’ Signing Day” at CHS with 18 students who have committed to majoring in education in college! Honoring these students is part of the Strategic Plan. Dr. Hirsch shared that CHS received “The Early College Designation” which will make dual enrollment classes free to students and their families! Ms. Lebeaux added that she has been impressed with many of the end-of-year concerts performed by our students. Congratulations to the students and our music teaching staff!

PUBLIC COMMENTS:

None

NEW BUSINESS

1. Parker Middle School Building Project Status Update

Mr. King was not able to attend the last committee meeting due to a graduation, so he asked Dr. Lang to share information. Dr. Lang stated that Left Field and Ai3 reviewed the current status of the project. At the next project committee meeting next Wednesday a decision will be needed on whether to go with a “construction manager at risk” or a “design bid build” process for the new school. Also, a successful meeting was held with the facility subcommittee of the MSBA Board. Afterward they provided a summary of the meeting articulating items on which we need to work. We will appear before the full MSBA Board for “approval to move into the schematic design on June 24th”. Next Wednesday night at 7:00 p.m. we will hold a forum to update the public at The Chelmsford Senior Center and Chelmsford Telemedia will record this and it will be updated to the website.

2. Spotlight on the Schools: Center Elementary School

Principal Donna Omobono introduced her Assistant Principal, Jennifer Hutchinson, who joined the school last August. Center School K & 1st Grade Teachers use explicit teaching in phonics instruction to support reading skills. “Heggerty” is what students need before they actually begin to learn to read. It is multisensory and involves intervals of just ten minutes. Heggerty skills involve: rhyming; blending; segmenting; addition/deletion of sounds; phoneme deletion and substitution. The process is oral and also involves hand motions and consistent rhythm. Ms. Omobono welcomed kindergarten teachers, Ms. Rabideau and Ms. Driscoll, along with student stars: Isabel; Caroline; Arav and Lily, to the table to demonstrate Heggerty. This enlightening and adorable presentation was well-received by those in attendance and received a round of applause!

Ms. Omobono next spoke of SRSD Writing Framework which has offered PD for many Center School teachers this year. Ms. O’Keefe came to the table to speak of the processes and benefits of SRSD. It uses writing strategies and self-regulation to build student confidence. The steps begin with “launch” followed by “modeling” then “support” and finally “mastery”. Students have come to really love writing! Ms. O’Keefe welcomed second-graders Emilia, Sahil and Abby to the table to share their writing experiences. All three student presenters received a round of applause! The students of Center Elementary School wrote “Thank You Notes” to the School Committee members which were distributed at the close of the presentation. To fully appreciate tonight’s presentation, please view it with accompanying slides on Chelmsford Telemedia YouTube.

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

Nancy Antolini, Director of School Nutrition, came to the table to present a review of this school year. This year totaled 190,578 breakfasts served with 506,378 lunches with a grand total of 696,956 meals served. Each year the program continues to grow. The Commonwealth continues to fund student meals! Highlights include: new menu items made “from scratch”; continued collaboration with students from Valley Collaborative; great PD training for staff from “White Board”; support for The Wellness Committee during The Wellness Fair and increased catering for the Chelmsford School Community. Several cafeterias have been repainted this year with added murals. Looking toward the future a new floor will be installed at Harrington and new equipment added to the elementary kitchens. The CHS cafeteria will be repainted and murals will be added. Finally, the School Committee and administrators will be invited to lunch!

4. Recognition of LGBTQ+ Pride Month – June 2026

Ms. Lebeaux read the following proclamation to be included in the minutes of tonight’s meeting:

**Chelmsford Public Schools
PROCLAMATION
Lesbian, Gay, Bisexual, Transgender, Queer + (LGBTQ+)
Pride Month June 2026**

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

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

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

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

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

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

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

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

NOW, THEREFORE, we the Chelmsford School Committee and on behalf of the Chelmsford Public Schools, hereby proclaim and recognize June 2026 as Lesbian, Gay, Bisexual, Transgender, Queer + (LGBTQ +) Pride Month in the Chelmsford Public Schools and urge all members to recognize the contributions made by members of the LGBTQ + community and to actively promote the principles of equality and liberty.

Signed this 2nd day of June 2026

Dr. Jay Lang, Superintendent

Chelmsford School Committee

Ms. Mackinnon moved that The School Committee proclaims and recognizes June 2026 as Lesbian, Gay, Bisexual, Transgender, Queer + (LGBTQ +) as Pride Month in The Chelmsford Public Schools. Ms. Lebeaux seconded. Motion carries 4-0.

5. DMGroup: Historical Budget Analysis & Benchmarking

Dr. Lang shared that a lot of work is done with DM Group for The Strategic Plan and the Special Education Opportunities Review. He has engaged their services to work with us on an upcoming project that will be historical budget analysis and a benchmarking exercise looking at the past ten years. This will help us in the fall with the creation of our next five-year Strategic Plan. DM Group has already started interviewing our Central Office Team and will be conducting focus groups with staff and administrators before the end of this school year. School Committee members will also be asked to share regarding the school budget. The findings will be presented to us in early September. The cost of this is covered in the 2026 Budget. This plan was well-received by the School Committee.

6. FY2026 Recommended One-Time Budget Purchases

7. FY2026 Recommended Budget Transfers

Ms. Johnson-Collins has included a memorandum in tonight's agenda packet with new recommendations for one-time budget purchases requested by Dr. Lang. The five requests total \$51,406.

Ms. Mackinnon moved to approve the fiscal year 2026 local operating budget transfer totaling \$51,406 for the Chelmsford Public Schools as presented. This budget transfer is shifting from one DESE category that is favorable to one DESE category where items should be purchased. Ms. Lebeaux seconded. A roll call vote was taken. Motion carries 4-0.

8. 2025/26 Superintendent's Evaluation Process

Ms. Santos shared that one of the key functions of The School Committee is to evaluate the superintendent. Dr. Lang shared a memorandum including the full evaluation tool in tonight's packet. At the meeting on June 16th he will present his "Year in Review Summary". He asks The Committee members to complete the evaluation tool and forward it to The Chair by July 8th. She will then draft the "narrative summary" and forward it to The Committee by July 17th. It will be an agenda item for the meeting on July 28th. This being completed in July will allow the group to focus on the new school year during our August meetings.

REPORTS

1. Liaison Reports

Mr. King attended the virtual SEPAC meeting with their new board that is "raring to go"! There were over 20 attendees.

Ms. Santos reminded all that the CHS PTO is running its "After Prom". Lots of contributions toward this event have already been made. She also thanked the Center School PTO for purchasing new classroom floor rugs on which the students sit.

ACTION/NEW ITEMS

None

PUBLIC COMMENTS

None

ADJOURNMENT at 7:12 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: June 11, 2026

Re: Ratification of MOA: Chelmsford Federation of Teachers – Building Custodians

The negotiation subcommittee of the Chelmsford School Committee has reached a tentative agreement with the Chelmsford Federation of Teachers: Building Custodian bargaining unit pertaining to a successor 3-year contract for the period from July 1, 2026 through June 30, 2029. I will be seeking a formal ratification vote to approve the contract at the regular meeting on June 16, 2026. I have invited Interim Town Manager John Sousa to join us for the vote.

MEMORANDUM OF AGREEMENT
BETWEEN THE
CHELMSFORD SCHOOL COMMITTEE
AND THE
CHELMSFORD FEDERATION OF TEACHERS
LOCAL 3569, AFT MASSACHUSETTS, AFL-CIO
BUILDING CUSTODIANS
JULY 1, 2026 – JUNE 30, 2029

The Negotiating Subcommittee of the Chelmsford School Committee (hereinafter “the Committee”), acting subject to the ratification of this Memorandum of Agreement (hereinafter “the Agreement”), by the School Committee to whom the Subcommittee agrees to recommend acceptance, and the Negotiating Team of the Chelmsford Federation of Teachers, Local 3569, AFT Massachusetts, AFL-CIO, Building Custodians Unit (hereinafter “the Federation”), acting subject to the ratification of this Agreement by the membership of the Federation to whom the Negotiating Team agrees to recommend acceptance, hereby mutually agree to the following terms and conditions of settlement of the contract negotiations for the successor Collective Bargaining Agreement that will be in effect for the three-year period from July 1, 2026 through June 30, 2029.

- 1) All terms and provisions of the predecessor Collective Bargaining Agreement that was effective from July 1, 2023 through June 30, 2026 shall, except as modified by the terms of this Memorandum, be extended for a three-year period from July 1, 2026 through June 30, 2029.
- 2) All references to dates in the successor Collective Bargaining Agreement shall be changed to reflect the terms of the successor Agreement unless otherwise provided for in this document.
- 3) Unless otherwise specified herein, all modifications of non-economic working conditions will take effect as of the date of ratification of this Agreement. Any written interim agreements that have been entered into by the parties since the ratification of the predecessor Collective Bargaining Agreement and that require the modification of existing contract language shall be incorporated into the new Collective Bargaining Agreement.
- 4) Article 2.01. Delete section. Replace with “This contract shall be effective commencing July 1, 2026 and shall terminate on June 30, 2029.”
- 5) Article 6.01. Delete section. Replace with:

“The compensation of each employee shall conform to the wage schedule set forth in Appendix A.

Year One (July 1, 2026 through June 30, 2027) – Increase Step 1 of the salary schedules by three percent (3.0%). Further, maintain a three percent (3%) differential (increase) between Step 1 and 2, Step 2 and 3, Step 3 and 4, Step 4 and 5, Step 5 and 6, Step 6 and 7, and Step 7 and 8. Add a new Step 9 with a three percent (3%) differential (increase) between Step 8 and 9.

Year Two (July 1, 2027 through June 30, 2028) – Increase Step 1 of the salary schedules by three percent (3.0%). Further, maintain a three percent (3%) differential (increase) between Step 1 and 2, Step 2 and 3, Step 3 and 4, Step 4 and 5, Step 5 and 6, Step 6 and 7, Step 7 and 8, and Step 8 and 9. Add a new Step 10 with a three percent (3%) differential (increase) between Step 9 and 10.

Year Three (July 1, 2025 through June 30, 2026) – Increase Step 1 of the salary schedules by three percent (3.0%). Further, maintain a three percent (3%) differential (increase) between Step 1 and 2, Step 2 and 3, Step 3 and 4, Step 4 and 5, Step 5 and 6, Step 6 and 7, Step 7 and 8, Step 8 and 9, and Step 9 and 10 of the salary schedules.”

- 6) Article 9.01. Second sentence. Delete “Employees shall be allowed to use up to five (5) sick days per school year in cases of family illness of a spouse, child or parent.” Add “Employees shall be allowed to use up to eight (8) sick days per school year in cases of family illness of a spouse, child or parent.”
- 7.) Article 9.02. Third sentence. Delete “Any unused sick leave of such employees shall accumulate to a maximum of one hundred (100) days.” Add “Any unused sick leave of such employees shall accumulate to a maximum of two hundred and ten (210) days.”
- 8.) Article 23.03. Delete “An employee called to work on a holiday as defined in Article XXIII will be paid at the rate of two (2) times his/her regular rate of pay for all hours worked.” Add “An employee who works on a holiday as defined in Article XXIII will be paid at the rate of two (2) times his/her regular rate of pay for all hours worked.”
- 9.) New Article 24.03. Employees may buy-back up to five (5) days of unused vacation days at the end of the fiscal year at his/her then effective daily rate of pay.
- 10.) Article 28.03. Delete “Employees shall receive an annual clothing allowance of seven hundred and fifty dollars (\$750.00) paid in their first paycheck of the fiscal year.” Add “Employees shall receive an annual clothing allowance of one thousand dollars (\$1,000.00) paid in their first paycheck of the fiscal year.”

- 11.) Article 28.05. Add new 2nd sentence. Add “Employees who decline a school department issued cellphone must carry a personal cellphone and keep it powered on and available for work-related communication during all scheduled work hours.”

- 12.) Within two (2) pay periods after ratification of this Agreement by both parties, each bargaining unit member employed by the Chelmsford Public Schools as of the date of ratification shall receive a one-time payment of Five Hundred Dollars (\$500.00). Any members who retire at the end of the 2025-2026 school year shall be eligible for the payment, however, any other members who leave the District for any reason prior to the ratification date shall not be eligible for the payment.

This Agreement has been duly executed by the authorized representatives of the Committee and the Federation on the _____ day of June, 2026.

Chelmsford School Committee

Chelmsford Federation of Teachers
Local 3569, AFT-Massachusetts, AFL-CIO
Building Custodians

Maria L. Santos, Chair

Susan Mackinnon, Vice Chair

Diana M. Lebeaux, Secretary

Dennis F. King, II

John W. Moses

Appendix A: Salary Schedule

		2025-26			2026-27	2027-28	2028-29
		2.5%			3.0%	3.0%	3.0%
Junior Custodian Lead Custodian	Step 1	\$ 20.92		Step 1	\$ 21.55	\$ 22.20	\$ 22.86
	Step 2	\$ 21.55		Step 2	\$ 22.20	\$ 22.86	\$ 23.55
	Step 3	\$ 22.20		Step 3	\$ 22.86	\$ 23.55	\$ 24.26
	Step 4	\$ 22.86		Step 4	\$ 23.55	\$ 24.26	\$ 24.98
	Step 5	\$ 23.55		Step 5	\$ 24.26	\$ 24.98	\$ 25.73
	Step 6	\$ 24.26		Step 6	\$ 24.98	\$ 25.73	\$ 26.51
	Step 7	\$ 24.98		Step 7	\$ 25.73	\$ 26.51	\$ 27.30
	Step 8	\$ 25.73		Step 8	\$ 26.51	\$ 27.30	\$ 28.12
				Step 9	\$ 27.30	\$ 28.12	\$ 28.96
				Step 10		\$ 28.96	\$ 29.83

		2025-26			2026-27	2027-28	2028-29	
		2.5%			3.0%	3.0%	3.0%	
Senior Custodian (HS)	Step 1	\$ 25.85		Step 1	\$ 26.62	\$ 27.42	\$ 28.24	
	Step 2	\$ 26.62		Step 2	\$ 27.42	\$ 28.24	\$ 29.09	
	Step 3	\$ 27.42		Step 3	\$ 28.24	\$ 29.09	\$ 29.96	
	Step 4	\$ 28.24		Step 4	\$ 29.09	\$ 29.96	\$ 30.86	
	Step 5	\$ 29.09		Step 5	\$ 29.96	\$ 30.86	\$ 31.79	
	Step 6	\$ 29.96		Step 6	\$ 30.86	\$ 31.79	\$ 32.74	
	Step 7	\$ 30.86		Step 7	\$ 31.79	\$ 32.74	\$ 33.72	
	Step 8	\$ 31.79		Step 8	\$ 32.74	\$ 33.72	\$ 34.73	
					Step 9	\$ 33.72	\$ 34.73	\$ 35.78
					Step 10		\$ 35.78	\$ 36.85

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee

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

Date: June 13, 2026

Re: Spotlight on the Departments: World Language & Cultural Exchange Programs

Attached please find a PowerPoint presentation provided by Ms. Danja Mahoney, Department Coordinator for World Language & Cultural Exchange Programs. I look forward to hearing Ms. Mahoney's presentation and discussing the work that is ongoing in the district with regard to world language and cultural exchange programs.

World Language Department 2025-26 School Committee Update

Chelmsford Public Schools

June 16, 2026



World Language Classes

McCarthy Middle School

- French Grade 7 & 8
- Spanish Grade 7 & 8

- Grade 6 students choose
in the Spring
- Presentation to Grade 6



Chelmsford High School



- Students can continue or change languages

American Sign Language

ASL 1
ASL 2
ASL 3 Honors

French

French 1
French 2 / 2H
French 3 / 3H
French 4H
AP French
Language & Culture

Spanish

Spanish 1
Spanish 2 / 2H
Spanish 3 / 3H
Spanish 4 / 4H
AP Spanish Language
& Culture



Proficiency in World Languages

What can students do with the language?

Proficiency in World Languages

ACTFL Standards (2012)

- National World Language standards
- A road map to linguistic and cultural competence
- A focus on real world application of language

Free Voluntary Reading

- Research based approach
- Accelerates absorption of vocabulary and grammar in authentic context
- Reduces anxiety and builds on student interests
- Supports literacy

MA World Language Framework (2021)

- Built on ACTFL standards
- Welcomes all learners
- Encourages risk-taking - errors lead to success
- Supports community building and social/emotional development

Approaches

- Comprehensible Input
- Communicative focus
- 90% target language use
- Multimodal strategies
- Open-ended tasks

What can students do with the language?

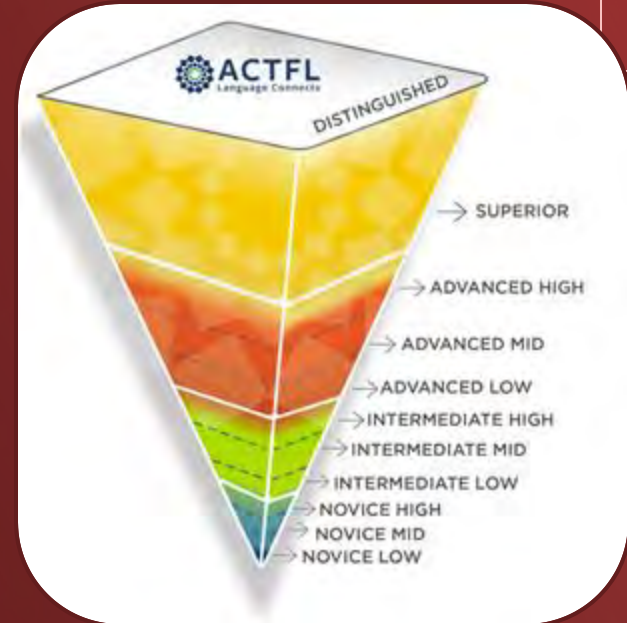
Assessing for Proficiency

Test All Domains

- Reading
- Writing
- Listening
- Speaking
- Signing

Student Centered

- Untimed
- Authentic reading & listening sources
- Open-ended tasks
- Real world applications of language
- Aligned to national and international language standards



What can students do with the language?

Resources

nualang



EntreCulturas 3

EntreCulturas 2

Discover, Explore, and Across Cultures

COMFACILOR READER EDITION

Français APrenons

Elizabeth Zwargen
Brittany Gering
Elizabeth Brock
Brittany Jackson Griffin

Discover, Explore, and Across Cultures



Elizabeth Zwargen
Sara Devesak
Françoise Vandenberg
Kyle Woodlums

Catherine Schenkler
Megan Cory
Pauline Carrán



Free Voluntary Reading (FVR)

- Regular independent reading in the target language
- Students choose from a variety of comprehensible books
- Research driven literacy strategy
- Builds vocabulary and strengthens language acquisition





Massachusetts Seal of Biliteracy

Language Opportunity for
Our Kids (LOOK) Act, 2017

World Language Proficiency Awards

- **Language Opportunity Coalition Achievement Award** - Intermediate Mid or above in all domains in their language.
- **Massachusetts Seal of Biliteracy** - Intermediate High or above in all domains in their language and a score of 472 or higher on ELA MCAS.
- **Massachusetts Seal of Biliteracy with Distinction** - Advanced Low or above in all domains in their language and a score of 500 or higher on ELA MCAS.

Students can also earn the award with AP scores, although most students do not test in AP languages until May of their senior year. Students can earn the Seal of Biliteracy or Seal with Distinction retroactively based on their AP scores as reported in July after their graduation.



Chelmsford High School

STAMP Testing for the Seal of Biliteracy

- 72 STAMP tests (several students in 2 languages)
- 10 languages tested
- Students in grades 11 & 12 testing
- Additional students qualified with prior AP testing

Proficiency testing measures what students **can do** with language - skills rather than content.

CHS Seal of Biliteracy Data over time

Year	Number of students testing <i>not only seniors</i>	Number of awards* <i>*some students earn multiple awards*</i>
2020	17	12
2021	27	10
2022	22	22
2023	40	18
2024	68	26
2025	70	25
2026	72	69

Languages represented CHS class of 2026

American Sign Language

Chinese

French

Haitian Creole

Hindi

Polish

Portuguese

Spanish

Telugu





CHS Class of 2026 - Senior Awards Night

**Massachusetts
LOC Achievement
Award**

13 Awards



**Massachusetts
Seal of Biliteracy**

35 Awards



**Massachusetts
Seal of Biliteracy
with Distinction**

21 Awards



LOC Achievement Award 2026

Ayaan Srivastava

Athvika Varma

Agastya Bhatlapenumarthy

Reese Hughes

Hazel Leatherman

Vanessa Nuon

Samuel Toledo

Lilly Bean

Thomas Dulong

Evangeline Hutchinson

Vaanya Sangwan

Julian Libby-Gallagher

Jessica Luong

French

Spanish

Telugu

American Sign Language

American Sign Language

American Sign Language

American Sign Language

French

Spanish

Spanish

French

Spanish

French



Seal of Biliteracy Award 2026

Ethan Jiang	Chinese
Beatriz Rodrigues	Portuguese
Haarika Mandava	Spanish
Jade Boyer	Spanish
Urja Sharma	Spanish
Jayden LaRochelle	Spanish
Karen Khela	Spanish
Pranav Ajmera	Spanish
Adhyayan Gupta	Spanish
Sarah Lopez	Spanish
Brianna Cairns	ASL



Cody DiStasi	ASL
Addison Ford	ASL
John Hotaling	ASL
Emma Ingerham	ASL
Melanie Lалlos	ASL
Michael Layes	ASL
Anastacia McCarron	ASL
Olivia McDonnell	ASL
Abigail Philippon	ASL
Zachary Rau	ASL
Beatriz Rodrigues	ASL

Seal of Biliteracy Award 2026 (cont.)

Anna Spugnardi	ASL
Eva Barber	Spanish
Lucy Frankland	Spanish
Maria Godinho de Gois	Spanish
Garrett Green	Spanish
Anika Gurijala	Spanish
Darren Larkin	Spanish
Kate Leonard	Spanish
Giana Perez Francisco	Spanish
Urja Sharma	Hindi
Anika Varma	French
Joshua Wolman	French
Erin Mammola	ASL



Seal of Biliteracy with Distinction Award 2026

Fabiana Orellana Leon
Ruqi Song
Maria Godinho de Gois
Alison Morales
Adhyayan Gupta
Jacob Lazar
James Afshar
Shyla Aggarwal
Reese Boucher
Ava Boucher
Riley Bridge

Spanish
Chinese
Portuguese
Spanish
Hindi
Spanish
ASL
ASL
ASL
ASL
ASL



Maeve Chalmers ASL
Amy Chau ASL
Morgan Dahlstrom ASL
Siobhan Frugoli ASL
Kellan Helmar ASL
Ava Walsh ASL
Anika Varma Hindi
Vaishnavi Vyas Hindi
Anne Magny Haitian Creole
Sophie Krolewicz Polish



Travel and Cultural Programs

World Language Honor Societies

- Spanish Honor Society
- French Honor Society
- ASL Honor Society
- 90% grade or higher, 3 years
- Fundraisers
- Chelmsford Food Pantry



Fulbright Teaching Excellence and Achievement - UML



Le Concours Oratoire, 2026

- Partnered with le Club Richelieu of Lowell
- CHS hosted the French public speaking competition
- Participants from Chelmsford, Tewksbury, Andover
- Winner advanced to regional competition in Chelmsford, MA





CIEE Global Navigator Summer Abroad Programs

- Presentations to WL faculty and World Language classes
- CIEE - Nonprofit study abroad organization
- Based in Portland, ME with study centers around the world
- Over \$7.5 million in scholarships awarded this year
- 5 CHS students to participate summer 2026

→ Seoul, South Korea

→ Sevilla, Spain

→ Toulouse, France

→ Berlin, Germany



Study abroad experience - Sevilla

Eva Barber

2025, CIEE

- Host family
- Cultural Activities/overnight trips
 - Cooking class
 - Granada/Alhambra
 - Tours
 - Beach day
- Free time
- Classes
 - Monday-Friday mornings
- Program Leaders/professors
- Mealtimes



ASL Visiting Day at Northeastern University

October 1, 2025 - 47 students from CHS



Quebec City Tour



McCarthy Middle School - May 2026

CHS is going to South Africa!

Interested in volunteering around the world? Families of students interested in our upcoming high school service trip to South Africa are invited to reach out to Dr. Kaverud or Ms. Ferronetti to learn more! This trip is intended for juniors, sophomores, freshmen, and incoming 8th graders. We have 15 students signed up and have room for a few more. The trip will include both a tourism component and a volunteer component along with travel to Johannesburg and Cape Town.



February Break 2027 (2/11-2/21)

Traveling with World Strides

Questions? Please contact:

Dr. Kaverud - kaveruds@chelmsford.k12.ma.us

Ms. Ferronetti - ferronettij@chelmsford.k12.ma.us

South Africa - February 2027

Travel, Learn, and Give Back — A Cultural Adventure with Purpose

What's Next for CPS World Languages?

- Continue promoting the Seal of Biliteracy - home languages
- Participating in MA DESE World Language Advisory Team
- Future travel & exchanges in the works
- Continue implementation of Proficiency approaches
- Continue focus on FVR and literacy skills

Thank you for your support!

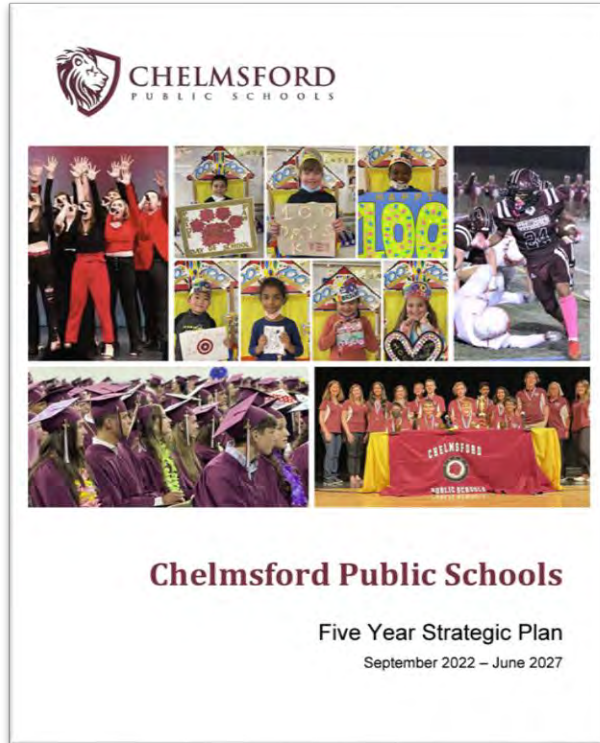
For more information on the World Language Department and our Cultural Exchange activities:

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

Dr. Danja Mahoney

mahoneyd@chelmsford.k12.ma.us

Phone: 978-251-5111 ext. 5686



Strategic Plan Implementation School Committee Update

Chelmsford Public Schools

June 2026



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

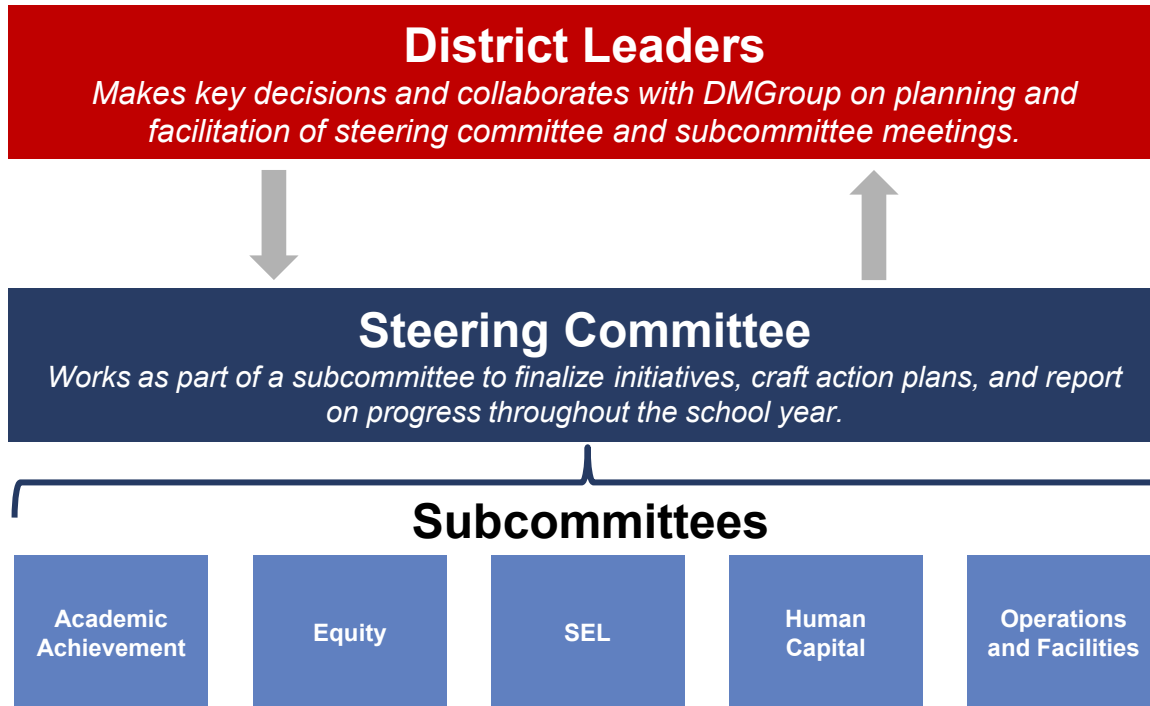


- **Review progress to targets for each measurable goal**
- **Finalize targets and initiatives** aligned with stated priorities
- **Refine detailed action steps** for implementation
 - Specific and quantifiable tasks
 - Personnel assigned to each task
 - Timelines for deliverables
- **Track and monitor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

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

Working Structure

Chelmsford's Roles



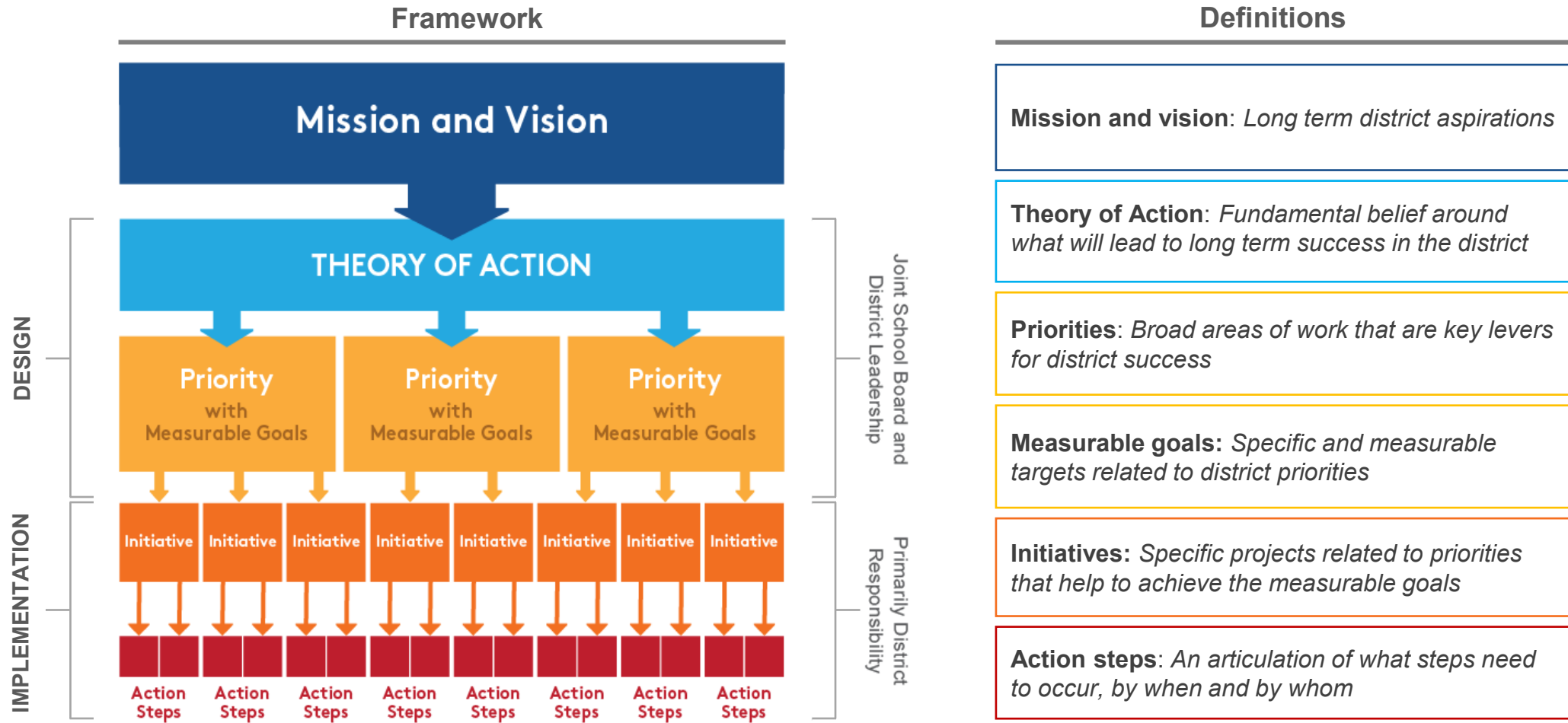
DMGroup's Role



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

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

DMGroup Strategic Planning Framework



Source: DMGroup Strategic Planning Framework

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

Chelmsford Mission and Vision

MISSION

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

VISION

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

Source: Chelmsford Strategic Plan: September 2022

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

Chelmsford Theory of Action

IF...

- District leaders provide direction, rigorous curriculum, appropriate resources, and ongoing development, and
- Principals create the conditions, the culture and build buy-in to ensure initiatives are implemented faithfully in a welcoming environment, and
- Teachers foster an inclusive learning environment, ensure curriculum is accessible to each and every student, and build strong relationships with students and families

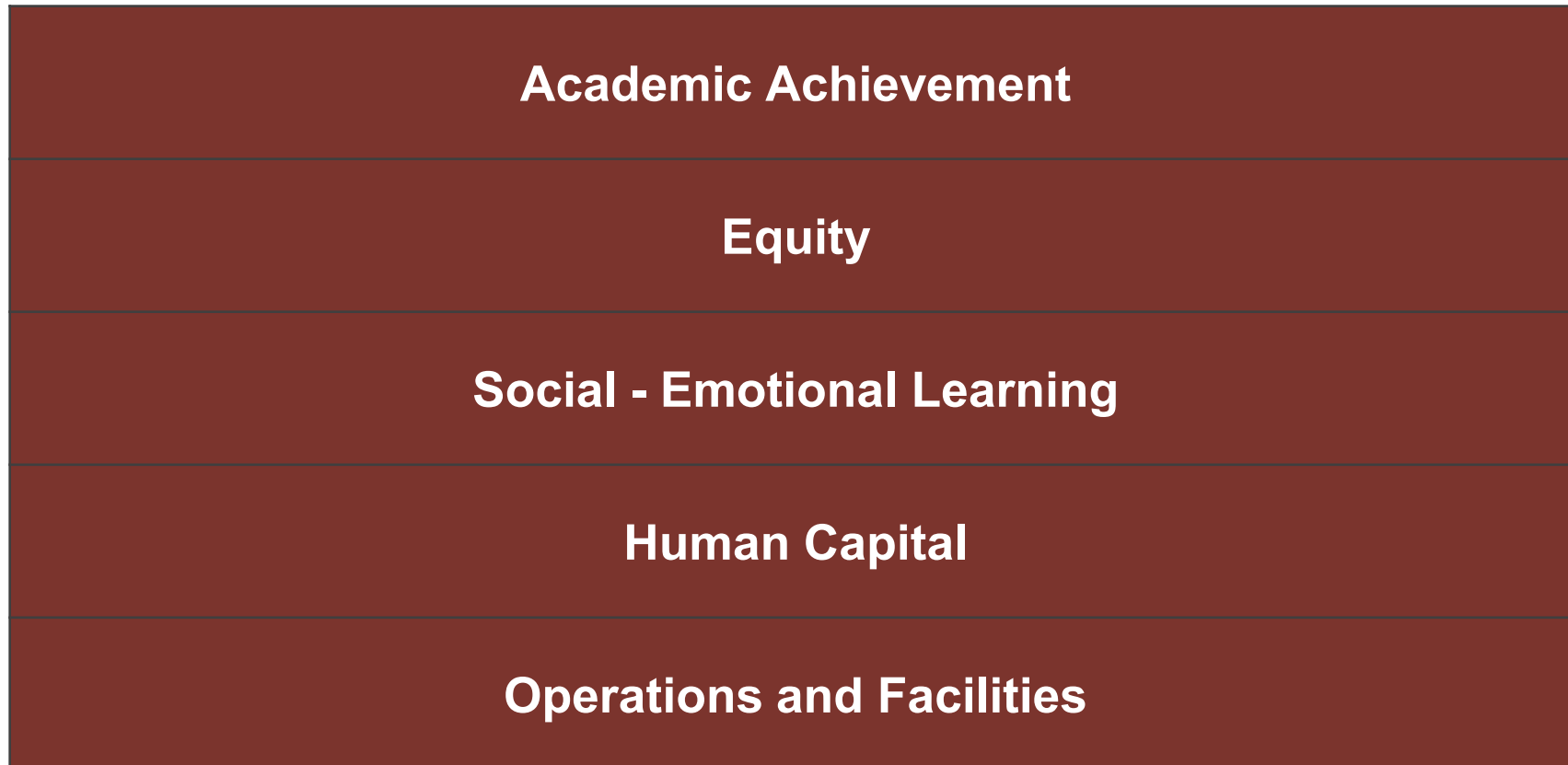
THEN...

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

Source: Chelmsford Strategic Plan: September 2022

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


Chelmsford Strategic Priority Areas




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.

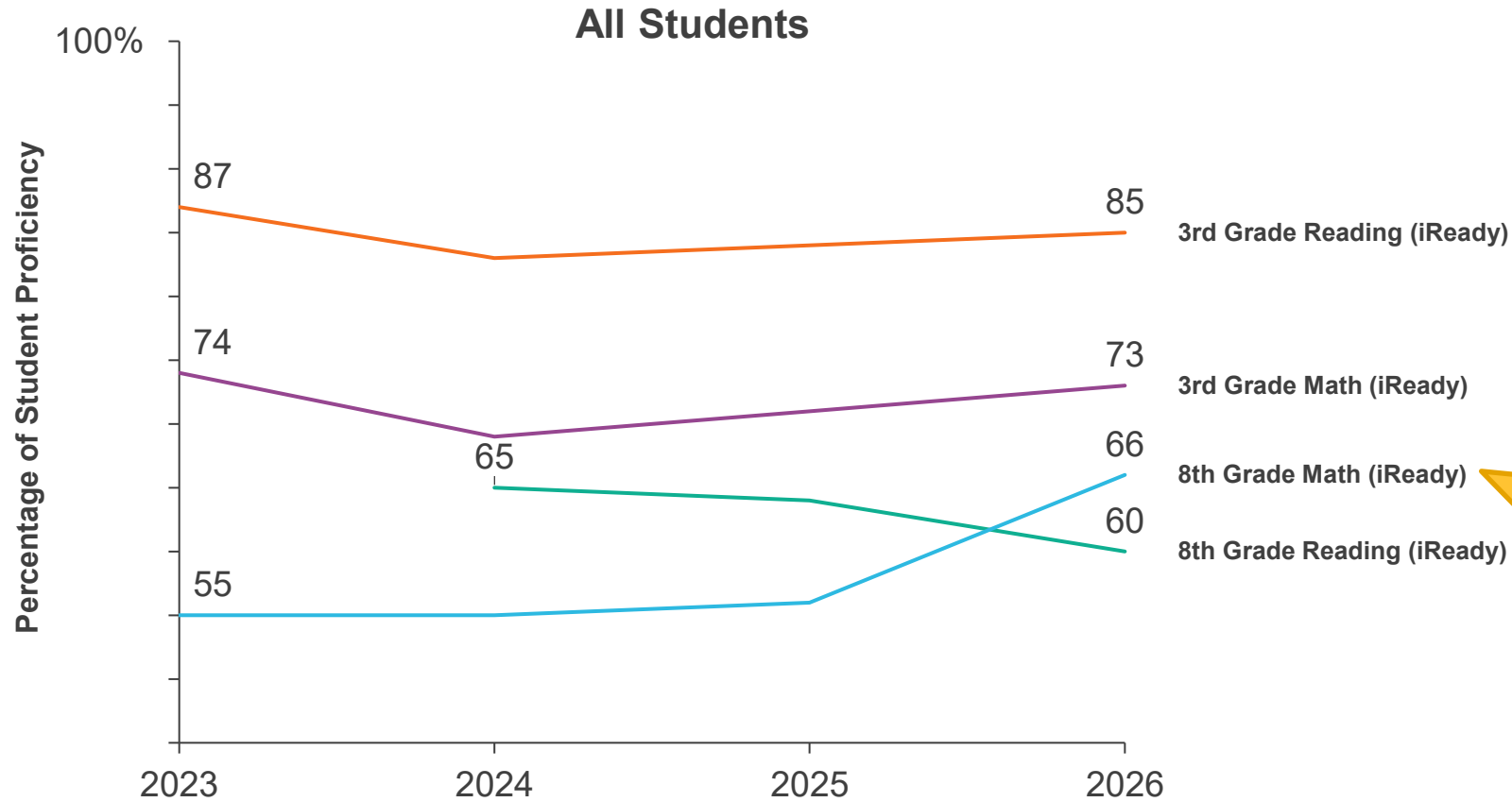
School Year 2025-2026 Goals and Initiatives

School Year 2025-2026 Goals and Initiatives		2023 Actual	2024 Actual	2025 Actual	2026 Actual	2026 Target	Outcome
 Metrics	Percentile of students with adequate annual growth in math (SGP based on MCAS)	52%	55%	TBD	TBD	56%	TBD
	Percent of 3rd-graders meeting standards in reading based on i-Ready	87%	83%	84%	85%	86%	●
	Percent of 3rd-graders meeting standards in math based on i-Ready	74%	69%	71%	73%	74%	●
	Percent of 8th-graders meeting standards in reading based on i-Ready	--	65%	64%	60%	--	--
	Percent of 8th-graders meeting standards in math based on i-Ready	55%	55%	56%	66%	61%	●

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

Steady growth has been made across the academic achievement measurable goals over the last four school years.



Academic Achievement Priority Area Outcomes Target Metrics Over Time (2023 – 2026)



Strategic investments in 8th-grade math have yielded the most growth over the last four years, with 11 percentage points of growth.

Source: District Provided Data, June 2026

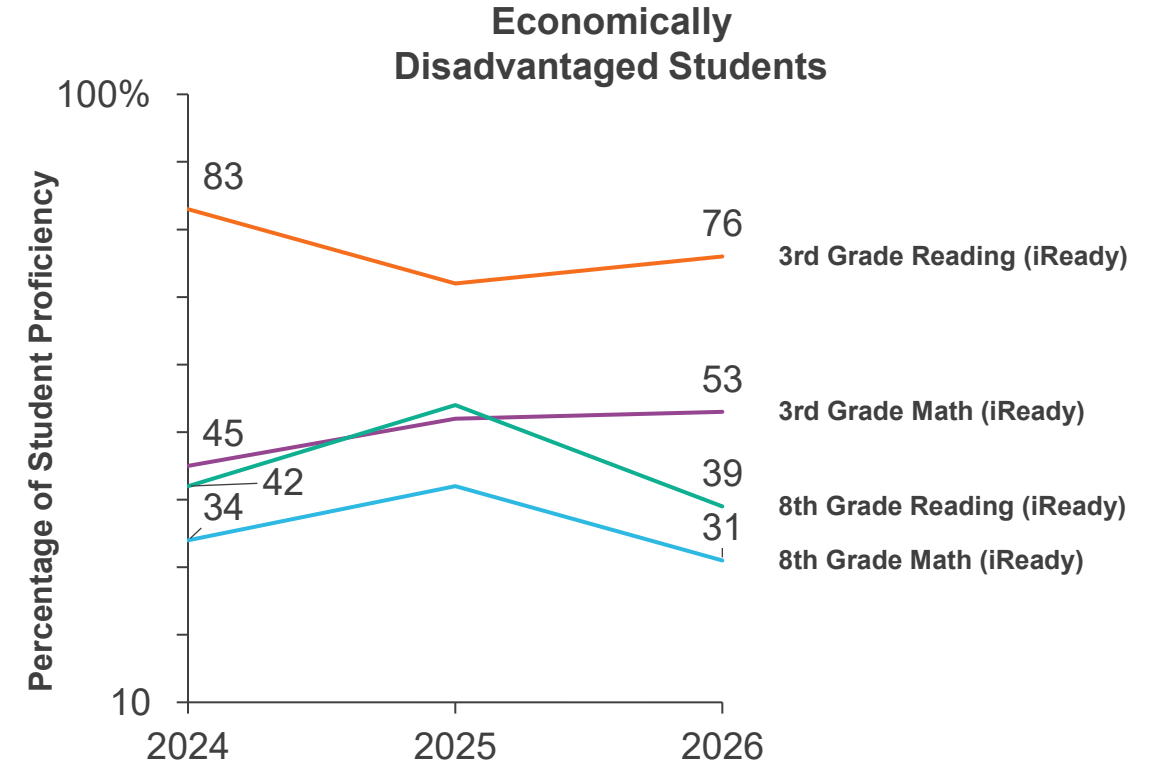
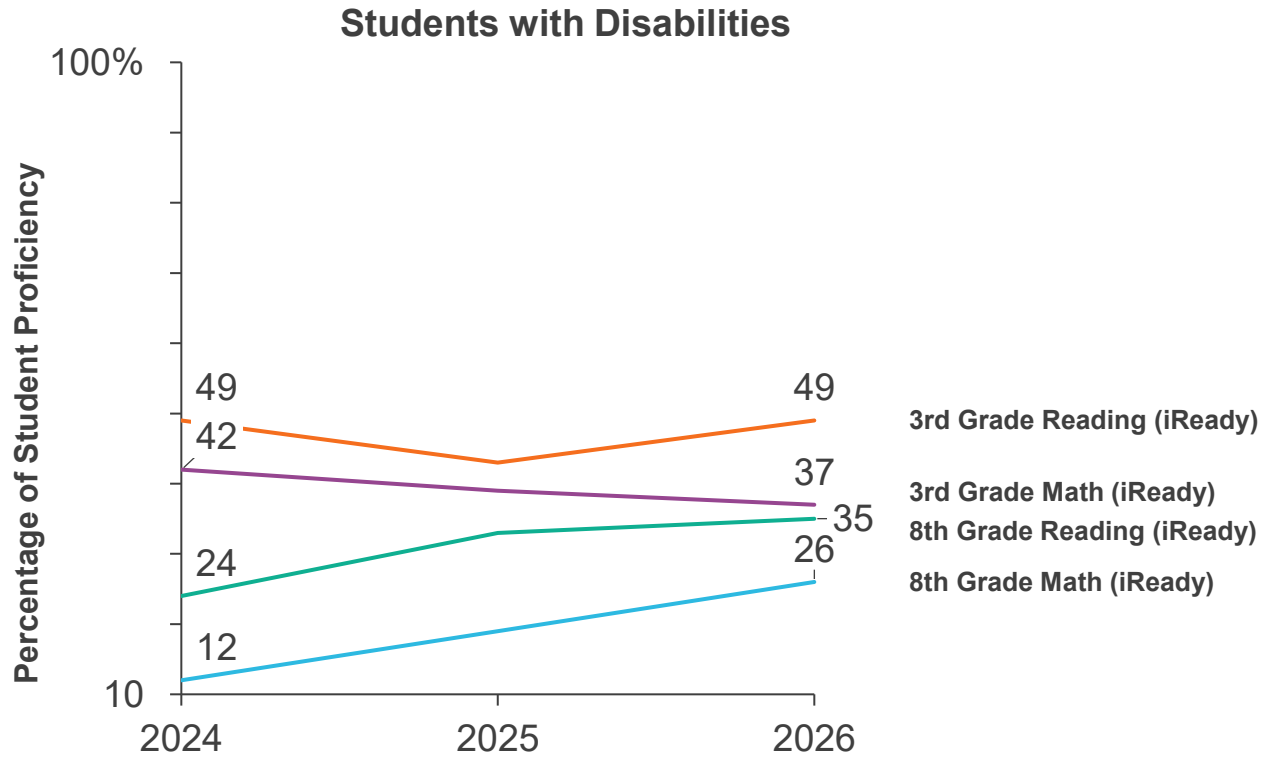
Equity Priority – The district will focus on the achievement of students with disabilities as well as students who are economically disadvantaged in order to ensure equitable outcomes across the district.

School Year 2025-2026 Goals and Initiatives		2024 Actual	2025 Actual	2026 Actual	2026 Target	Outcome
 Metrics	Percentile of students (with IEPs) with adequate annual growth in math (SGP based on MCAS)	49	46	--	48	TBD
	Percent of 3 rd grade students (with IEPs) meeting or exceeding standards in Reading based on iReady data	49%	43%	49%	50%	●
	Percent of 8 th grade students (with IEPs) meeting or exceeding standards in Reading based on iReady data	24%	33%	35%	35%	●
	Percent of 3 rd grade students (with IEPs) meeting or exceeding standards in Math based on iReady data	42%	39%	37%	43%	●
	Percent of 8 th grade students (with IEPs) meeting or exceeding standards in Math based on iReady data	12%	19%	26%	22%	●
	Percent of 3 rd grade students (Economically Disadvantaged) meeting or exceeding standards in Reading based on iReady data	83%	72%	76%	79%	●
	Percent of 8 th grade students (Economically Disadvantaged) meeting or exceeding standards in Reading based on iReady data	42%	54%	39%	55%	●
	Percent of 3 rd grade students (Economically Disadvantaged) meeting or exceeding standards in Math based on iReady data	45%	52%	53%	55%	●
	Percent of 8 th grade students (Economically Disadvantaged) meeting or exceeding standards in Math based on iReady data	34%	42%	31%	44%	●
						Status
 Initiatives	Paraeducator Roles & Responsibilities: Continue to support staff with understanding the roles and responsibilities of the paraeducator					Complete
	Action Planning for Student Growth: Develop action plans for students with disabilities not meeting iReady benchmarks					Complete
	Paraeducator Onboarding: Develop onboarding and training materials for paraeducators					Complete



While not all equity targets were met this year, there are areas of growth across both student groups.

Equity Priority Area Outcomes Target Metrics Over Time (2023 – 2026)




Metrics related to students with disabilities have grown, most notably in 8th-grade metrics.


While economically disadvantaged students have higher achievement, they have fewer metric areas that have grown over the last three years.

Source: District Provided Data, June 2026

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

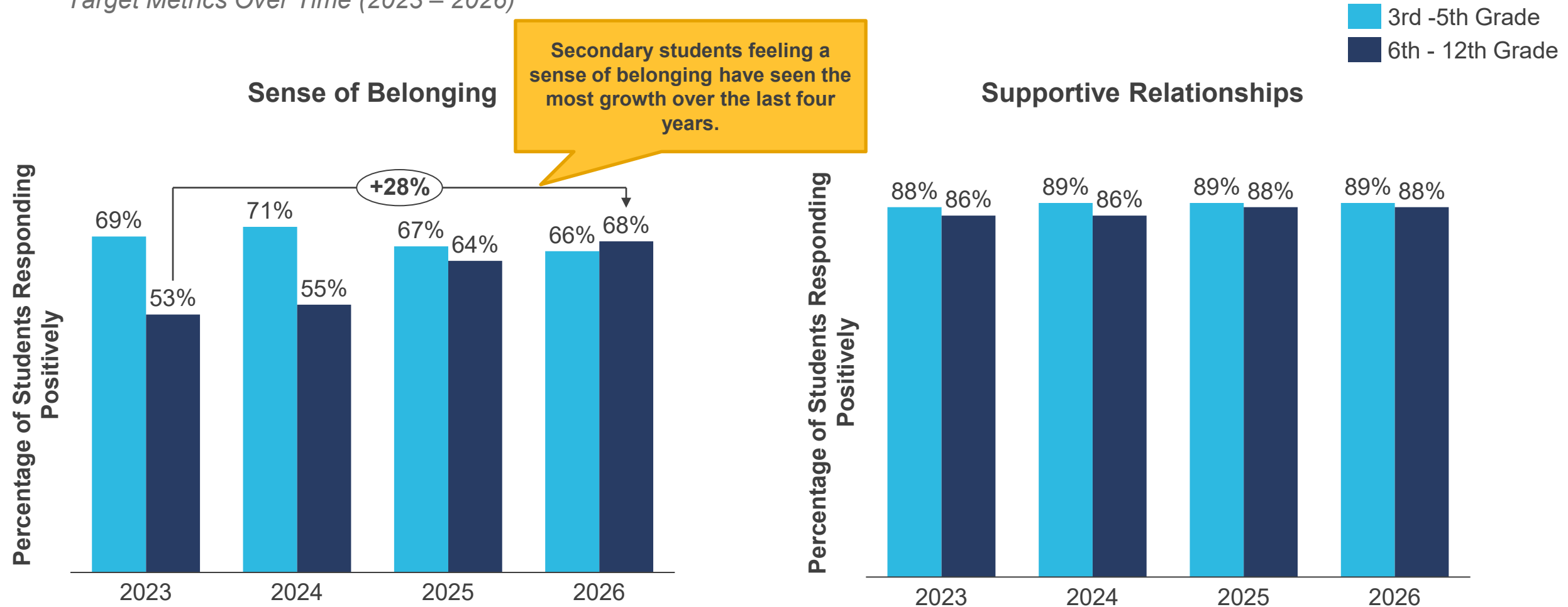
School Year 2025-2026 Goals and Initiatives

		2023 Actual	2024 Actual	2025 Actual	2026 Actual	2026 Target	Outcome
 Metrics	Percent of students that report feeling a sense of belonging in school across grades 3-5	69%	71%	67%	66%	74%	●
	Percent of students that report feeling a sense of belonging in school across grades 6-12	53%	55%	64%	68%	65%	●
	Percent of students that report having supportive relationships across grades 3-5	88%	89%	89%	89%	91%	●
	Percent of students that report having supportive relationships across grades 6-12	86%	86%	88%	88%	89%	●

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

The social-emotional learning priority has experienced growth as well as overall high performance on most metrics.


Social-Emotional Learning Priority Area Outcomes
Target Metrics Over Time (2023 – 2026)




Source: District Provided Data, June 2026

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


School Year 2025-2026 Goals and Initiatives


		2023 Actual	2024 Actual	2025 Actual	2026 Actual	2026 Target	Outcome
 Metrics	Percent of teachers who indicate that they feel adequately prepared to differentiate for diverse student populations	34%	37%	39%	TBD	42%	TBD
	Percent of staff who indicate that they feel adequately prepared to differentiate for diverse student populations	46%	35%	52%	TBD	55%	TBD
	Percent of teachers who report feeling equipped to provide culturally responsive instruction	61%	60%	66%	TBD	68%	TBD
	Percent of staff who report feeling equipped to provide culturally responsive instruction	70%	71%	72%	TBD	73%	TBD

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

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

School Year 2024-2025 Goals and Initiatives

		2023 Actual	2024 Actual	2025 Actual	2026 Actual	2026 Target	Outcome
 Metrics	Annual review of short-term capital plans (to determine what priority areas have been completed), and if the district was early/late/on-time and over/under budget	\$ 2.1 million approved at 4.24.23 Town Meeting	\$ 2.4 million approved at 4.29.24 Town Meeting	\$ 2.7 million approved at 4.28.2025 Town Meeting	\$ 2.5 million approved at 4.27.2026 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.	Monthly and quarterly review of work order report status completed. Successfully migrated from the SchoolDude to AssetEssentials software platform. Priority levels implemented in AssetEssentials to enhance future reporting and metric analysis. Quarterly reports of progress presented by DPW Director to school committee.	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	100% APPA assessments completed – Level 2 Achieved	APPA building assessments completed annually with cleanliness Levels 2-3 achieved 100% of the time.	●

		Status
 Initiatives	Short-Term Capital Plan: Determine appropriate projects to complete and in which order to provide safety updates, upgrades, and enhancements, to best serve the needs of students and staff	Complete
	Building Conditions for Cleanliness: Obtain and maintain a baseline of current building cleanliness	Complete
	Maintenance Work Orders: Implement an efficient process for work order opening, assignment, priority level, and closure times to achieve the best possible outcomes	Complete
	Visitor Management Protocol: Standardize the visitor management process and procedures at all CPS school facilities	Complete
	Enhanced Notification System (ENS) Protocol: Standardize use of the ENS at all school facilities	Complete

Q & A



District Management Group

Helping Schools and
Students Thrive

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

Tel: (877) 362-3500

Email: info@dmgroupK12.com

Fax: (617) 491-5266

Web: www.dmgroupK12.com

Mail: 133 Federal Street, Boston, MA 02110

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: June 13, 2026
Re: K – 12 Technology Update

Attached please find a report prepared by Bill Silver, Director of Information, Communication, and Technology Services in review of the 2025/26 school year. A great deal of work has been completed this past year and there are several exciting upcoming technology related initiatives planned for the 2026/27 school year which Bill will review at the regular school committee meeting on Tuesday June 16, 2026.



School Committee

June 16, 2026

Technology Department
Review



Agenda

- Team Appreciation
- Highlights/Updates/Upcoming Work



ICTS Team



A continuous mindset, work ethic, and habit of striving to be your best and delivering high-quality results.



Updates

- Harrington ENS/Communications Sytem
- Completed and piloted this school year
- Installation slated for Byam, Center, South Row this summer
- Enhanced building communication, clear sound, visual alerts, pre-recorded messaging.



Updates

- All schools have a secure visitor vestibule for welcoming guests.
- Visitor management conducted through Visitor Aware.
- Background checks, pre-arrival screening.

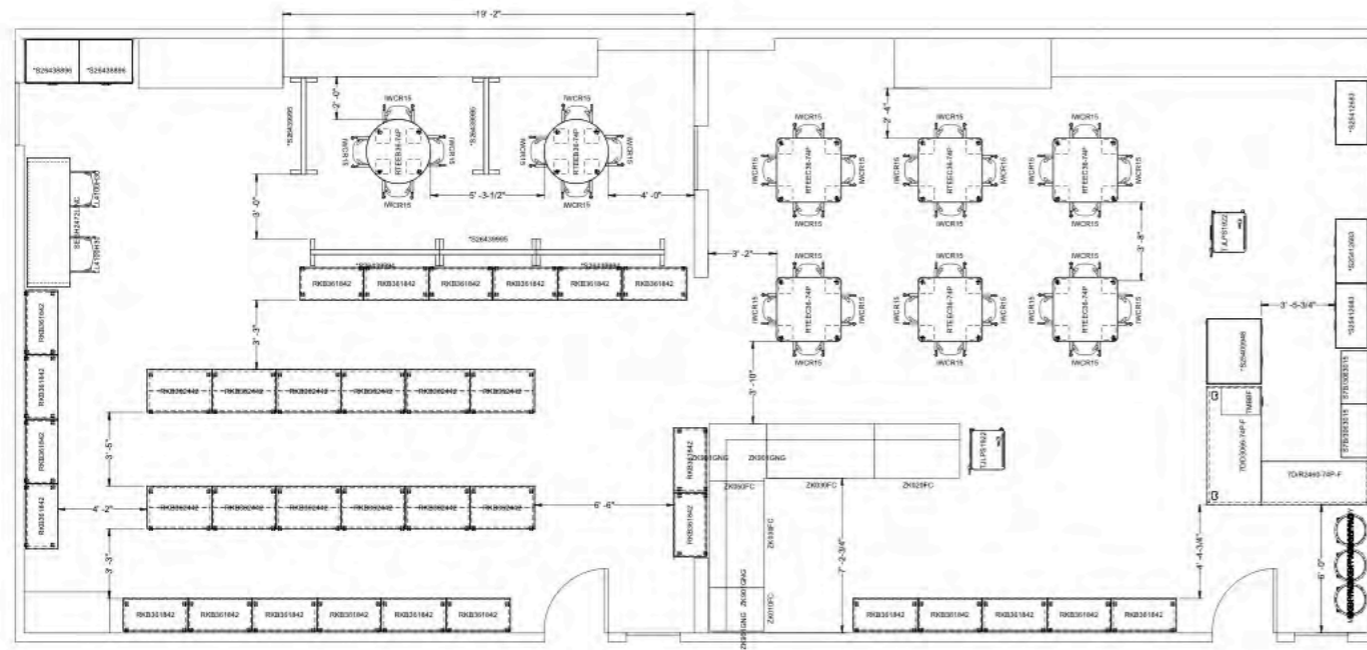


Enhancements

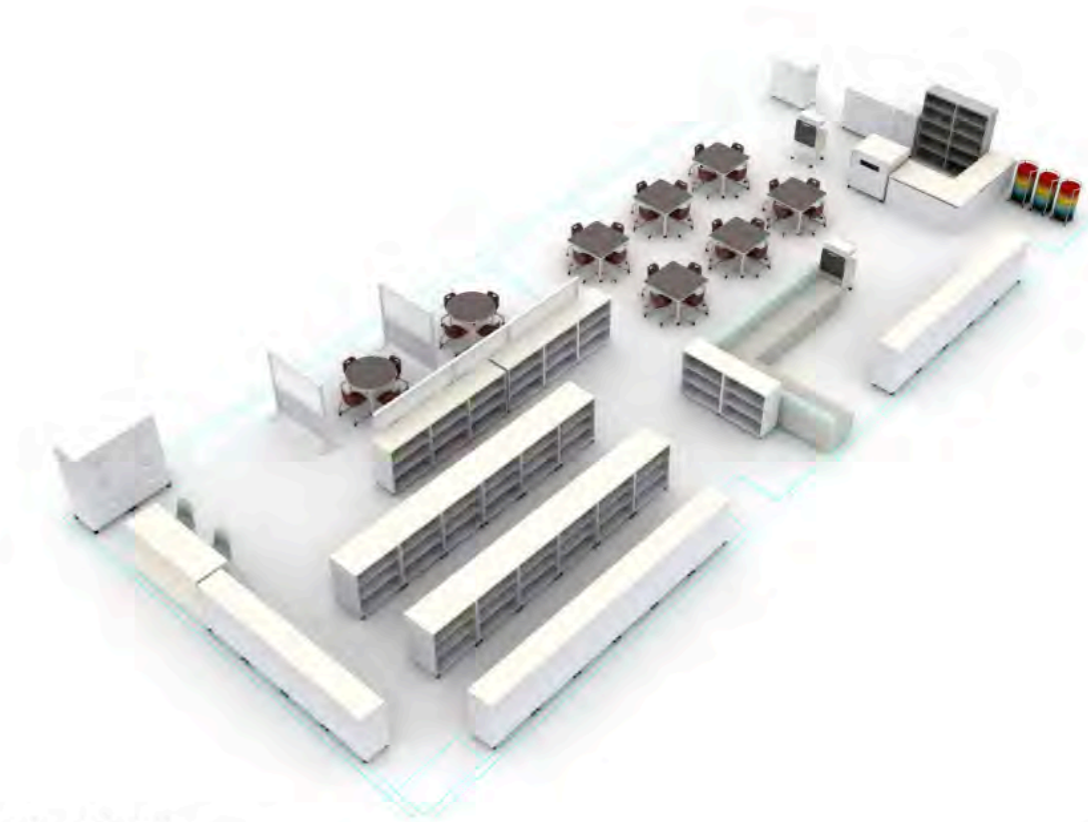
- Completed refresh of interactive panels in all classrooms.
- Completed full sound system update in PAC.
- New intrusion system to be installed into all buildings.
- VOIP phones to be upgraded across district.
- Fine Arts labs and TV production lab computer upgrade



Enhancements South Row Library



Scale 1/4" = 1'



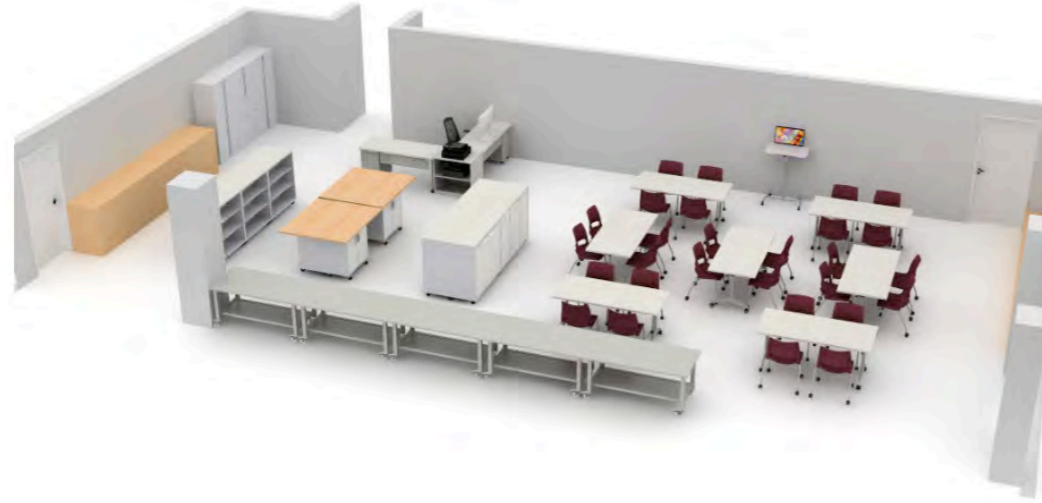
FLOOR PLAN

RENDERING

NOTE: DEFAULT FINISHES SHOWN
Actual colors and textures of final products may vary from the colors and textures shown above.



Enhancements CHS School Store



RENDERING: LOOKING PLAN NORTH

NOTE: DEFAULT FINISHES SHOWN
Actual colors and textures of final products may vary from the colors and textures shown above.



RENDERING: LOOKING PLAN SOUTH

NOTE: DEFAULT FINISHES SHOWN
Actual colors and textures of final products may vary from the colors and textures shown above.



RENDERING: LOOKING PLAN WEST

NOTE: DEFAULT FINISHES SHOWN
Actual colors and textures of final products may vary from the colors and textures shown above.



RENDERING: LOOKING PLAN EAST

NOTE: DEFAULT FINISHES SHOWN
Actual colors and textures of final products may vary from the colors and textures shown above.



Family Communication

- Parent Square
- Mass communication tool
- Class communication tool
- Secure documents
- Volunteer sign up
- Parent/Teacher conference sign up
- Field trip permission forms
- Other sign off forms
- Coach/Team communications
- Simple, intuitive, customizable



GenAI Update

- GenAI Surveys: Staff, Student, Family
- Great Data
- GenAI Workgroup convened in March
- Staff Guidelines Created

DO	DON'T
Use only district-vetted, approved GenAI tools	Input personally identifiable information into a GenAI system, including student names, grades, medical information, disciplinary records, or any other confidential data
Maintain human agency in every interaction by treating GenAI as a resource that informs your thinking rather than an authority that directs it	Enter sensitive information about colleagues, families, or district operations into any GenAI tool without a Data Privacy Agreement in place
Be mindful of over-reliance on GenAI tools	Introduce unapproved GenAI tools into your classroom or workflow
Report any suspected or confirmed data privacy incidents immediately	

Ethical Practices

DO	DON'T
Prioritize your original thinking and be transparent about when and how GenAI contributed to your work	Use GenAI to impersonate, misrepresent, or harass others
Model transparency by disclosing your own GenAI use in materials, lesson plans, and communications with students and families	Use GenAI to make final decisions about grading, student assessment, or any determination that requires your professional judgment
Have direct conversations with students about their process if academic integrity concerns arise, following established district policy for confirmed violations	Rely on commercial AI detection tools as a primary means of determining academic dishonesty, as research has shown these tools produce both false positives and false negatives

Effective Practices

DO	DON'T
Apply GenAI to tasks that amplify your expertise, such as differentiating materials, generating formative feedback ideas, streamlining communications, and designing engaging content	Use GenAI to replace meaningful engagement with content or to offload cognitive work essential for student growth and development
Use GenAI to free up time for the relationship-building and personalized support that only you can provide	Use GenAI to substitute for your own skills and knowledge rather than to complement and expand them
Explore different tools and prompting and context-setting techniques to increase the value of GenAI in your work	Accept GenAI outputs as truth or high-quality
Take advantage of professional development opportunities to build your understanding of GenAI's capabilities, limitations, and risks	Use the same tool and prompting strategy for every task without considering whether a different approach would serve you better



GenAI Update

Who responded

SURVEY CONTEXT

612

Parents / Guardians

PreK–12 grade hands

2,122

Students

Grades 5–12

302

Educators

8 buildings - 3 roles

3,036 total voices • Mar 19–30, 2026

GenAI Use Disclaimer: Claude Opus 4.7 and ChatGPT 5.5 were used to support the data analysis (all data analysis double-checked by AI for Education) and to support the creation of the presentation. All analysis was directed and reflects the expertise and judgement of the author.

GenAI Update

Takeaway 2: Parent visibility lags far behind student use

CROSS-STAKEHOLDER

18%

parents say their child used AI for schoolwork

84%

students say they have used AI at least rarely

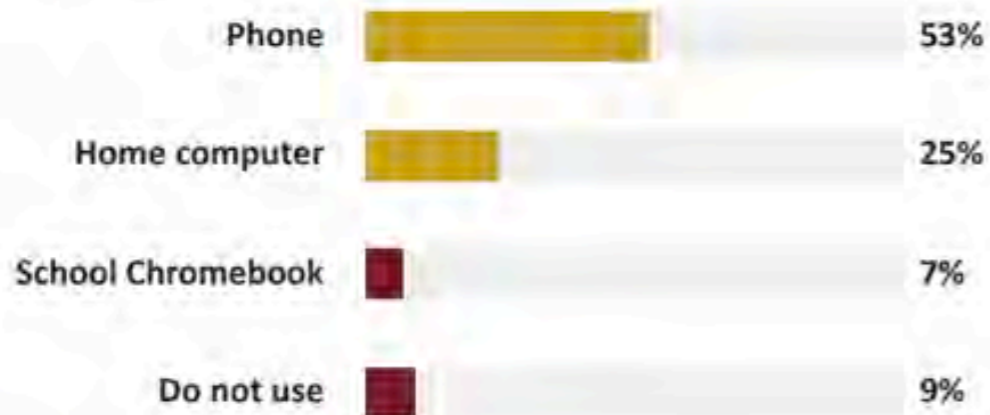
Students are using AI far more than parents realize. Families need clear examples of what is allowed, what is not, and what to ask about at home.

GenAI Update

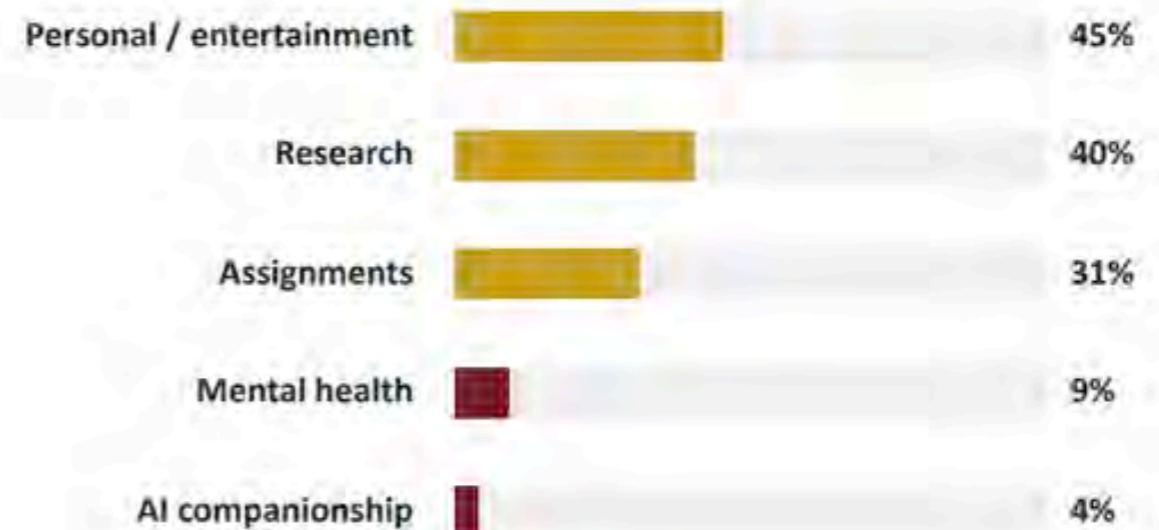
Most student AI use happens outside school devices

STUDENTS

Primary device



Use cases



49% discuss AI with their family

School device rules matter, but they do not reach most student AI use. Most access is happening on phones and home computers.

GenAI Update

Parent concerns and needs

PARENTS

66%

top concern: loss of critical thinking

72%

notification highly important when AI is significant in a lesson

38%

trust district implementation
31% distrust · 31% neutral

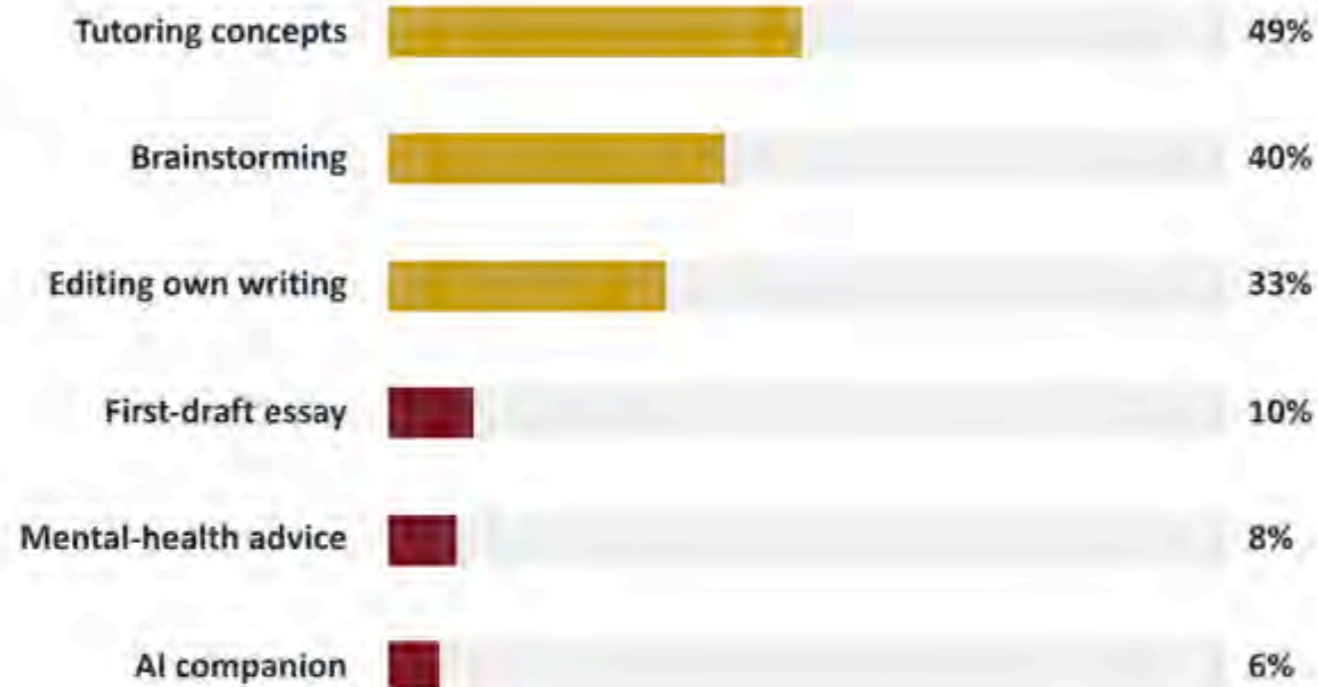
Families do not just want to hear that AI will be used responsibly. They want to know what responsible use will actually look like.

GenAI Update

Parents draw a line between support and substitution for student use

PARENTS

Comfortable with student use



Parents are more comfortable when AI helps students think. They are much less comfortable when AI does the thinking for them.

GenAI Update

Students — In their own words

STUDENTS

"Students need to learn the impacts of AI on the environment and also for our learning development. Kids need to learn that it can be a helpful tool when used correctly and HOW to use it correctly not just to cheat."

— 11th grader

"AI is a tool, not a person — children and teachers need to understand this before they slowly lose all independent thought."

— 12th grader

Responses lightly edited for length and clarity.

GenAI Update

Educators

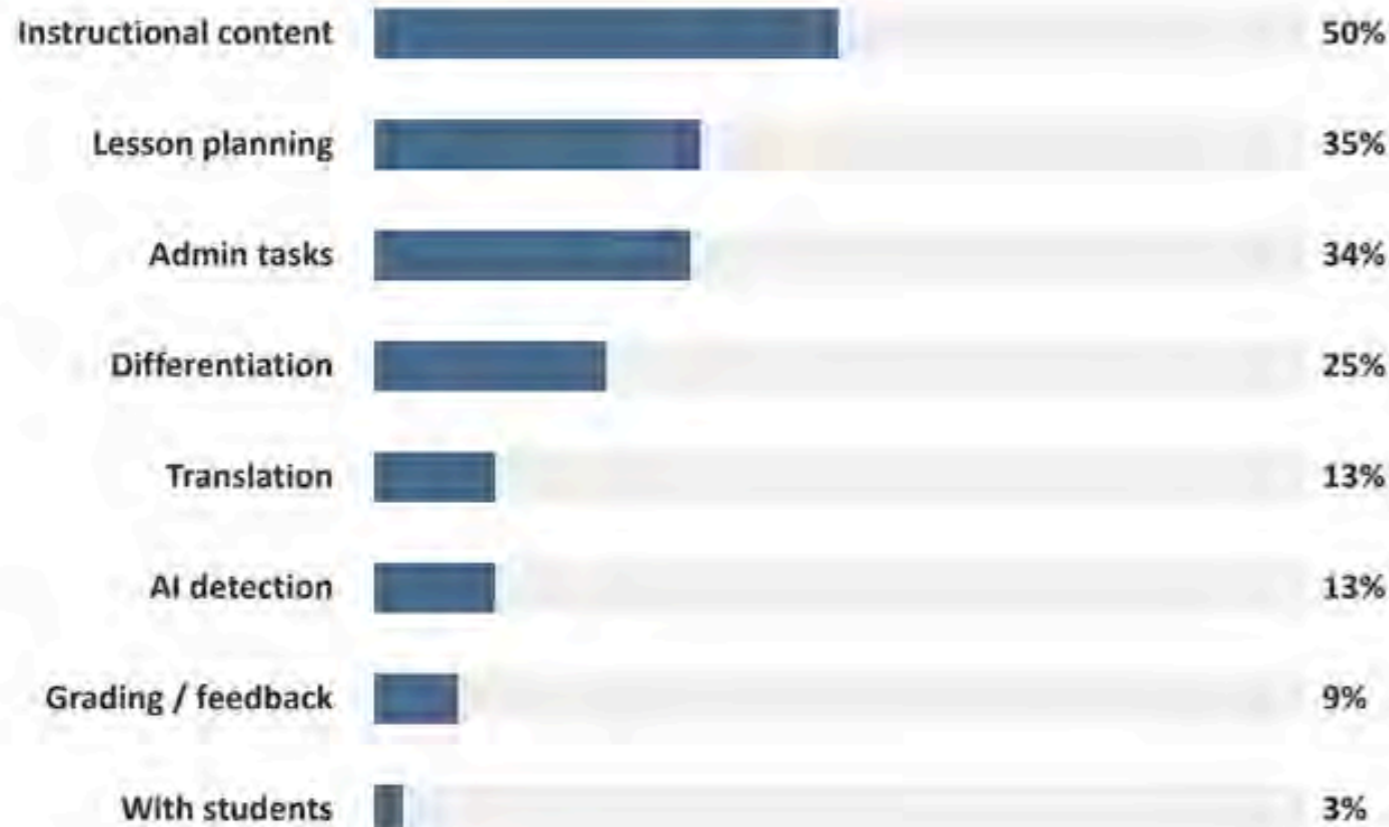
do not feel adequately prepared to teach AI responsibly

54%

GenAI Update

Educator use cases: productivity dominates

EDUCATORS



Educator AI use is concentrated in planning and content creation. The harder work — helping students use AI responsibly — has barely started.

GenAI Update

Teacher professional development needs

EDUCATORS

77%

never met with building TIS about AI

51%

need moderate or significant tech support

PD interest



Most educators have not met with their building TIS about AI. Support may exist, but it is not yet reaching many staff members.

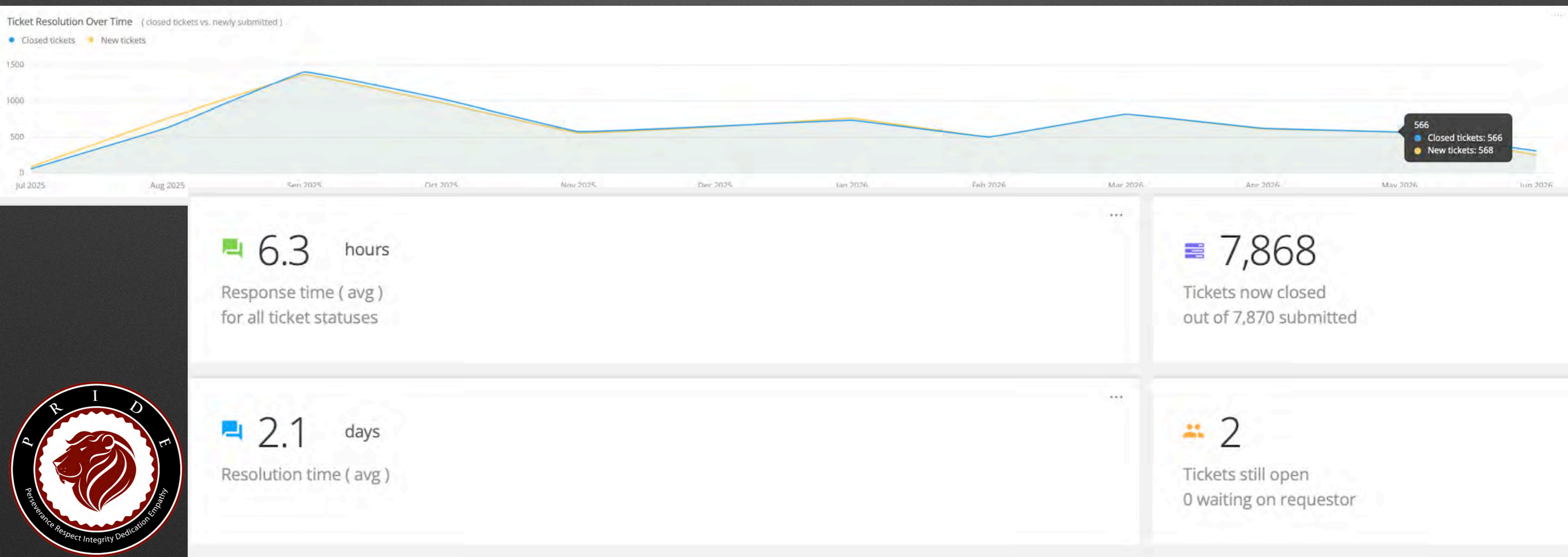


Time On Tech

Grade	Hours of Use Per Week	Top 3 Applications
K	1.47	i-Ready Epic Books Keyboarding Without Tears
1	3.55	i-Ready Learning A-Z Keyboarding Without Tears
2	3.99	i-Ready Epic Books Google Slides
3	4.49	i-Ready Epic Books Google Slides
4	4.68	i-Ready Google Slides Google Docs
5	6.82	i-Ready Google Slides Google Docs
6	6.95	i-Ready Google Slides Sora by Overdrive
7	6.75	Google Docs i-Ready Google Classroom
8	6.36	i-Ready Google Docs Google Classroom
9	7.09	Google Docs Google Classroom Classkick
10	7.67	Google Docs Google Classroom Google Slides
11	8.12	Google Docs Google Classroom Google Slides
12	7.12	Google Docs Google Classroom Google Forms

Service Requests

- Worked on 7,868 service requests
- Average response time was within 6.3 hours
- Average request closure was 2.1 days (down from 2.3)





School Committee

June 16, 2026

Technology Department
Review



CHELMSFORD SCHOOL COMMITTEE

June 2026



Overview/Agenda

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

Team Appreciation

Highlights/Updates/Upcoming Work

Technology Update

Team Appreciation

With a decade of shared accomplishments behind us, beginning my eleventh year as Chelmsford's Director of ICTS feels like the start of an exciting new chapter. Reflecting on our journey, the evolution of our educational and technological landscape has been nothing short of remarkable. More than the hardware or software, it is the growth of our collaborative culture and instructional approaches that stands out. I am incredibly fortunate to share this journey with such a stellar administrative group and an unmatched staff.

Our district thrives because of a simple truth: our people are our greatest strength. The heart of Chelmsford Public Schools lies in the perseverance and passion of our teachers and staff, whose daily efforts directly translate into the thriving student body we see today.

The ICTS department operates with the vital mission of keeping our schools moving forward. We are committed to maintaining a sophisticated, future-ready environment equipped with tools that inspire achievement. Our team takes personal responsibility for creating a seamless user experience, dissolving obstacles so teaching and learning remain front and center. This seamless integration is driven by a phenomenal, multi-faceted team. The dedication they show to our families and students, and entire staff, is inspiring, and leading them remains an extraordinary privilege.

Highlights/Updates/Upcoming Work

Emergency Notification System (ENS) Upgrades

Last year, we expanded upon the success of our initial Emergency Notification System (ENS) installation. Harrington Elementary School classrooms received a new classroom clock system equipped with an LED strobe and speaker that ties directly into the ENS system. The new system bridged the gap between three disparate systems and now allows seamless communication and

notification through one platform. Building communications and student and staff safety and security are paramount. This system ensures everyone in the building can be reached and alerted if the need arises.

This summer we will build off of the success of the Harrington Elementary School and update the remaining three elementary schools with the same system. This will be a tremendous improvement to these buildings. We have heard repeatedly how much easier it is to hear messaging in the classrooms and common spaces. This is a truly a revolutionary system which has been home grown by Jason Marcoux, our Cybersecurity Manager. The pilot building was completely wired, installed, and programmed by our technical group over the summer of 2025, and their efforts have paved the way for the expansion of this important communications system.

Visitor Security Vestibules

All our K-12 buildings now have a secure visitor vestibule. This has been a great safety enhancement at our schools. Visitors check in with our state-of-the-art visitor management system, receive a background check, and have a visitor badge printed out all from our self-service kiosk.

Intrusion System Upgrade

All buildings will receive an upgrade to their aging intrusion systems. The new system will tie in all door contacts to perimeter doors, and be enhanced by state of the art motion sensors. The system will also tie into our door access management controls, and allow for assign credentials to arm and disarm buildings via door access cards.

Learning Environment Enhancements

South Row Elementary Library Renovation:

This summer, the South Row Elementary School library is getting a makeover. The space will be expanded to its original footprint, repainted, and outfitted with fabulous new furniture which is sure to be a hit with our students. It will also feature a large interactive display panels, a comfy reading area, some small group breakout spaces, and plenty of storage and workspace for our librarian.

CHS Fine Arts Lab and TV Production Lab Update:

It has been over six years since our fine arts and television production labs have had an upgrade. This summer all the devices will be replaced to meet the needs of the software those classes run. This will be a great addition to these spaces, and sure to be a marked improvement in speed for our students.

CHS School Store/Production Room:

Over the past several years the classes providing school store merchandise have grown significantly. Additions of material cutters, heat presses, embroidery machines, and now direct to film printing along with laser cutting and engraving have paved the way to some truly terrific products being produced. This summer the production/classroom area will receive a full makeover, complete with updated electrical to handle all the enhanced equipment, storage, and professional

workstations and surfaces, all designed to keep learning and production happening in unison. This upgrade will really transform the space and is sure to be well received by students this fall.

Interactive Panel Refresh:

Over the past two years we were able to completely update our classroom interactive displays. Our final update happened this spring during the April vacation week. The new panels have enhanced resolutions and look amazing. We are also able to control many functions on the panels now from a web-based management system. We can make sure all the panels turn off when not in use, and power up in the morning ahead of staff arrival. Next steps will be adding these to our ENS system, so messaging can be broadcast to all panels should we need to communicate any messaging to classrooms.

VOIP Update:

This year we renegotiated our VOIP contract with our current provider. After researching several potential new companies to move to, our current provider provided better pricing and agreed to update all phones in the district. This will replace our much older phones which can no longer receive firmware or security updates.

PAC Enhancements:

The Performing Arts Center had a full sound system overhaul which began last summer, and was recently fully completed. The new sound system sounds absolutely amazing. Special thanks to Tom Peterson for working so closely with the project team to bring it all together. His expertise with sound and theater was a crucial component in this upgrade coming out so nicely.

Family Communication

CPS will be moving to a new mass communication tool this summer. It is called Parent Square, and it is going to be a great addition to the district. All family communications can take place within the platform, and it is very easy to use. Families have received their welcome/activation emails, and we are eager to start communicating through this platform. Our Communications and Media Director, Jennie Oemig, and our Technology Integration Specialists will lead the charge implementing this fantastic new communications platform.

GenAI Information

This spring we gathered feedback from students, staff, and families about GenAI through surveys. Shortly after the survey, a group of educators, administrators, students, and parents worked with Amada Bickerstaff (our keynote speaker from the full in-service day), on breaking down survey data and creating guidelines for GenAI use. This workgroup was very successful, and we have a nice set of guidelines for staff use of GenAI. The current revision of guidelines can be found at the end of this document. Student guidelines are in a draft state and continue to be worked on, but there is no plan to allow students to use GenAI next year in school.

Staff survey data showed the need for more professional development with GenAI, so this will be a focus for us again next year.

Media and Digital Literacy Update

For decades students have received media and digital literacy classes in grades K-6. Students in grades 7 and 8 did not have formal coursework with library skills or digital literacy. We are happy to announce that next year, thanks to some creative scheduling efforts by both middle

school principals, Josh Blagg, and Jeff Parks, and curriculum work by Marilyn Sweeney our Curriculum Coordinator, as well as our amazing technology and library teachers, we will be offering media and digital literacy classes to students in grades 7 and 8, and revamping our offering to students in grades 5 and 6. We will now be able to teach important library and media skills along with digital literacy skills from K-8, and better prepare students for their high school careers.

Time on Tech

A topic that has come up in recent months is how much time are students spending on technology. While CPS does a tremendous job at utilizing our technology tools and resources, it is always done in thoughtful, meaningful, and intentional ways. Technology is used to enhance learning, and work hand in hand with solid instructional practices. While there is a robust use of technology, our teachers are very intentional about when and how they use it and are very reticent about not overusing it. Below are examples about average use per week by grade level.

Grade	Hours of Use Per Week	Top 3 Applications
K	1.47	i-Ready Epic Books Keyboarding Without Tears
1	3.55	i-Ready Learning A-Z Keyboarding Without Tears
2	3.99	i-Ready Epic Books Google Slides
3	4.49	i-Ready Epic Books Google Slides
4	4.68	i-Ready Google Slides Google Docs
5	6.82	i-Ready Google Slides Google Docs
6	6.95	i-Ready Google Slides Sora by Overdrive
7	6.75	Google Docs i-Ready Google Classroom
8	6.36	i-Ready Google Docs Google Classroom
9	7.09	Google Docs Google Classroom

		Classkick
10	7.67	Google Docs Google Classroom Google Slides
11	8.12	Google Docs Google Classroom Google Slides
12	7.12	Google Docs Google Classroom Google Forms

Operational Highlights

Service Request Performance:

During the 2025–2026 school year, the ICTS department received 7,868 service requests. The average initial response time was 6.3 hours, and the average resolution time was just 2.1 days (down from 2.3 days), with most issues being resolved the same or next day. Our technical staff is quite simply, amazing. Their dedication to efficient and effective ticket closure is top of mind for them each and every day. They make it their mission to ensure every end user has a great user experience with the available technology across the district.

Looking Back and Ahead

There is a tremendous amount of pride in what we’ve achieved and the essential projects we are bringing to life this summer. With each passing year, our team pushes the envelope to better serve teaching, learning, and safety throughout Chelmsford Public Schools. We are already looking forward to the autumn, eager to welcome everyone back to a school year backed by enhanced tools, modernized spaces, and even stronger foundational systems.

Chelmsford Public Schools

Generative AI Guidelines for Staff

Version 1.1 | 2025–2026

Introduction

In Chelmsford Public Schools, our PRIDE values of Perseverance, Respect, Integrity, Dedication, and Empathy guide every decision we make on behalf of our students and community. As generative AI (GenAI) becomes an increasingly prominent force in daily life and the modern workforce, we recognize the responsibility to engage with these tools thoughtfully and ethically,

in ways that reflect who we are and what we stand for. These guidelines reflect our commitment to supporting educators in developing their AI literacy and exploring how these tools can enhance their practice, so that the entire Chelmsford community grows and learns together.

What is Generative AI?

GenAI refers to a subset of artificial intelligence that uses advanced computational models to create new content such as text, images, video, audio, software code, and other forms of data. These models identify and learn the patterns and structures present in their training data, then use this understanding to produce original material in response to user input. GenAI foundation models include OpenAI's ChatGPT, Google Gemini, Anthropic's Claude, Meta's Llama, and others. GenAI applications are powered by foundation models and include tools like MagicSchool, NotebookLM, Canva AI, and many more.

GenAI holds real promise for our school community, offering opportunities to personalize learning, enhance creativity, increase efficiency, and prepare students for an AI-shaped workforce. At the same time, it presents meaningful risks that require our careful attention, including threats to academic integrity and authentic thinking, concerns about data privacy and student safety, the potential for over-reliance that undermines learning and development, and the erosion of the human connection that is central to who we are as a district.

Guidelines for Staff

Effective and responsible GenAI implementation at Chelmsford Public Schools will strive to realize the benefits of GenAI while mitigating its risks and proactively managing concerns. Rooted in our PRIDE-driven culture and grounded in [the SEE Framework for GenAI Literacy](#), the following mindsets and practices reflect our shared commitment to using GenAI safely, ethically, and effectively. They apply to all staff across the Chelmsford Public Schools community.

Mindsets for GenAI Use

The following mindsets represent the core beliefs and dispositions that underpin responsible GenAI use. They are a foundation for the judgment and decision-making that safe, ethical, and effective use requires.

- **Be Intentional.** Think carefully about when GenAI is appropriate for a given task rather than defaulting to it out of habit. Provide direction and context when using these tools, ensuring that final results reflect your own judgment and expertise.
- **Stay Critical.** Approach GenAI outputs with healthy skepticism, recognizing that responses can sound authoritative while being inaccurate or biased. Treat every output as a draft, evaluating it for accuracy, relevance, bias, and quality rather than accepting it at face value.
- **Be Transparent.** Be honest about how you use GenAI in your work. Accurately represent the role the tool played, disclose your use as expected in your context, and do not present AI-generated content as entirely your own.
- **Act Responsibly.** Use GenAI in ways that protect rather than harm others. Do not use GenAI to manipulate, falsely represent, harass, or bully, and stay informed about the broader implications of these tools for equity, privacy, and community well-being.

- **Keep Learning.** Approach GenAI with curiosity, understanding that AI literacy grows with time, practice, and experience. Trust that the foundational knowledge and mindsets you develop will transfer across tools and contexts as the technology continues to evolve.

Practices for GenAI Use

Grounded in the mindsets above, the following DO's and DON'Ts reflect what we should **SEE** (safe, ethical, and effective) when any member of the Chelmsford Public Schools staff uses GenAI.

Safe Practices

DO	DON'T
Use only district-vetted, approved GenAI tools	Input personally identifiable information into a GenAI system, including student names, grades, medical information, disciplinary records, or any other confidential data
Maintain human agency in every interaction by treating GenAI as a resource that informs your thinking rather than an authority that directs it	Enter sensitive information about colleagues, families, or district operations into any GenAI tool without a Data Privacy Agreement in place
Be mindful of over-reliance on GenAI tools	Introduce unapproved GenAI tools into your classroom or workflow
Report any suspected or confirmed data privacy incidents immediately	

Ethical Practices

DO	DON'T
Prioritize your original thinking and be transparent about when and how GenAI contributed to your work	Use GenAI to impersonate, misrepresent, or harass others
Model transparency by disclosing your own GenAI use in materials, lesson plans, and communications with students and families	Use GenAI to make final decisions about grading, student assessment, or any determination that requires your professional judgment
Have direct conversations with students about their process if academic integrity concerns arise, following established district policy for confirmed violations	Rely on commercial AI detection tools as a primary means of determining academic dishonesty, as research has shown these tools produce both false positives and false negatives

Effective Practices

DO	DON'T
Apply GenAI to tasks that amplify your expertise, such as differentiating materials, generating formative feedback ideas, streamlining communications, and designing engaging content	Use GenAI to replace meaningful engagement with content or to offload cognitive work essential for student growth and development
Use GenAI to free up time for the relationship-building and personalized support that only you can provide	Use GenAI to substitute for your own skills and knowledge rather than to complement and expand them
Explore different tools and prompting and context-setting techniques to increase the value of GenAI in your work	Accept GenAI outputs as truth or high-quality
Take advantage of professional development opportunities to build your understanding of GenAI's capabilities, limitations, and risks	Use the same tool and prompting strategy for every task without considering whether a different approach would serve you better

GenAI Tool Selection and Approval Process

Chelmsford Public Schools is committed to ensuring that all GenAI tools used by staff meet high standards for safety, privacy, educational value, and alignment with our mission and values.

To request evaluation of a new GenAI tool, bring the request to your department coordinator or building administrator, who will work with the Technology Department to evaluate it through the district's existing Technology Tool Approval Process. All GenAI tool requests receive additional scrutiny for safety, data privacy, and educational value before approval. Staff should not introduce unapproved GenAI tools into their classrooms or workflows. For the most current list of approved tools, contact Bill Silver at silverb@chelmsford.k12.ma.us.

Conclusion: A Living Document

As we integrate GenAI into education, every member of the Chelmsford Public Schools community plays a crucial role in harnessing its potential while upholding our PRIDE-driven values. Human originality, creativity, and connection remain irreplaceable, and these guidelines exist to ensure that GenAI enhances rather than diminishes them.

Our team was clear that any guidelines developed today must evolve alongside the technology and our experience with it. Chelmsford Public Schools commits to reviewing and updating this document at regular intervals, informed by feedback from educators, students, families, and administrators. Your input is welcome and essential.

Teachers and staff should reach out to Bill Silver, Director of Information Communication and Technology Services, at 978-251-5100 or silverb@chelmsford.k12.ma.us with questions or feedback.

Note: This is a living document that will be reviewed, evaluated, and revised at regular intervals as GenAI technology continues to evolve.

Collaboration Acknowledgement

This document was developed through a collaborative process that included input from educators across Chelmsford Public Schools' elementary, middle, and high school levels, parents, and expert guidance from AI for Education. Claude.ai was used to assist in refining content and ensuring alignment with the input from the CPS team. All content was originated by humans and final edits on structure, language, and alignment to the values, priorities, and direct input of the Chelmsford Public Schools community were approved by humans. The use of AI in developing these guidelines was intentional, modeling our belief that GenAI can enhance human work when used thoughtfully, transparently, and with integrity.

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.
 - 2023 – 24 Year End Academic Update 7/22
 - MCAS Date and Accountability Report 10/7
 - K- 6 Literacy and Math Supports Overview 5/19

2. Communicate with stakeholders the continued changes with the new programs and resources to accommodate all academic and non-academic needs.
 - Student Handbook Updates 7/22. 1/6
 - Review results of student, parent and staff survey on the use of Cell Phones in the classroom 7/22
 - School Improvement Plan Presentation 12/2
 - School + Departmental Presentations - Once monthly starting in October
 - Curriculum Review and Adoption Overview 1/20
 - K – 12 Literacy Pilot Programs reviews and pilot 5/19
 - Review of District supports for immigrant families 3/24

3. Review and communicate student survey data on school climate and allocate funding for any resources required to support students.
 - Counseling/SEL/DEI Programming Update 5/19
 - Public Comment on CPS Bullying Prevention and Intervention Plan 1/6
4. Support the implementation of the newly defined role and responsibilities of paraeducators to ensure strategic time allocation and effective supports for students.
 - Update on new paraprofessional roles, responsibilities and training 5/19
 - Student Services presentation 9/2
5. Continue liaison participation as district guiding team members for the implementation of the strategic plan with support from the DMGroup.
 - CPS Strategic Plan Implementation Update – DMGroup 10/7, 2/24
 - Participated in the Strategic Plan Progress Monitoring Meetings – DMGroup 10/1, 11/6, 12/18, 2/12, 3/26, 5/7, 6/11



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;
 - Continue partnerships with Merrimack College and UMass Lowell – 5 Fellow for 25/26 and 8 Fellows onboard for 26/27
 - Partnerships with MassHire, Middlesex Community College, Massachusetts Partnerships for Diversity in Education (MPDE) and Massachusetts Education Recruiting Consortium (MERC)
2. **Receive and review updates on shared district-wide culturally responsive initiatives and practices and professional development in the district;**
 - Transition document – Shared working document of activities used to differentiate for diverse populations and provide supports
 - Annual staff survey (Final results pending review of data from survey end date of 6/16)
3. **Review updates and support financial needs for paraeducator/induction process;**
 - Update on new paraprofessional roles, responsibilities and training 5/19
 - Student Services presentation 9/2
4. **Review staff survey data on needs and provide financial resources;**
 - Budget meetings and final approval
 - Non-affiliated staff contract approvals 2/3
 - Assistant Superintendent contract approval 2/3
 - Approval of FY2027 Non-Affiliated Staff Salary/Rate Increases 6/16

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.
 - TEA teachers visit 2/24
 - Review of District supports for immigrant families 3/24
 - Staff Handbook Updates 7/22, 1/6
 - Review of monthly personnel reports

6. Continue liaison participation as district guiding team members for the implementation of the strategic plan with support from the DMGroup.
 - CPS Strategic Plan Implementation Update – DMGroup 10/7, 2/24
 - Participated in the Strategic Plan Progress Monitoring Meetings – DMGroup 10/1, 11/6, 12/18, 2/12, 3/26, 5/7, 6/11



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;
 - Budget Reports and Transfer Requests - 7/22, 8/5 (FY 25 Final), 9/2, 9/16. 10/21(1st Quarter), 1/20 (2nd Quarter), 3/24, 4/28 (3rd Quarter), 5/19
 - Triboard Meeting 11/10, 12/8
 - Audit Reports 9/16
 - FY 26 Budget Calendar 12/16
 - FY 26 Budget Presentation 2/3
 - FY 26 Budget Hearing 2/24
 - CPS Strategic Plan Implementation Update – DMGroup 10/7, 2/24
2. Review and prioritize short-term capital plans for completion of priority areas;
 - FY 26 Capital Project Prioritization + Updates 10/21, 11/14, 12/16
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;
 - Enrollment Review and Updates 12/2, 5/19
 - Parker Middle School Building Project Updates 9/16, 10/21, 12/16. 1/6, 1/20, 2/24, 3/3, 3/24, 4/14, 4/28, 5/5, 5/19

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

- Facility Work Order Updates 8/5, 12/2, 4/28

5. Communicate reports on new Visitor Management and Enhanced Notification Systems.

- CPS Strategic Plan Implementation Update – DMGroup 10/7, 2/24, 6/16



Perseverance • Respect • Integrity • Determination • Empathy

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.

EVIDENCE OF WORK TOWARD GOAL:

1. Student and Faculty Handbook Updates 7/22, 1/6
2. Discussion and approval of Middle School CTE Exploration Policy ((IHAIA) – 10/7, 10/21
3. Discussion and approval of High School Graduation Requirement– Competency Determination Policy (IKFE) 12/2, 12/16
4. Discussion and approval on revised approval for non-public schools' policy 9/16
5. Public Comment on CPS Bullying Prevention and Intervention Plan 1/6
6. AI policy discussion and workshops 9/16, 11/3, 3/31
7. Survey results of staff and parents regarding cell phones in the schools 7/22

Participate in Generative Artificial Intelligence (GenAI) Professional Development

By June 2026, the school committee will participate in professional development sessions to educate themselves about Generative Artificial Intelligence (GenAI) in order to make informed financial and policy decisions with respect to guidelines and future next steps in the use of GenAI in the district. This goal will be measured by their engagement in the professional development sessions, review of current district guidelines, practices, policies and clear communication of any adjustments or changes to GenAI guidelines or policies the school community.

EVIDENCE OF WORK DONE TOWARD GOAL:

1. Review results of student, parent and staff survey on the use of Cell Phones in the classroom 7/22
2. Discussion of AI Guidelines + Policy Development 9/16
3. AI Policy Development Workshops 11/3, 3/31

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.

EVIDENCE OF WORK DONE TOWARD GOAL:

1. Update on MSBA Designer Selection Process 9/16
2. Announcement of Community Visioning Sessions 10/21
3. Community Visioning Sessions 10/22, 11/20, 12/17
4. Introduction of Design Team – AI3 12/16
5. Educational Program and Grade Configuration Review and Approval 1/6, 1/20, 4/14
6. Public Comment on Building Project 2/24, 3/3, 3/24, 4/14
7. Building Project Updates 4/28, 5/5, 5/19



CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee

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

Date: June 12, 2026

Re: Superintendent Goals: 2025-26 – End-of-Year Progress

Attached please find a copy of the superintendent goals for the 2025/26 school year. I made comments throughout the document updating each area with accomplishments and progress through June, 2026. This is a final yearend document for 2025/26.

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 3rd grade students meeting standards in reading based on i-Ready data, the percentage of 3rd grade students meeting standards in math based on i-Ready data, and the percentage of 8th grade students meeting standards in math based on i-Ready data.

ACTION STEPS:

1. Provide enhanced practices for the “My Path” program usage of the iReady program;
 - A bi-monthly schedule was created and implemented for administrators to review i-ready “My Path” usage and monitor any areas where increase usage needed to be addressed and areas where it was working well. The scheduled meetings provided an opportunity for discussions that supported a more consistent usage and increased lesson pass rate than in previous years.
 - Average weekly usage for all students fell within the 30-35 min range with a 91%-95% lesson pass rate.
2. Promote inclusive instruction through targeted “look fors” and practices;
 - Departments identified key “look fors” and practices to observe during walkthroughs for grades 5-8 using DESE’s [What to Look For Observation Guide](#).
 - Walkthroughs were conducted on 10/7, 10/8, 10/14, 10/15, 10/16, 10/27, 10/30, 11/3, 11/13, 11/18, 12/4, 12/8, 12/10, 12/16, 12/17, 1/15, 1/22, 2/2, 2/3, 2/4, 2/11, 3/12, 3/20, 3/24, 4/8, 4/9, 4/28, 4/29.

3. Identify focus foundational standards and implement targeted lessons in grades 7 & 8 mathematics;

- Lessons for the domain of Algebraic Expressions were identified and spiraled throughout the school year with formative assessments administered for progress monitoring.
- Grade 7: 40% increase in performance from pre- and post- test
- Grade 8: 86% increase in performance from pre- and post- test

4. Provide evidence-based professional development to enhance writing practices across the grades.

- The writing professional development schedule was created, and teachers K-8 have received multiple sessions for the year on Think SRSD writing.
- Professional development dates: 9/17, 9/25, 10/16, 10/21, 10/23, 10/28, 10/29, 11/6, 11/20, 12/4, 12/9, 12/10, 12/18, 1/22, 1/27, 2/5, 2/25, 2/26, 3/3, 3/5, 3/10, 3/18, 3/24, 3/31, 4/7.
- eLearning component of Think SRSD was implemented for continued professional development as well as access for additional special education, reading, and ELL teachers.



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;
 - Committee meetings wrapped up in December with a final presentation to showcase the completed onboarding components and next steps
 - Guidebook was created to solidify components of para mentoring program
 - Final details and logistics in queue to roll out peer mentoring program in August during new teacher orientation days
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;
 - Survey results yielded responses that were positive and showed a solid understanding of appropriate activities for the role of paraeducators.
 - Time for collaboration remains an ongoing theme for additional support.
3. Develop an action plan to support student academic growth using data from iReady to progress monitoring students with disabilities.
 - Team chairs scheduled data meetings to review iReady diagnostic results
 - Team chairs and special education teachers created lessons to target skill gaps and worked with building administrators to monitor action plans
 - Completed inclusive practice and program review with CASE Collaborative at the four elementary schools

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;
 - Utilized Panorama data for SST process at schools
 - DAIS group calibrated practices used district-wide
 - Developed protocols to review/respond to survey results
 - Created intervention plans in Panorama to track student growth
2. Continue to refine and implement equitable and inclusive practices and protocols as recommended by the MTSS committee;
 - Provided professional learning opportunities to deepen staff understanding and application of restorative practices on PD days/faculty meetings
 - Established clear goals for restorative practices at each level
 - Integrated MTSS and DEI principles within the SEL curriculum
 - Developed protocols for educating new faculty on equity and restorative practices
3. Review and enhance transition protocols and practices between school levels to support students' SEL needs.
 - Reviewed and strengthened existing transition protocols to ensure equity and accessibility
 - Developed a Chelmsford Transition flowchart document and guide for student transitions
 - Created an instructional video that illustrates how to access school registration and school to school transitions
 - Developed and incorporated 5 key transition questions to the family survey to gather information about student transitions



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;
 - Currently have five (5) teaching fellows for the 2025/26 school year
 - Eight (8) approved teaching fellows for the 2026/27 school year with a focus on EL and middle school mathematics fellows
2. Provide on-going professional development to grow staff preparation and responsiveness to educate diverse student populations;
 - Developed a shared working document with practices and activities that are used to differentiate for diverse populations and provide culturally responsive instruction
3. Facilitate the development and implementation of the paraeducator onboarding/induction process.
 - Partnered with the equity group to support a committee to create an onboarding process for paraeducators
 - Created a guidebook and onboarding slides
 - Developed mentor job description

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;
 - Updated list of capital projects was provided to school committee on 10/21/2025
 - Project list was reviewed and projects prioritized on 11/18/2025
 - Town Capital Planning Committee reviewed projects on 11/19/2025 and finalized list for Town Meeting on 12/4/2025
 - All capital projects approved by Town Meeting in April 2026 are scheduled for completion during the summer of 2026 or are scheduled to go out for bid and for work to be performed in 2027.
2. Implement efficient processes for work order entry/opening, assignment, priority level designation, and completion/resolution in school facilities;
 - Reviewed current Asset Essentials work order system to capture all necessary data fields for management and reporting
 - Maintained an internal and external reporting process for maintenance work orders between DPW, custodians, and town/school administrators.
3. Provide an update on building cleanliness to APPA standards;
 - Interview of prospective vendors was completed and quotations for inspections were received. The new vendor was under contract by March 1, 2026 and completed all APPA reviews.
4. Standardize the Visitor Management process and procedures at school facilities;
 - The superintendent convened a training session with all school clerks and secretaries that perform visitor management screening at the Central Administration office on March 11, 2026 (professional development day).

5. Standardize use of the Enhanced Notification System (ENS) at school facilities.

- Completed the standardized use of the Enhanced Notification System (ENS) at Harrington Elementary School with all elementary schools to follow in the 2026/27 school year.



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.

1. Vice President – Massachusetts Association of School Superintendents (MASS) for 2025/26 School Year
 - (4-Year Officer Term - 2025 – 2028: Vice President, President Elect, President, and Past President)
2. Executive Board Member - Massachusetts Association of School Superintendents (MASS) for 2025/26 School Year
3. Past President and Treasurer - Merrimack Valley Superintendents Association (MVSA) for 2025/26 School Year
4. MASS Executive Institute – Summer 2025
5. MASC/MASS Joint Conference – November 2025
6. AASA National Superintendent Conference – February 2026
7. AASA State Leadership Conference – May 2026

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.

1. Parker School Building Committee Meetings: 8/21, 9/18, 10/17, 11/20, 12/18, 1/15, 2/19, 3/19, 4/16, 5/21 and 6/10
2. Update on MSBA Designer Selection Process: 9/16
3. Parker Community Forums/Visioning Sessions: 10/21, 11/20, 12/17, 3/19 and 6/10
4. Selection and Introduction of Design Team – Ai3 Architects: 12/16
5. Educational Program and Grade Configuration Review and Approval: 1/6, 1/20 and 4/14
6. MSBA FAS Subcommittee Review of Educational Program and Proposed Grade Configuration: 5/13



CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: June 12, 2026
Re: Chelmsford Public Schools: 2025/26 Year in Review

As I reflect on my eleventh year leading the Chelmsford Public Schools (CPS), I am deeply grateful for the encouragement and support I have received from students, parents, staff, and community members; I feel privileged to work with you as superintendent. I do not take the opportunity to lead this district lightly. Your support for our students is truly remarkable, and I look forward to working with you and the greater Chelmsford community as we build on past successes in the district and work to make CPS the best public school system in the state.

We have accomplished much over this past year. I am very proud of our work and I thank you for guiding and supporting me and the CPS staff as we strive to address students' academic, social, and emotional needs. I feel encouraged every day when I walk through schools, attend events, and witness firsthand the dedication to meeting students' needs displayed by our teachers, paraeducators, administrators, and support staff. Following are some highlights of our collective work this year:

FY2025 Massachusetts DESE Financial Audit

Every year, each school district in Massachusetts must submit an external audit of their end-of-year financial report to the Massachusetts Department of Elementary and Secondary Education (DESE). Clifton Larson Allen, LLP (CLA) performed the district's external financial audit for the year ending June 30, 2025. As noted in the audit report, the auditors had no financial findings or financial reporting recommendations.

FY2026 Budget Administration

School Committee members received regular reports on the district's finances throughout FY2026, including the local operating budget, grant funds, and revolving funds. After reviewing the FY2026 budget, I am pleased to report the district continues to make great strides in stabilizing its finances. By implementing strict financial practices, it has accrued several reserve fund balances for future budget needs. At the end of FY2026, the district can:

- reserve approximately \$ 4.1 million in the special education circuit breaker revolving fund to pay for future unanticipated/unfunded special education

student tuition and/or transportation costs (by contrast, when I arrived eleven years ago in the fall of 2015, the school department had to request a supplemental appropriation of \$ 500,000 from the town to cover unanticipated special education tuition costs as no reserve fund balance was available).

- reserve \$ 840,000 in a special education reserve fund in accordance with MGL Ch. 40 § 13E to offset unanticipated/unfunded special education student tuition and/or transportation costs in future fiscal years.
- carry over approximately \$ 3.8 million in food service/school nutrition funds. This is a significant achievement, given that many school districts find themselves operating their food service programs at a deficit. A portion of these funds has been allocated to FY2026 and FY2027 capital improvement projects.
- set aside approximately \$ 3.1 million in school choice funds as a reserve for future spending by the School Committee on educational programs and services to augment current program offerings in the schools, or to serve as a contingency in the event of an unanticipated budget shortfall. School choice funds are earmarked annually to support the 1:1 student Chromebook initiative.

FY2027 Budget Presentation and Review

In February, the administration presented the FY2027 general fund operating budget to the School Committee, including net school spending compliance and comparable community analysis (demographic and financial). We highlighted the assumptions that underlie the FY2027 budget, including normal step and lane increases. The School Committee held public input sessions and reviewed district-level budget detail and a staff salary book that cross-walked salaries to the main budget document. The budget presented and reviewed was in-line with Town Manager Cohen's recommended budget increase of \$ 2.5 million, \$ 75.65 million to \$ 78.15 million, to support the Chelmsford Public Schools.

At the April 27, 2026 town meeting, representatives once again asked thoughtful questions, received straightforward answers, and approved (near unanimously: 128 - 1 - 2) the FY2027 funding request of \$78.15 million to support CPS.

Parker Middle School Feasibility Study

The Parker Middle School Building Project was the most significant operational undertaking for Chelmsford Public Schools (CPS) during the 2025/26 school year. Conducted in collaboration with the Massachusetts School Building Authority (MSBA), the year was defined by the completion of the "Feasibility & Long-Range Study" phase and critical decisions regarding the school's future physical and educational structure.

Major Milestones and Timeline

- Designer Selection (September 2025): Following a selection process that narrowed six firms down to two, the district officially appointed Ai3 Architects as the project designer on September 9, 2025.
- Educational Visioning (September – October 2025): The district held a series of visioning sessions involving parents, teachers, and students to define the "Educational Program." These sessions focused on connecting design features to desired learning experiences, such as interdisciplinary learning and flexible groupings.
- Site Selection (Early 2026): While three locations were originally considered – the current Parker site, Graniteville Fields, and McCarthy Middle School fields – the district ultimately moved forward with plans to build on the current Parker Middle School site.
- PDP Submission (January 2026): The School Committee approved the Preliminary Design Program (PDP) narrative on January 6, 2026, leading to a massive 1,500-page submission to the MSBA on January 22, 2026.
- Grade Configuration Vote (April 2026): After months of analysis and public forums, the School Committee moved toward a final vote in April 2026 to determine the grade configuration (Grades 4-6) for the May submission to the MSBA.

Major Initiatives and Educational Visioning

The project is driven by a need to resolve structural overcrowding at Parker and projected enrollment increases at the elementary and middle school levels of the district in future years. Major initiatives include:

- The "Neighborhood" Model: The proposed design shifts away from traditional departmental models toward "grade-level neighborhoods." This initiative aims to create "small school" atmospheres within a larger building to foster collaborative learning, peer interaction, and integrated special education support.
- Grade 4 Realignment: A central initiative explored was the potential to move 4th grade from elementary schools to the new middle school. This would alleviate significant overcrowding across all four elementary schools and provide 4th graders with more sophisticated technology and collaborative spaces.
- STEAM Integration: The educational plan prioritizes the creation of dedicated spaces for STEM/STEAM and maker space activities, which are currently restricted by facility constraints. This includes a shift toward Media Arts by redesigning library and technology courses into a single media studies course.
- Specialized Program Inclusion: The design initiatives ensure that all Special Education services, including SAIL (autism), PAVE (life skills), and STRIVE (therapeutic) programs, are delivered in non-stigmatizing, accessible environments integrated within the grade-level clusters.

Generative Artificial Intelligence (AI) Integration and Administrative Governance

As school districts across the Commonwealth grapple with the rapid emergence of generative artificial intelligence (AI), Chelmsford differentiated itself through a structured, policy-first approach that prioritized administrator and school committee member literacy and ethical frameworks before broad classroom implementation.

The technical foundation for AI integration was established through the work of the ICTS team supported by the administration and school committee prioritizing work on policies addressing artificial intelligence. A multi-month process of collaborative research, administrator training, and public deliberation ensured that leaders and policymakers understood the nuances of generative AI before establishing rules for students.

1. Administrative Intensive (August 13, 2025): Two sessions focused on AI literacy, roles, and ethical considerations. Administrators utilized tools like ChatGPT, NotebookLM, and Napkin.ai in simulation exercises. The second session, "Redefining Assessment with Ethical AI Practices," challenged leaders to envision "authentic assessment" models that rely on human critical thinking rather than rote output.
2. School Board Workshop (November 3, 2025): Titled "Generative AI for School Boards," this session focused on debunking myths about AI and exploring the evolution of the technology. Committee members practiced using key tools to understand the user experience.
3. Policy Development Workshop (March 31, 2026): This workshop focused on the creation of a formal vision and guiding principles. It involved a comprehensive review of state-level documentation from the Massachusetts Department of Elementary and Secondary Education (DESE) and the analysis of established policies from early-adopter districts.

To ensure any new policies or procedures are not merely bureaucratic hurdles, the district invested heavily in educator training. On November 4, 2025, the district held a "Day of AI" for all staff. The "Day of AI" featured a keynote titled "Learn, Experience, Innovate: The Opportunity for Education in an AI World." Breakout sessions were tailored by grade level and subject area, focusing on:

1. Instructional Planning: Best practices for using AI to generate lesson plans and differentiate materials for varying learner profiles.
2. Academic Integrity: Hands-on practice with tools to understand how they can be used for both "academic dishonesty" and "authentic inquiry".
3. Micro-Credentialing: The district offered advanced courses for educators wanting to specialize in the field, such as "Leading GenAI Adoption and Policy".

A specialized teacher cohort, consisting of 12 educators including Technology Integration Specialists, participated in full-day workshops focused on embedding AI into

the curriculum and using it to enhance family communication. This group served as the internal "alpha testers" for AI tools before their wider rollout to the student body. The Chelmsford Public Schools' seeks to integrate artificial intelligence without compromising human-centered educational values.

Districtwide Strategic Planning

In November of 2021, the district contracted with District Management Group (DMGroup) to develop a multi-year strategic plan for the Chelmsford Public Schools. DMGroup worked with district administrators and a steering committee to assess our current performance and needs, and to clearly articulate priority areas to be the focus of our improvement efforts in the coming years to continue to advance education in Chelmsford. DMGroup hosted staff and community sessions to gather input for the plan and presented updates to the steering committee and school committee throughout the process. In June of 2022, a draft strategic plan was presented and final feedback was sought on the identified priority areas. In July of 2022, the final strategic plan that will guide our work in the Chelmsford Public Schools over the next 5-years: 2022/23 – 2026/27 was approved by the school committee. A steering committee met regularly over the 2022/23, 2023/24, 2024/25, and 2025/26 school years to monitor the implementation of Years 1, 2, 3, and 4 of the strategic plan priority areas. The School Committee received updates throughout the school year from the subcommittees focused on each of the five priority areas (academic achievement, equity, social emotional learning, human capital, and operations and facilities) as well as mid-year and end-of-year strategic plan updates from DMGroup.

Over this past year, we have accomplished much as we worked together. In addition to the aforementioned actions of the past year, we continued to administer and manage the day-to-day operations of the school district, approved capital plans for FY2027, expanded programming, such as the Dual Enrollment and Innovation Pathways Programs at Chelmsford High School, and continued an emphasis on equitable and inclusive practices in our school system.

In addition to the developments already listed, we have taken steps to continue to build confidence in the school administration and school system. I have worked closely with Town Manager Cohen and the members of his financial team to provide accurate and timely information on our budget to Chelmsford's boards. We will close the books on FY2026 with a positive fund balance and we will set aside remaining school choice funds as a reserve for School Committee use. Much work lies ahead, but I strongly feel we are continuing to move in the right direction. I am excited about our staffs' accomplishments in the district this past year and look forward to a successful 2026/27 school year.

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: June 10, 2026
Re: FY2025 MA DESE End-of-Year Audit Report

On an annual basis, each school district in the Commonwealth of Massachusetts must have an external audit completed of their end-of-year financial report submitted to the Massachusetts Department of Elementary and Secondary Education (MA DESE). Representatives of Clifton Larson Allen, LLP (CLA) performed our required MA DESE external financial audit for the year ending June 30, 2025.

Attached please find a copy of the FY25 MA DESE financial audit report completed for the Chelmsford Public Schools as of June 30, 2025. I would like to take this opportunity to thank Joanna Johnson-Collins, Director of Business and Finance, for preparing and submitting the FY25 end-of-year financial report to MA DESE on behalf of the district. As noted within the financial audit report, there are no financial findings or financial reporting recommendations from the external auditors.

TOWN OF CHELMSFORD, MASSACHUSETTS
REPORT ON APPLYING AGREED-UPON PROCEDURES
DESE EOYR COMPLIANCE SUPPLEMENT TESTING
YEAR ENDED JUNE 30, 2025



CPAs | CONSULTANTS | WEALTH ADVISORS

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**TOWN OF CHELMSFORD, MASSACHUSETTS
REPORT ON APPLYING AGREED-UPON PROCEDURES
DESE EOYR COMPLIANCE SUPPLEMENT TESTING
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YEAR ENDED JUNE 30, 2025**

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INDEPENDENT ACCOUNTANTS' REPORT ON APPLYING AGREED-UPON PROCEDURES

Honorable Select Board and School Committee
Town of Chelmsford, Massachusetts

We have performed the procedures enumerated in the attached schedule on the Town of Chelmsford, Massachusetts' (Town) compliance with the Massachusetts Department of Elementary and Secondary Education's (DESE) compliance requirements applicable to the preparation and filing of a Massachusetts School District's End of Year Financial Report (EOYR) as of and for the year ended June 30, 2025. The Town's management is responsible for its compliance with those requirements.

The Town has agreed to and acknowledged that the procedures performed are appropriate to meet the intended purpose of applying procedures and reporting associated findings related to the Town's compliance with DESE's compliance requirements applicable to the preparation and filing of a Massachusetts School District's End of Year Financial Report (EOYR) as of and for the year ended June 30, 2025. This report may not be suitable for any other purpose. The procedures performed may not address all the items of interest to a user of this report and may not meet the needs of all users of this report and, as such, users are responsible for determining whether the procedures performed are appropriate for their purposes.

The procedures and the associated findings are identified in the attached Schedule of DESE EOYR Compliance Supplement Testing Results.

We were engaged by the Town to perform this agreed-upon procedures engagement and conducted our engagement in accordance with attestation standards established by the AICPA. We were not engaged to and did not conduct an examination or review engagement, the objective of which would be the expression of an opinion or conclusion, respectively, on the Town's compliance with DESE's compliance requirements applicable to the preparation and filing of a Massachusetts School District's End of Year Financial Report (EOYR) as of and for the year ended June 30, 2025. Accordingly, we do not express such an opinion or conclusion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

We are required to be independent of the Town and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements related to our agreed-upon procedures engagement.

Honorable Select Board and School Committee
Town of Chelmsford, Massachusetts

This report is intended solely for the information and use of the Town and DESE, and is not intended to be, and should not be, used by anyone other than these specified parties.

A handwritten signature in black ink that reads "CliftonLarsonAllen LLP". The signature is written in a cursive, flowing style.

CliftonLarsonAllen LLP

Boston, Massachusetts
June 5, 2026

**TOWN OF CHELMSFORD, MASSACHUSETTS
SCHEDULE OF DESE EOYR COMPLIANCE SUPPLEMENT TESTING RESULTS
YEAR ENDING JUNE 30, 2025**

DESE Compliance Supplement Requirements	Agreed-Upon Procedures	Results
General Compliance Requirements		
1. For all EOYR Schedules:		
A. Ascertain if the financial information was prepared in accordance with the budgetary basis of accounting (e.g., modified accrual basis plus current year encumbrances minus expenditures of prior year encumbrances).	Obtained copies of the current and prior year general ledger reports with the School Department General Fund expenditures, including any outstanding encumbrances, and confirmed that the total expenditures reported on Schedule 1 of the EOYR consisted of current year expenditures and encumbrances, less prior year encumbrances.	The procedure was performed without exception.
a. Trace the amounts reported to accounting and other records that support the audited financial statements and verify agreement or perform alternative procedures to verify the accuracy and completeness of the reports and that they agree with the accounting records.	Traced individual amounts reported to the underlying support (e.g., expenditure ledger).	The procedure was performed without exception.
b. Determine if all encumbrances were closed out by 12/31 deadline and that reported expenditures were adjusted accordingly.	Obtained general ledger report(s) to determine if encumbrances were closed out by 12/31.	The procedure was performed without exception.
B. Trace non-financial data to records that accumulate and summarize data.		
a. Perform tests of the underlying data to verify that the data was accumulated and summarized in accordance with the required or stated criteria and methodology, including the accuracy and completeness of the schedules. For Schedule 7, test eligibility criteria for reimbursable riders (pupils residing greater than 1.5 miles from their school of attendance).	For non-financial amounts reported on Schedule 4, traced DESE placements reported to Placement Report obtained from District. For non-financial amounts reported on Schedule 7, traced detailed rider listings provided by the District to reimbursable riders residing greater than 1.5 miles from their school of attendance.	The procedures were performed without exception.
b. When intervening computations or calculations are required between the records and the schedules, trace reported data elements to supporting worksheets or other documentation that link the schedules to the data.	Traced the number of students included in the summary rider listings reported on the EOYR back to the detailed transportation reports identifying the addresses and distances the students live from the schools they attend, and confirmed the number of reimbursable and non-reimbursable riders reported on the EOYR were calculated correctly.	The procedure was performed without exception.
C. Determine if the District's accounting system meets the following DESE Requirements:		
a. Determine whether the District uses an accounting system that 1) provides for the reporting of all instructional costs by school location and 2) is in accordance with 603 CMR 10.03 (3)(a).	Obtained copies of the District's expenditure reports and observed that all instructional expenditures were recorded in appropriate accounts that included specific account segments designated for each individual school. Obtained copies of the District's expenditure reports and determined the accounting system is in accordance with 603 CMR 10.03 (3)(a).	The procedures were performed without exception.
b. Determine if the accounting system is supported by up-to-date written policies and procedures and that the policies and procedures are followed on a uniform and consistent basis.	Obtained a current set of policies and procedures related to the accounting system maintained by the client and determined that such policies and procedures are followed on a uniform and consistent basis by observing that the current and prior year general ledger reports contain the necessary information to prepare the EOYR, are consistent with the policies and procedures, and are comparable from year to year.	The procedure was performed without exception.
c. Determine if the District maintains written policies and procedures related to the classification of salaries and expenses by program, function and object and that the policies and procedures are followed on a uniform and consistent basis.	Obtained the District's written policies and procedures related to the classification of salaries and expenses by program, function and object and observed that the policies and procedures are followed on a uniform and consistent basis by observing the general ledger and/or crosswalk provided.	The procedure was performed without exception.
2. Obtain written representation from management that the reports provided to the auditor are true copies of the EOYR submitted or electronically transmitted to the Department of Elementary and Secondary Education.	Obtained signed Management Representation letter from management which states that the reports provided are true copies of the EOYR submitted or electronically transmitted to the Department of Elementary and Secondary Education.	The procedure was performed without exception.
3. Determine that the District submitted a signed Certification Statement.	Obtained signed Certification Statement submitted to DESE.	The procedure was performed without exception.
4. Determine if amendments required from prior year's audit were submitted.	Inquired of the District of any correspondence from the DESE that indicated they were required to make amendments based on the prior year agreed-upon procedures. If so, reviewed DESE correspondence and documentation that the District submitted the required amendments.	The procedure was performed without exception.
Specific Compliance Requirements		
I. Revenues		
1. Trace Revenues from Local Sources reported on Schedule 1 to the municipal and District accounting ledgers. Also, trace the revenues reported on the District's accounting ledgers to the revenues reported on Schedule 1. These amounts should agree.	Traced revenues from Local Sources reported on Schedule 1 to revenue ledger provided by the District. Traced local sources revenues reported in the District's revenue ledger to Local Sources reported on Schedule 1.	The procedures were performed without exception.

<p>2. Trace the revenue reported from state aid, federal grants, state grants, and revolving and special funds to the detail in the District's accounting ledgers. Also, trace the revenues reported on District's accounting ledgers to revenues reported on Schedule 1. These amounts should agree with the possible exception of revenue from state aid, federal grants and state grants, which are entered by the State based on allotments. Validate that the DESE Administered Federal Grant revenues entered on line 300 and the DESE Administered State Grant revenues on 510 match the final FY25 grant revenue file posted on the DESE EOYR website.</p> <p>Note: Amounts deposited in legally authorized revolving accounts (e.g. School Choice) cannot be transferred to the General Fund.</p>	<p>Traced state aid, federal grants, state grants, revolving and special funds revenues reported on Schedule 1 to revenue reports provided by the District.</p> <p>Traced state aid, federal grants, state grants, revolving and special funds revenues reported in the District's revenue ledger to state aid, federal grants, state grants, revolving and special funds revenues reported on Schedule 1.</p> <p>Traced line 300 and line 510 reported on Schedule 1 to the amounts posted on the DESE EOYR website and the amounts reported in the District's ledgers.</p>	<p>The procedures were performed without exception.</p>
<p>II. Expenditures</p>		
<p>3. Trace the amounts reported for general fund education expenditures from Schedule 1, line 1850, to the municipal accounting ledgers and to the District accounting ledgers. Also, trace the expenditures reported on the District accounting ledgers to expenditures reported on Schedule 1. These amounts should agree. If a "crosswalk" exists between the accounting ledgers and the EOYR, verify that the crosswalk agrees with the accounting ledgers in total and trace a sample of expenditures from the crosswalk to the accounting ledger.</p>	<p>Obtained the crosswalk and traced amounts reported for general fund education expenditures from Schedule 1, line 1850 to an expenditure report or crosswalk used to populate Schedule 1 expenditures on the EOYR.</p> <p>Also, traced the expenditures reported on the District's accounting ledgers to expenditures reported on Schedule 1.</p> <p>Verified that the crosswalk agrees with the accounting ledgers in total and traced all expenditures from the crosswalk to the accounting ledger.</p>	<p>The procedures were performed without exception.</p>
<p>4. Trace the amounts reported for a sample of DESE functions (i.e., teachers, principals), object codes (i.e. professional salaries (01), other salaries (02), and other expenditures (04-06) and DESE programs (i.e. regular day, special education, etc.) in Schedule 1 to the detail in accounting ledgers or to the crosswalk, if applicable. These amounts should agree.</p>	<p>Selected all of the DESE functions reported in Schedule 1 and traced the amounts reported (by function, state object and program) to the expenditure report or crosswalk used to populate the expenditures on the EOYR.</p>	<p>The procedure was performed without exception.</p>
<p>5. Test Extraordinary Maintenance expenditures for the following (4300): Verify that expenditures do not include salaries. Verify that these expenditures include applicable principal portions of a loan or the cost of a lease/purchase agreement. Verify that expenditures classified as Extraordinary Maintenance (4300) do not exceed the per project per school dollar limit for extraordinary maintenance (\$150,000). Trace the expenditures to the detail in the accounting ledgers.</p>	<p>Obtained detailed expenditure report for Extraordinary Maintenance expenditures reported on Schedule 1 of the EOYR and confirmed that these expenditures do not include salaries and that these expenditures include applicable principal portions of a loan or the cost of a lease/purchase agreement. Verified that they do not exceed the per project per school dollar limit for extraordinary maintenance of \$150,000. Traced expenditures reported to an expenditure report provided by the District.</p>	<p>Not applicable - no expenditures reported as there are no Extraordinary Maintenance related costs.</p>
<p>6. Determine how expenditures for fringe benefits are assigned or allocated to Schedule 1 Employee Benefits & Insurance (5100, 5200).</p> <p>(a) Trace the reported cost to the detail in the accounting ledgers using the methodology indicated. These amounts should agree.</p> <p>(b) Determine if expenses are charged to 5150 Employee Separation Costs. If no expenses are charged inquire if any District employees retired in FY25. In the event District employees retired, there should be costs/expenses reported.</p> <p>(c) Determine if the District reported Insurance for Retired School Employees (5250) separately and appropriately.</p>	<p>Traced expenditures reported for fringe benefits directly to expenditure reports and/or other accounting records (i.e., invoices, allocation schedules, written agreement between the City/Town and School indicating the agreed-upon allocation methodology, etc.).</p> <p>Observed the separate reporting for Employee Separation Costs (5150). If no amounts were reported, inquired if any District employees retired in FY25.</p> <p>Observed the separate reporting for Insurance for Retired School Employees (5250) and traced the amount reported to an expenditure report.</p>	<p>The procedures were performed without exception.</p>
<p>7. If amounts are reported for Rental Lease of Equipment or Buildings determine if the required rental lease schedule is maintained locally.</p>	<p>Traced amounts reported on lines 1681 and 1682 to supporting documentation of rental lease.</p>	<p>Not applicable - no expenditures reported as there are no rental leases of equipment or buildings related to the School.</p>
<p>8. Verify that expenditures charged to Line(s) 1683 or 2060 - Short-term Interest RAN's (5400) relate exclusively to Revenue Anticipation Notes (RAN's).</p>	<p>Traced amounts reported on lines 1683 and 2060 to supporting documentation and observed that such charges related exclusively to RAN's.</p>	<p>Not applicable - no expenditures reported as there are no Revenue Anticipation Notes (RAN's) related to the School.</p>
<p>9. Verify that expenditures charged to Line(s) 1684 or 2065 - Short-term Interest - BAN's (5450) relate exclusively to Bond Anticipation Notes (BAN's).</p>	<p>Traced amounts reported on lines 1684 and 2065 to supporting documentation and observed that such charges related exclusively to BAN's.</p>	<p>Not applicable - No expenditures reported as there are no Bond Anticipation Notes (BAN's) related to the School.</p>
<p>10. Identify expenditures reported as long-term School Construction debt for principal (8100) and interest (8200). Verify that bond anticipation notes are not included in these functions. Trace the reported costs to the Treasurer's debt schedule. Trace the reported amount to the detail in the accounting ledgers. These amounts should agree. NOTE: If the District received a lump sum wait list or progress payment from the Mass. School Building Authority, verify that the revenue was reported on Line 130 and that expenses were reported for paydown of principal (8100), or Purchase of Land and Buildings (7100, 7200), if applicable.</p>	<p>Traced amounts reported as long-term School Construction debt for principal (8100) and interest (8200) to the applicable debt service schedules and expenditure ledger. For amounts recorded in the expenditure ledger for debt service principal and interest that were not traced to a debt service schedule, we obtained the documentation supporting such charge.</p> <p>Observed the District's general ledger for MSBA lump-sum or progress payments and traced any such amounts to Line 130 (Revenue from State Aid) of the EOYR.</p> <p>Observed the District's general ledger for principal paydowns of school construction debt and purchases of land and buildings and traced such amounts to Line 8100, 7100 and 7200, as applicable.</p>	<p>The procedures were performed without exception.</p>

<p>11. Trace the expenditures for tuition payments: to other public school districts in state (9100), to out of state schools (9200), to non-public schools (9300), to member collaboratives (9400), and assessments to member regional school districts (9500) to the detail in the accounting ledgers. These amounts should agree.</p> <p>NOTE: If the District prepaid FY '26 Special Education Tuition, verify prepaid tuition was not included as an FY '25 expense. If the District prepaid FY '25 tuition in FY '24, that amount should be included as an FY '25 expense.</p>	<p>Traced expenditures for tuition payments, reported in the EOYR as school districts in state (9100), to out of state schools (9200), to non-public schools (9300), to member collaboratives (9400), and assessments to member regional school districts, to the District's detailed expenditure ledger.</p> <p>Observed and inspected supporting documentation supporting current year prepaid tuition is not included in the tuition payments reported in the EOYR, and that prior year prepaid tuition is included in the tuition payments reported in the EOYR.</p>	<p>The procedures were performed without exception.</p>
<p>12. For municipal expenditures that result in services directly related to the school committee:</p> <p>a) Obtain a copy of a written agreement between the School Committee and Municipal officials documenting agreed upon methodologies to be used when allocating, distributing or assigning municipal expenditures to the District.</p> <p>b) Test the amounts reported using the documented methodology. These amounts should agree.</p>	<p>Obtained a copy of the written agreement between the School Committee and Municipal officials that documents the agreed upon methodologies to be used when allocating, distributing or assigning municipal expenditures to the District.</p> <p>Recalculated the amounts reported based on the written methodology previously obtained.</p>	<p>The procedures were performed without exception.</p>
<p>13. Expenditures from Federal Grants, State Grants and Special Funds:</p> <p>a) Trace amounts claimed as Circuit Breaker expenses on Line 3080, Column 7, to the accounting ledgers or journals.</p> <p>b) Determine if the District charged a restricted indirect rate to grants and indicate so in the report (including the rate charged).</p>	<p>Traced expenditure amounts reported on Line 3080, Column 7 for Circuit Breaker to an expenditure report provided by the District.</p> <p>Through inquiry of the applicable personnel, determined whether or not the District charged a restricted indirect rate to grants and if so, obtained documentation of the rate charged.</p>	<p>The procedures were performed without exception.</p>
<p>Schedule 3</p>		
<p>14. For Schedule 3 expenditures:</p>		
<p>a. Verify that the district's accounting system includes school location codes and trace the amounts reported by school location on the linked file to the accounting ledgers. These amounts should agree.</p>	<p>Traced amounts reported by school location to an expenditure report or crosswalk prepared by the District.</p>	<p>The procedure was performed without exception.</p>
<p>b. If staff is assigned to more than one school, determine if the District maintains a payroll system or spreadsheet to document the assignment of staff salaries by school location.</p>	<p>Through inquiry of the applicable personnel and observation of payroll reports, confirm that the District maintains a payroll system or spreadsheet to document the assignment of staff salaries by school location.</p>	<p>The payroll system is used to assign staff salaries by school location.</p>
<p>c. If allocations are used to assign staff salaries to schools, programs, functions or objects, were the allocations supported by a documented methodology?</p>	<p>If allocations were used to assign staff salaries to schools, programs, functions or objects, obtained a documented methodology to allocate such salaries.</p>	<p>Not applicable, allocations not used.</p>
<p>d. If allocations are used for non-salary expenditures, determine if the District maintains a documented methodology for consistency in application. Allocations are acceptable on Schedule 3 for non-salary expenditures although direct assignment or charging is preferable.</p>	<p>If allocations were used for non-salary expenditures, obtained a documented methodology and recalculated amounts to confirm consistency in the application of such methodology.</p>	<p>Not applicable, allocations not used.</p>
<p>e. Ensure amounts reported as District-wide expenditures cannot be assigned to a specific school.</p>	<p>Reviewed amounts reported as District-wide expenditures to determine whether or not they should be assigned to a specific school.</p>	<p>The procedure was performed without exception.</p>
<p>Schedule 4</p>		
<p>15. Ascertain the methodology used to allocate, distribute or assign special education costs to the placements categories on Schedule 4 and review the propriety of the methodology. Test the amounts reported on Schedule 4 using this methodology. These amounts should agree.</p>	<p>Obtained documentation supporting the District's methodology to allocate, distribute and assign SPED costs to the placements reported on Schedule 4.</p> <p>Determined through comparison that the methodology was consistent with prior years and is based on the number of SPED students reported by placement code or direct expenditures reported by placement code.</p> <p>Recalculated the amounts reported on Schedule 4 based on the methodology.</p>	<p>The procedures were performed without exception.</p>
<p>Schedule 7</p>		
<p>16. Trace the transportation expenditures reported on Schedule 7 to the transportation expenditures reported on Schedule 1. These amounts should agree. Ensure that all expenditures reported do not include unliquidated encumbrances. Determine the methodology used to allocate transportation expenditures on Schedule 7 and verify the accuracy of the allocations. Also if applicable, verify that reimbursable expenditures have been reduced by transportation revenue received from students transported.</p>	<p>Traced transportation expenditures reported on Schedule 7 to transportation expenditures reported on Schedule 1.</p> <p>Obtained report of the District's unliquidated encumbrances to determine they were not reported in Schedule 7.</p> <p>Obtained supporting documentation of the District's methodology used to allocate transportation expenditures on Schedule 7 and recalculated the amounts reported based on the methodology.</p> <p>If transportation fees are reported on Schedule 1, traced reimbursable expenditures reported to the underlying support (e.g., schedule calculating amount from expenditure ledger less transportation revenue received).</p>	<p>The procedures were performed without exception.</p>
<p>17. Determine if there is adequate detail to support amounts reported (expenses and riders) for Special Education pupils transported outside the district.</p>	<p>Obtained supporting documentation of amounts reported (expenses and riders) for Special Education pupils transported outside the district.</p>	<p>The procedure was performed without exception.</p>

<p>18. Trace the riders reported on Schedule 7 to the detailed transportation records and verify that the amounts reported on Schedule 7 are accurate and consistent with the detailed records.</p>	<p>Traced rider amounts reported on Schedule 7 to detailed rider listings maintained by the District.</p>	<p>The procedure was performed with the following exception: The rider count reported on Line 4283, <i>Homeless Transportation to Outside the District</i>, column 6, is understated by 1 rider. The rider count reported of 25 should be 26. An amendment has been filed with DESE.</p>
<p>19. Determine if the District's accounting system separates costs in order to facilitate reporting as outlined in Schedule 7, including in- or out- of-district, pre-school, non-public, school choice, charter school.</p> <p>(a) Determine if reimbursable expenditures claimed on Line 4283 Homeless to Outside the District and Line 4285 Homeless from Outside the District are supported by adequate documentation.</p> <p>(b) Verify that foster care transportation was not claimed as homeless and is reported appropriately on Line 4286.</p> <p>If a cost allocation plan was used to determine reimbursable expenditures, review the propriety of the plan and test the expenditures reported.</p>	<p>Observed the District's general ledger to identify whether or not the accounting system separates costs in order to facilitate reporting as outlined in Schedule 7 between In or Out of District, Pre-School, Non-Public, or School Choice & Charter School.</p> <p>Obtained supporting documentation for reimbursable expenditures claimed on Line 4283 for Homeless to Outside the District and Line 4285 for Homeless from Outside the District. As part of this procedure, determined foster care transportation was not claimed as homeless, and is reported appropriately on line 4286.</p> <p>If a cost allocation plan was used, obtained supporting documentation of the District's methodology to allocate reimbursable expenditures reported on Line 4283 and Line 4285 and determined through comparison that the plan was consistent with prior years and is based on the number of homeless students in each category.</p> <p>Recalculated the amounts reported on Line 4283 and Line 4285 based on the cost allocation plan.</p>	<p>The procedures were performed without exception.</p>
<p>Schedule 19</p>		
<p>20. Determine if the School District has reported all changes to Schedule 19, Part A.1 - Appropriation By School Committee to the Department. Compare the final School Committee Appropriation to Schedule 19, Part A.1 as filed/amended to determine if all changes were reported.</p>	<p>Traced final School Committee Appropriation amount per Line 7320 of Schedule 19 to supporting certified budgetary votes.</p>	<p>The procedure was performed without exception.</p>
<p>21. Determine amounts budgeted in Schedule 19 Part A.2 are consistent with methodologies outlined in the agreement noted in procedure 12a above.</p>	<p>Obtained documentation supporting the amounts budgeted in Schedule 19 Part A.2. Recalculated the amounts in accordance with the methodologies identified in procedure 12a above.</p>	<p>The procedure was performed without exception.</p>
<p>22. Determine that retiree health insurance (5250) is reported separately.</p>	<p>Observed Line 7490 to identify whether or not amounts were reported for retiree health insurance (5250).</p>	<p>Amounts were reported for retiree health insurance (5250) on Line 7490.</p>



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CHELMSFORD PUBLIC SCHOOLS

Memorandum

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

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

Date: June 12, 2026

Re: FY2026 Recommended Budget Transfers

I am writing to request two budget transfers for FY2026.

The first transfer request is shifting budget funds to the custodial labor account. The new collective bargaining agreement ratified in June 2026 includes language for a one-time payment of \$ 500 to each bargaining unit member employed by the Chelmsford Public Schools as of the date of the ratification. The new agreement goes into effect July 1, 2026, and ends June 30, 2029.

From		To		Amount
12305000-51455	Salary Reserve COLA	14110000-51040	Salaries – Custodians	5,500

I recommend the school committee vote to approve this FY2026 local operating budget transfer of \$ 5,500 from the account noted to the custodial salaries account as presented.

The second budget transfer is shifting funds from an account we a favorable balance to special education legal expenses.

From		To		Amount
12440076-53990	Other Instructional SPED	11430076-53040	Legal Services SPED	17,000

I recommend the school committee vote to approve this FY2026 local operating budget transfer of \$ 17,000 from the account noted to the special education legal services account as presented.

Throughout the fiscal year I have summarized a few of the larger budget variances. After applying these favorable balances to the one-time purchases and pre-paid (FY2027) SPED OOD tuitions at previous school committee meetings, there may still be some favorable balances at the end of June (i.e. instructional software, textbooks, home/hospital tutoring, various labor accounts), and the intent is to utilize these favorable balances to build additional allowable reserve in the revolving funds for future use. Should this be the case, I will take steps to credit the revolving fund(s) and debit the local operating budget and detail this activity at the next school committee meeting.

After these budget transfers, our intent is for the final FY2026 local operating budget expenditures and encumbrances to total \$ 75,650,000. We may also need to complete some minor FY2026 budget transfers at the end of June 2026 should a couple of the DESE categories be over the budget amount. We would transfer the funds from a DESE category that is under the budgeted amount and detail this activity at the next school committee meeting.

Thank you for your consideration in approving these budget transfers.

CHELMSFORD PUBLIC SCHOOLS

Memorandum

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

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

Date: June 12, 2026

Re: FY2027 Non-Affiliated Staff Salary / Rate Increases

Attached please find the list of non-affiliated employees of the Chelmsford Public Schools employed as of May 8, 2026 that require a cost of living salary increase for FY2027. These employees are not part of a collective bargaining unit. I recommend the school committee vote to approve a 3% increase to the annual salary or hourly rate of pay as specified to these employees, effective July 1, 2026, at the meeting of the school committee on June 16, 2026. This increase is consistent with cost of living salary increases included in the FY2027 approved budget presented at the February 24, 2026 school committee meeting.

Additionally, there are three part time hourly non-affiliated job classifications that are noted on the attached list for reference only. The committee approved wage rate adjustments effective July 1, 2024 (FY2025) in order to remain competitive with similar positions in other communities, however we are not recommending an adjustment in FY2027.

Recommended Action/Vote: I recommend the Committee vote to approve a 3% increase to the annual salary or hourly rate of pay as specified effective July 1, 2026, at the meeting of the school committee on June 16, 2026.

Thank you for your consideration.

Emp #	Last Name	First Name	Job Class Code Description	Group/BU Description	Current Annual/Hourly Pay	3% COLA July 1, 2026
24561	BRADSHAW	CHRISTINE	HR SYSTEMS SPECIALIST	NON BARG	67,180.85	69,196.28
23615	BREKALIS	PETER	TRANSPORTATION COORD	NON BARG	56,419.70	58,112.29
24323	CORBETT	ROBYN	ADMINISTRATIVE ASSISTANTS	NON BARG	66,022.57	68,003.25
25367	DA SILVA	GABRIELLA	CAREER & COLLEGE READINESS	NON BARG	65,000.00	66,950.00
24015	DANTAS	DONNA	ASST SCHOOL BUSINESS ADMIN	NON BARG	92,000.00	94,760.00
24329	DREW	MICHAEL	ICTS SERVICE MGR	NON BARG	73,116.55	75,310.05
24612	FREELove	BRIDGET	SUBSTITUTE TEACHER COORD	NON BARG	41,237.00	42,474.11
23656	GUILLEMETTE	TRACY	SPECIAL ED SECRETARY	NON BARG	53,828.00	55,442.84
24462	GUNTER	JORDAN	ICTS ASST DATA ANALYST	NON BARG	71,573.62	73,720.83
24336	MARCOUX	JASON	ICTS SECURITY NTKW OPS	NON BARG	73,116.55	75,310.05
20673	MCDONALD	JANE	CENTRAL REGISTRAR	NON BARG	69,517.91	71,603.45
22450	MERCIER	KATHERINE	ADMINISTRATIVE ASSISTANTS	NON BARG	66,022.57	68,003.25
24483	NEHME	DAVID	ICTS NTKW ADMINISTRATOR	NON BARG	100,244.05	103,251.37
22448	NORMANDIN	STEVEN	TECHNICIANS	NON BARG	51,938.05	53,496.19
25014	OEMIG	JENNIFER	MEDIA DIRECTOR	NON BARG	68,958.50	71,027.26
23832	PACELLI	DONNA	ADMINISTRATIVE ASSISTANTS	NON BARG	53,828.00	55,442.84
22870	POISSON	RYAN	ATHLETIC STUDENT ASSISTANT	NON BARG	16.51	17.01
23510	ROSE	WIOLETTKA	PAYROLL COORDINATOR	NON BARG	70,336.56	72,446.66
23823	SHIN	DONG	ICTS DATA ANALYST	NON BARG	98,345.43	101,295.79
24613	SOUSA	NANCY	HR COORDINATOR	NON BARG	61,968.55	63,827.61
25413	TURCOTTE	CHRISTIAN	COMPUTER TECHNICIAN	NON BARG	44,000.00	45,320.00
23114	WOODMAN	KAREN	CENT OFFICE ACCOUNTS PAYABLE	NON BARG	53,828.00	55,442.84
24827	WOODMAN	TYLER	COMPUTER TECHNICIAN	NON BARG	48,079.99	49,522.39
24529	HOOVER	MEGHAN	COMM EDUCATION HOURLY	NON BARG	18.88	19.45
24755	KARRA	MADHAVI	COMM EDUCATION HOURLY	NON BARG	19.81	20.40
25217	KUMARI	SNEHA	COMM EDUCATION HOURLY	NON BARG	17.51	18.04
23257	MATTSEN	PAULA	COMM EDUCATION HOURLY	NON BARG	19.83	20.42
20523	MCCARTIN	JANICE	COMM EDUCATION HOURLY	NON BARG	20.74	21.36
24540	POOLE	RHONDA	COMM EDUCATION HOURLY	NON BARG	19.69	20.28
21345	SILVA	MARIE	COMM EDUCATION HOURLY	NON BARG	19.82	20.41
23056	SPOONER	TRACEY	COMM EDUCATION HOURLY	NON BARG	20.86	21.49
25247	WHIPPLE	JOAN	COMM EDUCATION HOURLY	NON BARG	19.00	19.57
25316	GREEN	LAURA	COMMUNITY ED SECRETARY	NON BARG	50,470.00	51,984.10
20282	BOSSI	MAUREEN	COMMUNITY EDUCATION SALARY	NON BARG	42,277.61	43,545.94
23940	CLARK	STEPHANIE	COMMUNITY EDUCATION SALARY	NON BARG	45,752.48	47,125.05
24531	DEMARCO	JENNIFER	COMMUNITY EDUCATION SALARY	NON BARG	42,856.76	44,142.46
24654	DIFOLCO	KELLEY	COMMUNITY EDUCATION SALARY	NON BARG	70,655.72	72,775.39
22844	GREEN	KIMARA	COMMUNITY EDUCATION SALARY	NON BARG	42,045.95	43,307.33
22000	GROVES	JEAN	COMMUNITY EDUCATION SALARY	NON BARG	45,741.61	47,113.86
21643	KALABOKIS	BETHANY	COMMUNITY EDUCATION SALARY	NON BARG	41,144.29	42,378.62
25508	MCLAUGHLIN	VICTORIA LY	COMMUNITY EDUCATION SALARY	NON BARG	55,000.00	56,650.00
24774	PAOLUCCI	RACHELE	COMMUNITY EDUCATION SALARY	NON BARG	42,856.76	44,142.46
21536	PIELESKI	MICHELE	COMMUNITY EDUCATION SALARY	NON BARG	66,449.86	68,443.36
22947	BISHOP	LAURA	NUTRITION SUPERVISOR	NON BARG	57,914.53	59,651.97
25001	CAIRES	ADELINO	NUTRITION SERVICES DRIVER	NON BARG	20.05	20.65
24710	READY	HOLLEY	REGISTERED DIETICIAN	NON BARG	56,758.15	58,460.89
	No change		EVENT CUSTODIANS	NON BARG	25.00	25.00
	No change		STUDENT TECHNICIAN *	NON BARG	15.00	15.00
	No change		EVENT TECHNICIAN	NON BARG	25.00	25.00

* Following Massachusetts minimum wage

CHELMSFORD PUBLIC SCHOOLS

Memorandum

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

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

Date: June 12, 2026

Re: Approval of Non-Affiliated Staff Salary / Rate Increases – Community Education

I am writing to recommend hourly rate increases for non-affiliated employees working in the Community Education Adult Ed Programs and Extended Day Programs. These part-time employees are not part of a collective bargaining unit and the wages are funded from the Community Education Revolving Fund (506 and 507).

At the May 21, 2024 school committee meeting, the committee approved hourly wage rate increases in the categories noted in the chart below since the wage rates had not been adjusted for several years. The goal was to remain competitive with similar programs in surrounding communities. Ms. Robyn Adams, Director of Community Education, completed research into the comparable programs and made recommendations for wages as well as other enhancements to the Community Education programs.

This hourly rate increase recommendation represents a 3% COLA effective July 1, 2026 (FY27), and another 3% COLA effective July 1, 2027 (FY28) in most of the categories. Both fiscal years are being presented as this COLA increase is in line with the Professional Support Personnel hourly rates agreed upon in the three-year collective bargaining agreement covering the same time period.

NON-AFFILIATED EMPLOYEES - PAY RATE INCREASE FOR COMM ED PROGRAMS AND EXTENDED DAY

Job Class	Program Description	Group / BU Description	COLA Effective July 1, 2024	COLA Effective July 1, 2026	COLA Effective July 1, 2027
Supervisor	Summerfest and SummerQuest	NON BARG	22 to 27	22 to 28.75	22 to 29.50
Supervisor	Extended Day	NON BARG	26.00	27.50	28.25
Supervisor	Adult Education	NON BARG	19.75	21.00	21.75
Supervisor	Vacation Weeks Extended Day	NON BARG	26.00	27.50	28.25
Supervisor	Field Play (summer stipend)	NON BARG	495.00	500.00	500.00
Assistant Supervisor	Summerfest	NON BARG	19.75 to 23.75	19.75 to 25.00	19.75 to 25.75
Instructional Leader	Summerfest, Adult Education	NON BARG	22.00	23.25	24.00
Counselor	Summerfest, SummerQuest	NON BARG	18.75	20.00	20.75
Counselor	Extended Day, Adult Education	NON BARG	19.25	20.00	20.75
Specialized Counselor	Summerfest, SummerQuest	NON BARG	19.75	21.00	21.75
Specialized Counselor	Extended Day, Adult Education	NON BARG	20.25	21.00	21.75
Nurse	All Community Ed Programs-aligned with new CFT contract for FY27 & FY28		30.00	40.00	40.00
Substitute	Comm Ed - no change due to day to day sub rate of \$16 for paraeducators		17.00	17.00	17.00
HS Student	Extended Day - no change due to following the minimum wage schedule		15.00	15.00	15.00

I recommend the school committee vote to approve an increase to the hourly rate of pay or stipend as specified above effective July 1, 2026, at the regular meeting of the school committee on June 16, 2026.

Thank you for your consideration.

CHELMSFORD PUBLIC SCHOOLS

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

To: Dr. Jay Lang, Superintendent of Schools

From: Robyn Corbett, Executive Assistant to the Superintendent

Date: June 10, 2026

Re: Personnel Report – May 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 – May 2026

New Hires

Rand, Cassidy

School Social Worker/Adjustment Counselor

Parker Middle School

Effective date: 8/30/26

Richall, Curtis

Business Teacher

Chelmsford High School

Effective date: 8/30/26

Star, Leah

Special Education Life Skills Teacher

Parker Middle School

Effective date: 8/30/26

Resignations:

Alavalappil, Anupama

ABA Paraprofessional

Harrington Elementary School

Effective date: 5/8/26

Bagni, Kerrie

Technology Assistant

South Row Elementary School

Effective date: 6/16/26

Greenwood, Megan

School Nurse (LPN)

Chelmsford High School

Effective date: 6/16/26

Guertin, Chantal

ABA Paraprofessional

Chelmsford Integrated Preschool (CHIPs)

Effective date: 5/14/26

Hamilton, Mary Kate
Grade 6 Teacher
Parker Middle School
Effective date: 6/16/26

Khan, Sidra
Lunch/Recess Aide
Parker Middle School
Effective date: 6/3/26

Naik, Kirti
Paraprofessional
Parker Middle School
Effective date: 6/5/26

Rosa, Ilianna
Lunch/Recess Aide
South Row Elementary School
Effective date: 5/26/26

Ruggiero, Margaret
Paraprofessional
Chelmsford High School
Effective date: 5/8/26

Tower, Estefania
World Language (Spanish) Teacher
Chelmsford High School
Effective date: 6/16/26

Vigil Kaspar Dev, Amirtha Lincy
Paraprofessional
Parker Middle School
Effective date: 5/19/26

Retirements:

Assignment Changes:

Indeglia, Nicholas (formerly Paraprofessional at Chelmsford High School)
School Nurse LPN
Chelmsford High School
Effective date: 8/31/26