

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

Meeting of the Dudley-Charlton Regional School Committee

Wednesday, June 14, 2023, at 7:00 PM

Shepherd Hill Regional High School

68 Dudley-Oxford Road

Dudley, MA 01571

Minutes

I. Call Meeting to Order

School Committee Members in Attendance:

Cathy Carmignani

Caitlynn Panczyk

Kelly Szela

Nicole Enberg

Maureen Chickering

Jeanne Costello

Jaime Dell'Ovo

II. Pledge of Allegiance

III. Moment of Silence

IV. Consent Agenda Items

a. Approval of the Warrant (Voucher #)

b. Approval of Minutes Regular Meeting – May 24, 2023

c. Consideration of Out-of-State Travel/Overnight Trip – Policy IJOA

1. #288 – SHRHS – October 28, 2023 - Marching Band – New Britain, CT

A motion by J. Dell'Ovo seconded by K. Szela to approve all consent agenda items was approved.

C. Carmignani – Yes

M. Chickering – Abstained

J. Costello – Yes

J. Dell'Ovo – Yes

N. Enberg - Yes

C. Panczyk – Yes

K. Szela – Yes

V. Communications

Chair Carmignani shares that several communications have come in from faculty and staff concerning changes brought on by the FY24 budget discussion.

VI. Superintendent's Report

Superintendent Lamarche shares that, despite the outcome of the June 12 election, the decision will be accepted and used to provide direction to the DCRSD's next budgetary steps. He also welcomes Maureen Chickering, the newest elected School Committee member for the town of Dudley.

SHRHS graduation was a fantastic event filled with accolades, expressions of gratitude and a strong message about the future. DCRSD thanks the SHRHS administration for their tireless efforts to make graduation a success.

June 6, 2023, was the annual IMPACT breakfast for students and families at Heritage Elementary School. This year 21 students participated and were recognized for their success.

Charlton Middle School Principal, Dean Packard, has accepted a position in another District and a search for his replacement has been initiated with SHRHS Assistant Principal, Michael Resener, overseeing the search.

Ms. Laura Ramos has accepted the appointment of Charlton Elementary School Principal. She will officially assume her new role as of July 1, 2023.

Ms. Heather Harriman is being brought forward to the School Committee tonight for appointment to the Director of Pupil and Personnel Services position. Throughout the interview process Ms. Harriman was the strongest candidate.

Superintendent Lamarche shares information regarding a special District-Wide meeting in case of a failed budget override vote on June 12, 2023.

VII. Public Comment

Jim Nee – Charlton

Mr. Nee stresses the amount of work that has been completed by both the administration and the School Committee. He states there is nothing left to cut in regard to the budget. He reminds the community that DCRSD is the lowest in spending per pupil and the lowest in administration cost per pupil. He urges the committee to not amend this budget but to send it back post haste to both towns for reconsideration.

Stefan Sage – Charlton

Mr. Sage is saddened to see such a lack of vote numbers in Dudley and in Charlton over the last few elections. He's concerned about the fact that the quality of education in the Dudley Charlton Regional School District is going to deteriorate to the point that it's no longer going to be an excellent system.

Kristin Kustigian – Charlton

Mrs. Kustigian expresses her dismay in the deadly failure of the feasibility study. She states it was a small ask that came with a large reimbursement rate from the state and it would have helped improve our 50-year-old buildings. She asks the community to please remember that there are two towns represented and Charlton supports all that DCRSD has asked. She requests a district meeting be called so the two towns can work together to fix the issues on the table.

Anthony Avi – Charlton

Mr. Avi and his wife moved from Boston to the area to raise their family after hearing about the heart of the faculty and staff and the successes of the students graduating from the District. He stresses we have one of the lowest costs per pupil assessments, district to district and that the District isn't asking for boutique items for our schools but simply for level services for our students. They're asking for the core requirements for students to succeed.

Nicole Dore – Charlton

Ms. Dore graduated from the District 23 years ago and applauds the maintenance of the buildings, but comments on the fact they look the same as they did when she attended school. She's saddened by the failure of the feasibility study. She's disheartened by the downward slide the district has taken and the very valuable assets, such as reading teachers, that may have to be cut due to the budget. Removing these assets from the schools will require parents to pay out-of-pocket for those services and many parents cannot afford that extra cost.

Heather Blanchard – Dudley

Ms. Blanchard states its not about the money, it's about the people.

Roger Cloutier - Charlton

Mr. Cloutier emphasizes that he and his wife are two individuals affected by fixed income, but he still asks that the school be funded completely. Some things are worth it. Education is too important to let it slide and he urges the committee to push for a district meeting if possible, because as everyone has said, the school needs to be renovated.

Olivia Lombardi – Charlton

Ms. Lombardi discusses the need for the feasibility study and how unfair the outcome of the current budget is to students still in the District.

JoEllen Burlingame – Charlton

Ms. Burlingame has one child that has received Title One services, special education services, reading specialist services, summer school programming, out of district placement, sub separate programming and the TLC program, Champion after-school programming, social emotional counseling, both groups and individual and he was also part of the IMPACT program that Mr. Lamarche spoke about earlier this evening. She wants to advocate for the children of this district that might require the same assistance. She implores the committee to send the budget back - fully fund the schools and please give all of the future children of the District the same opportunities.

VIII. New Business

A. Reorganization of the Dudley-Charlton Regional School Committee

J. Dell'Ovo nominates Cathleen Carmignani for chair. Mrs. Carmignani accepts the nomination. K. Szela seconds.

The nomination of Cathleen Carmignani as the new School Committee chair passes by a roll-call vote.

C. Carmignani – Yes

M. Chickering – Yes

J. Costello – Yes

J. Dell'Ovo – Yes

N. Enberg – Yes

C. Panczyk – Yes

K. Szela – Yes

C. Panczyk nominates Jeanne Costello for Vice-Chair. Ms. Costello accepts the nomination. M. Chickering seconds.

The nomination of Jeanne Costello as the School Committee vice-chair passes unanimously.

C. Carmignani – Yes

M. Chickering – Yes

J. Costello – Yes

J. Dell'Ovo – Yes

N. Enberg – Yes

C. Panczyk – Yes

K. Szela – Yes

Mrs. Carmignani resumed her role as Chair and opened nominations for the role of Secretary.

C. Carmignani entertains a motion to nominate Erin Glenn as the School Committee Secretary. C. Panczyk formed a motion, seconded by J. Dell'Ovo. The vote for E. Glenn as Secretary was unanimous.

C. Carmignani – Yes
M. Chickering – Yes
J. Costello – Yes
J. Dell'Ovo – Yes
N. Enberg – Yes
C. Panczyk – Yes
K. Szela – Yes

A motion by C. Panczyk, seconded by M. Chickering to reinstate Carol Baron as the DCRSD Treasurer was passed unanimously.

C. Carmignani – Yes
M. Chickering – Yes
J. Costello – Yes
J. Dell'Ovo – Yes
N. Enberg – Yes
C. Panczyk – Yes
K. Szela – Yes

B. Dudley-Charlton RSD Leadership Update – Steven Lamarche

a. Introduction – Principal Laura Ramos – Charlton Elementary School

Superintendent Lamarche introduces Ms. Laura Ramos to the School Committee. Ms. Ramos has officially accepted the role as Charlton Elementary School Principal. She joins the District from Leroy E. Mayo Elementary School.

b. Recommendation for Appointment – Ms. Heather Harriman Dir. Pupil Personnel Services

Superintendent Lamarche introduces Ms. Heather Harriman to the School Committee and asks for their support in voting her in as the new Director of Pupil and Personnel Services.

A Motion by J. Costello, second by C. Panczyk to appoint Ms. Heather Harriman as the Director of Pupil and Personnel Services was passed unanimously.

C. Carmignani – Yes
M. Chickering – Yes
J. Costello – Yes
J. Dell'Ovo – Yes
N. Enberg – Yes
C. Panczyk – Yes
K. Szela – Yes

C. Report of the Dir. of Finance and Operations - Dir. Mathieu

a. French River Education Center, Inc. Bids

Mr. Mathieu shares the memos to French River Education Center and their results with the School Committee. The memos and bids discussed copy paper, school supplies, computer supplies, custodial supplies, athletic supplies, and food services (bread and rolls, Market Basket/frozen foods, milk and dairy, and non-food supplies).

A motion by K. Szela, seconded by J. Costello to approve the French River Education Center, Inc. Bids was approved unanimously.

C. Carmignani – Yes

M. Chickering – Yes

J. Costello – Yes

J. Dell'Ovo – Yes

N. Enberg – Yes

C. Panczyk – Yes

K. Szela – Yes

b. FY23 Update

At this time, the best estimate is that the year is closed within the range of the \$1.1M the District annually uses in support of the budget. The two middle school accounts look to remain over budget as the year closes, and the other schools and district-wise cost center appear to be okay. There are a number of purchase orders that remain that will determine how close the District actually is to having the \$1.1M available for the FY25 budget.

c. Electricity Contract Extension

The current contract is due to expire in November 2024, but it appears the District could extend for an additional year at around the rate of \$0.12/Kwh, a saving from the current \$0.187/Kwh.

A motion by J. Costello, second by C. Panczyk to extend the Electricity contract by one year, assuming that the price remains under \$0.13/Kwh was passed unanimously.

C. Carmignani – Yes

M. Chickering – Yes

J. Costello – Yes

J. Dell'Ovo – Yes

N. Enberg – Yes

C. Panczyk – Yes

K. Szela – Yes

d. Update Capital Projects

The roofing projects at both middle schools are scheduled to start immediately after school is complete. The camera upgrade/installations will begin the week after school is out. All projects are expected to be completed before the start of the 2023-2024 school year.

e. FY24 Senate Budget

The state senate has finalized its recommendations for the FY24 state budget. There was not a dramatic shift except in the area of regional transportation. The process is now on to the conference committee.

D. Update Fiscal Year 2024

a. Update – Level Funded Budget Plan

Superintendent Lamarche presents the three options available to the school committee pending an unsuccessful vote on June 12, 2023.

Option one is to vote to accept a level-funded budget, an approximate \$2M reduction.

Option two is to affirm a level-services budget.

Option three is to vote on a budget that falls between a level-services and a level-funded budget.

A motion by J. Costello, second by N. Enberg to move forward with the original budget that was presented was passed 6-1.

C. Carmignani – Yes

M. Chickering – Yes

J. Costello – Yes

J. Dell'Ovo – Nay

N. Enberg – Yes

C. Panczyk – Yes

K. Szela – Yes

A motion by K. Szela, second by C. Carmignani to amend the level-service budget and reduce the request by \$200,000 had a 4-3 vote.

C. Carmignani – Yes

M. Chickering – Yes

J. Costello – Nay

J. Dell'Ovo – Nay

N. Enberg – Abstained

C. Panczyk – Yes

K. Szela – Yes

A motion by J. Costello, second by N. Enberg to approve the budget of \$56,821,624, with an assessment of \$16,837,881 coming from Charlton, an assessment of \$10,937,991 coming from Dudley and a one-time voluntary capital payment from the town of Charlton for \$1,500,000 was passed 6-1.

C. Carmignani – Yes

M. Chickering – Yes

J. Costello – Yes

J. Dell'Ovo – Nay

N. Enberg – Yes

C. Panczyk – Yes

K. Szela – Yes

b. Special District-Wide Meeting

Superintendent Lamarche discusses the required steps that must be taken in order to form and conclude a Special District-wide meeting

E. Update Shepherd Hill School Building Committee – Steven Lamarche

Due to the outcome of the June 12, 2023, vote, the DCRSD did not receive successful funding for the feasibility study with MSBA. Superintendent Lamarche must now provide information on why the District thinks the vote failed and if there are any other options available. The failed vote will require the District to provide a new statement of interest, thus sending us back to the very first step of the approval process.

F. Superintendent's 2022-2023 Evaluation Process

a. Explanation of Process and Google Form – Chair Carmignani

Chair Carmignani explains to the School Committee the process in which the Superintendent will be evaluated this year.

b. Superintendent's Presentation

Superintendent Lamarche presents his portion of the Superintendent evaluation. The report is

structured to present the approved goals from each standard and some form of evidence or developing forms of evidence.

IX. Executive Session: To discuss strategy with respect to collective bargaining [**Massachusetts Nurses Association**] or litigation if an open meeting may have a detrimental effect on the bargaining [**CMS – Principal, Dir. Pupil Personnel Services**] or litigating position of the public body and the chair so declares, only to reconvene into regular session, to take votes if necessary, and adjourn.

A motion by J. Costello, second by M. Chickering to enter into executive session at 9:28 PM was passed unanimously.

C. Carmignani – Yes

M. Chickering – Yes

J. Costello – Yes

J. Dell'Ovo – Yes

N. Enberg – Yes

C. Panczyk – Yes

K. Szela – Yes

The Committee entered back into regular/open session at 10:40 PM

A motion by J. Costello, second by C. Panczyk to ratify the Massachusetts Nurses' Association contract was passed unanimously.

C. Carmignani – Yes

M. Chickering – Yes

J. Costello – Yes

J. Dell'Ovo – Yes

N. Enberg – Yes

C. Panczyk – Yes

K. Szela – Yes

X. Adjourn

A motion by J. Costello, second by J. Dell'Ovo to adjourn the meeting at 10:42 PM was passed unanimously.

C. Carmignani – Yes

M. Chickering – Yes

J. Costello – Yes

J. Dell'Ovo – Yes

N. Enberg – Yes

C. Panczyk – Yes

K. Szela – Yes

*The items listed, which may be discussed at the meeting, are those reasonably anticipated by the chair. Not all items listed may, in-fact be discussed, and other items not listed may also be brought up for discussion to the extent permitted by law.
The School Committee may vote on all items listed on this agenda.*

"...to advance the knowledge and well-being of our children and our community."

2022-2023 School Committee Goals

Budget and Finance

DCRSD will work with all stakeholders to establish a FY24 budget that maintains the integrity of existing programs, seeks input on priorities of staff, students, and community members during the budgeting process, communicates transparency in process and expenditures, and provides our students with a comprehensive educational experience.

Shepherd Hill Building Project

By the conclusion of the 2022-2023 school year, the DCRSD will engage the families and community members in the Towns of Dudley and Charlton to prepare both communities for entry into the Massachusetts School Building Authority's Feasibility Grant Program for the Shepherd Hill Regional High School.

Communication

During the 2022-2023 school year, DCRSD will increase outreach to our communities through strengthening our working relationships with local boards and increased presence at school/community events. We will continue to provide opportunities for all stakeholders to understand resources available to our students and families within the district as well as any major initiatives within the District.

Next Meeting Dates

School Committee Meeting: Wednesday, June 28, 2023, 7:00 PM Charlton Middle School

Budget and Finance Subcommittee: TBD – Video Conference

Policy Review Subcommittee: TBD – Video Conference

Curriculum Subcommittee for Teaching and Learning: TBD – Video Conference

Capital Outlay/Safety Subcommittee: TBD – Video Conference

Future Agenda Items: Dudley Town FY24 Budget Assessment (June), Dudley-Charlton Staff Resource Handbook (June), Superintendent's Evaluation (June), School Committee Summer Meeting Schedule (June), Bond Anticipation Notes – BANs – July 19, 2023

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

Meeting of the Dudley-Charlton Regional School Committee

Wednesday, June 14, 2023, at 7:00 PM

Shepherd Hill Regional High School

68 Dudley-Oxford Road

Dudley, MA 01571

Agenda

- I. **Call Meeting to Order**
- II. **Pledge of Allegiance**
- III. **Moment of Silence**
- IV. **Consent Agenda Items**
 - a. Approval of the Warrant (Voucher #)
 - b. Approval of Minutes Regular Meeting – May 24, 2023
 - c. Consideration of Out-of-State Travel/Overnight Trip – Policy IJOA
 - 1. #288 – SHRHS – October 28, 2023 - Marching Band – New Britain, CT
- V. **Communications**
- VI. **Superintendent's Report**
- VII. **Public Comment**
- VIII. **New Business**
 - A. Reorganization of the Dudley-Charlton Regional School Committee
 - B. Dudley-Charlton RSD Leadership Update – Steven Lamarche
 - a. Introduction – Principal Laura Ramos – Charlton Elementary School
 - b. Recommendation for Appointment – Ms. Heather Harriman Dir. Pupil Personnel Services
 - C. Report of the Dir. of Finance and Operations - Dir. Mathieu
 - a. French River Education Center, Inc. Bids
 - b. FY23 Update
 - c. Electricity Contract Extension
 - d. Update Capital Projects
 - e. FY24 Senate Budget
 - D. Update Fiscal Year 2024
 - a. Update – Level Funded Budget Plan
 - b. Special District-Wide Meeting
 - E. Update Shepherd Hill School Building Committee – Steven Lamarche
 - F. Superintendent's 2022-2023 Evaluation Process
 - a. Explanation of Process and Google Form – Chair Carmignani
 - b. Superintendent's Presentation
- IX. **Executive Session:** To discuss strategy with respect to collective bargaining [**Massachusetts Nurses Association**] or litigation if an open meeting may have a detrimental effect on the bargaining [**CMS – Principal, Dir. Pupil Personnel Services**] or litigating position of the public body and the chair so declares, only to reconvene into regular session, to take votes if necessary, and adjourn.
- X. **Adjourn**

The items listed, which may be discussed at the meeting, are those reasonably anticipated by the chair. Not all items listed may, in-fact be discussed, and other items not listed may also be brought up for discussion to the extent permitted by law. The School Committee may vote on all items listed on this agenda.

"...to advance the knowledge and well-being of our children and our community."

2022-2023 School Committee Goals

Budget and Finance

DCRSD will work with all stakeholders to establish a FY24 budget that maintains the integrity of existing programs, seeks input on priorities of staff, students, and community members during the budgeting process, communicates transparency in process and expenditures, and provides our students with a comprehensive educational experience.

Shepherd Hill Building Project

By the conclusion of the 2022-2023 school year, the DCRSD will engage the families and community members in the Towns of Dudley and Charlton to prepare both communities for entry into the Massachusetts School Building Authority's Feasibility Grant Program for the Shepherd Hill Regional High School.

Communication

During the 2022-2023 school year, DCRSD will increase outreach to our communities through strengthening our working relationships with local boards and increased presence at school/community events. We will continue to provide opportunities for all stakeholders to understand resources available to our students and families within the district as well as any major initiatives within the District.

Next Meeting Dates

School Committee Meeting: Wednesday, June 28, 2023, 7:00 PM Charlton Middle School

Budget and Finance Subcommittee: TBD – Video Conference

Policy Review Subcommittee: TBD – Video Conference

Curriculum Subcommittee for Teaching and Learning: TBD – Video Conference

Capital Outlay/Safety Subcommittee: TBD – Video Conference

Future Agenda Items: Dudley Town FY24 Budget Assessment (June), Dudley-Charlton Staff Resource Handbook (June), Superintendent's Evaluation (June), School Committee Summer Meeting Schedule (June), Bond Anticipation Notes – BANs – July 19, 2023

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

School Committee

Superintendent's Report

06.14.2023



I have a number of items to share this evening.

To begin, this report was completed and submitted prior to the ballot in Dudley, Monday June 12, 2023. We accept the outcome of the voters of Dudley with this effort to provide a level services budget for the staff and students of Dudley-Charlton. Regardless of the outcome there is more work to do as the process has been unsettling for families, students, staff and our respected communities. The outcome will provide direction, but will never provide a long view.

In addition, I welcome our newest elected School Committee member from Dudley. As always, please feel free to contact me and schedule a time to sit and talk. I have an open-door policy.

SHRHS graduation was a fantastic event filled with accolades, expressions of gratitude and a strong message about the future. We wish all members of the class of 2023 the best that summer has to offer as they plan, organize and prepare themselves for what is next. I publicly thank the Shepherd Hill administration for their tireless efforts to put together a graduation that is memorable for the students, but for the families too.

Last Tuesday, June 6, 2023 has become one of my favorite events of the year at Heritage Elementary School. It was the annual IMPACT breakfast for students and families. If you recall, this past year students from Heritage IMPACT attended a School Committee meeting to showcase the IMPACT program. This year 21 students participated and were recognized for their success the packed library. Heritage staff and Principal Olson should be recognized for their support of the Heritage IMPACT program.

As a reminder, IMPACT was started in 2006 by Ms. Donna Morin, Ms. Lorinda Allen and Mr. David Deremian, and is a great example of engagement, self-regulation, executive functioning, expression and communication. As I have shared in the past, it is a remarkable celebration of students and a gem of a commitment by founder Ms. Donna Morin and Heritage staff Ms. Ann Marie Clem and Ms. Patricia Harkins. Their commitment to students is worthy of public recognition and celebration.

I write to share that Charlton Middle School Principal Dean Packard has accepted a position in another district. We have commenced the search process and longtime Charlton resident and SHRHS Assistant Principal Mr. Michael Resener will be facilitating the search.

Before we say goodbye, I share with you that Principal Packard has been part of the Dudley-Charlton RSD since 1992. Principal Packard has held numerous positions as varsity basketball coach, boys' cross-country coach, SHRHS Social Studies teacher, Assistant Athletic Director, Director of the summer basketball league, Assistant Principal and as Principal of Charlton Middle School since 2009. Along his journey in the Dudley-Charlton RSD, Principal Packard commits countless hours supporting his students and staff throughout the school day and beyond. He does not accept the term volunteering as it is just a part of who he is. We appreciate his work and commitment to the Dudley-Charlton RSD. We wish him well with his next endeavor.

I am pleased to announce that Ms. Laura Ramos has accepted the appointment of Charlton Elementary School Principal. She will be responsible for leading and managing all aspects of Charlton Elementary. Ms. Ramos was our top choice and I am confident in her leadership and excited that she has accepted the opportunity to lead Charlton Elementary School.

Ms. Ramos has exhibited dedication and loyalty to public education for almost 20 years. She grounded her professional interest as an Applied Behavior Analysis Therapist, teacher of special education, assistant principal/special education administrator, assistant principal for teaching and learning, and Assistant Principal. In addition, Ms. Ramos' references identified her as an extremely dedicated administrator, a wonderful team player, and an advocate for doing what is bests for kids.

Ms. Ramos holds a BA from Becker College, and a Master in Education from the American International College. She will officially assume her new role as of July 1, 2023.

Recommendation to the School Committee appointment of the Director of Pupil Personnel Services

As previously reported, Director Robert Bergeron has accepted a position in another district and will be departing the Dudley-Charlton Regional School District on June 30, 2023.

I am pleased to announce that we have an outstanding candidate for the next Director of Pupil Personnel Services; Ms. Heather Harriman. Ms. Harriman has recently served as the Special Education Coordinator of Charlton Middle School but has been with us since October 2020. Ms. Harriman has been a stellar leader while at CMS and has also worked closely with Director Bergeron on a district level to build new programming that supports all students with disabilities. Ms. Harriman previously worked in the Oxford Public Schools and has 17 years of Special Education teaching experience. She holds a both a Bachelor's Degree and Master's Degree from Westfield State College. Ms. Harriman excelled during the interview process, demonstrating both deep content knowledge of Special Education, regulations, and a commitment to collaboration. Ms. Harriman was the strongest candidate throughout the interview process and I am pleased to bring her name forward to School Committee for consideration this evening.

I would also like to thank the members of the interview team for a comprehensive process that has resulted in this recommendation to the School Committee:

- Ms. Jeanne Costello, School Committee
- Ms. Caitlynn Panczyk, School Committee
- Mr. Kenny Laferriere, SEPAC
- Ms. Tammy Martin-Allison, Special Education Coordinator
- Mr. Christopher Starczewski, Dudley Middle School Principal
- Ms. Amy Jette, Special Education Teacher, Heritage Elementary School
- Ms. Shannon Sullivan, Special Education Teacher, SHRHS
- Ms. Amanda Jyringi, Special Education Teacher, CMS
- Ms. Christine Savoie, Paraprofessional, Mason Road School, DCPA President
- Ms. Sara Roe, Parent
- Dr. Brian Ackerman, Assistant Superintendent for Teaching & Learning

UPDATED – Correction - School Committee Agenda Item C. Update – Fiscal Year 2024 § c. Special District-Wide Meeting Information

The following information does not substitute a full interpretation and is submitted in partial fulfillment of the requirements of *MGL. C. 71 S.16B: Budgets; apportionments of expenses*

To begin, this information is moot if there is a successful ballot vote in the Town of Dudley Monday, June 12, 2023. The following information is presented as a response to a failed ballot on the 12th of June.

- The DCRSD School Committee has thirty (30) days to reconsider/amend and resubmit [vote] a FY24 budget to the Town of Dudley
- DCRSD must submit the reconsidered/amended FY24 budget to the Town of Dudley no later than seven (7) days.
- Prior to the expiration of forty-five (45) days from the date that the DCRSD School Committee reconsidered/amended the FY24 budget, the Town of Dudley shall hold a meeting of the local appropriating authority to act upon the reconsidered, amended FY24 DCRSD budget – [Town Meeting] – *A community [Dudley] that does not hold such a meeting prior to the expiration of the forty-five (45) days from the date of the reconsidered/amended FY24 budget was adopted by the DCRSD School Committee shall be deemed to have been voted to appropriate the amounts reapportioned and recertified to it.*
- If the local appropriating authority [Town Meeting] fails to support the reconsidered/amended FY24 budget, the DCRSD School Committee, via 2/3 vote, can convene a special district-wide meeting open to all registered voters in both municipalities at which the reconsidered/amended FY24 budget can be considered.
- Such meeting shall be called pursuant to a warrant with at least fourteen (14) day notice to the municipalities

As a reminder, these are the School Committee fiscal year 2024 budget priorities.

1. Maintain existing staff size and programs without reductions

- | | |
|--|--|
| ○ Maintain foreign language programs at the middle schools | ○ Update District website utilizing internal resources |
| ○ Restore 0.5 FTE librarian at each middle schools | ○ Retain kindergarten aides |
| ○ Maintain average class size of 22 for Grades K-8 | ○ Add accounting/data specialist |
| | ○ Explore full day pre-k programs |

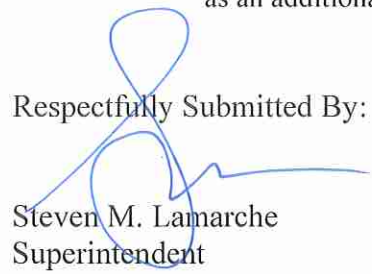
2. Continue to look for innovative ideas for cost savings without impact to programs

- Explore in-district specialized transportation rather than contracted service model
- Explore regionalization of middle schools by grade level to see if there are potential budgetary savings

3. Work with the communities of Dudley and Charlton to find recurring revenues to support annual sustainable budget increases for the District while providing support for prudent fiscal planning

- Reduce annual usage of Excess and Deficiency support to \$500,000 per year, and increase contingency line item so that budget matches usage.
- Reduce reliance on School Choice by 20% (\$180,000)
- Eliminate the use of Transportation Revolving Fund support or reach understanding with both communities that this is an amount which will vary year to year and should be viewed as an additional reduction to the assessment, rather than a fixed/promised budgetary offset.

Respectfully Submitted By:



Steven M. Lamarche
Superintendent

Elementary School Principal

<u>Laura Ramos</u>	1
<u>Résumé</u>	1

Laura Ramos

19 Michael Drive Rutland, Massachusetts 01543
518-225-3836 lramos9107@gmail.com

Education

American International College

Springfield, Massachusetts

Master of Education

Major: Teacher of Students with Moderate Disabilities.

GPA: 3.800

Attended August 2008 to May 2010

Becker College-Leicester

Leicester, MA, Massachusetts

Bachelor of Arts

Major: Psychology

GPA: 3.500

Attended September 1999 to May 2003

Degree conferred May 2003

Experience

Leroy E. Mayo Elementary School

Aug 2020 - Present

Assistant Principal

351 Bullard St

- Coordinate curriculum activities and foster a creative and supportive environment for curriculum development, innovation, and professional growth.
- Performed all team chair duties related to Individualized Education Programs and 504 Plan in grades K-5.
- Attend all Child Study Meetings to determine next steps for intervention or evaluation.
- Supervise, support, and evaluate teachers/staff in job performance.
- Collaborate with the principal to make appropriate staffing decisions, including hiring, placement in classrooms, and offering feedback.
- Help to support and manage disciplinary matters utilizing restorative practices.
- Develop and provide professional development at the school and district level.
- Work with teachers to create, analyze and monitor data systems to inform and adapt instruction
- MCAS Coordinator, which has allowed me to oversee testing protocols, accessibility and accommodations, staff training, test ordering, inventory materials, and test administration.
- Perform other related job duties as assigned by the Principal/Superintendent.

Reason for leaving: I would like to further my career and become a school principal.

Supervisor: Liz Garden (508-829-3203)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

JFK Elementary School

Jul 2019 - Jul 2020

Assistant Principal of Teaching and Learning
20 Hurley Drive, Randolph, MA 02368

- Provide guidance and supervision to teachers and staff in providing explicit targeted support to students
- Explicitly provide opportunities that impart skills and knowledge to learners that prepares them for academic, personal, social and emotional
- Collaborate with the building principal to ensure that special education services and programs are provided with a high level of academic quality through best practices
- Work collaboratively with the principal and program directors to lead professional development and supervision of teachers in expanding their use and knowledge of student-centered learning strategies
- Engage families and community, to take a more meaningful and active role
- Work with teachers to create, analyze and monitor data systems with teachers to inform and adapt instruction
- Collaborate to ensure classroom instruction is rigorous, engaging, data-informed and fully aligned with CCSS
- Supervise, support, and evaluate teachers/staff in job performance
- Respond to the needs and interests of all students to meet students where they are and to provide explicit supports
- Lead building based professional development to build and enhance educator's abilities to enhance student centered learning and services.
- Create and manage operational systems at the school building, i.e., scheduling, discipline processes, daily coverage needs, RMTSS
- Work collaboratively with the building principal in the hiring process.
- Co-Lead the Instructional Leadership Team, Student Support Team, PBIS Team
- Oversee RTI interventions
- Perform other related job duties as assigned by the Principal/Superintendent.

Reason for leaving: Budget cuts due to COVID-19

Supervisor: John Licorish (781-961-6211)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Memorial Middle School

Feb 2014 - Jun 2019

Assistant Principal/Special Ed Administrator
Fitchburg, Massachusetts

- Supervised and evaluated special educators, para professionals and support personnel using the Massachusetts Educator Evaluation System and rubrics
- Supervise and discipline student's behavior under CH222 of the Acts of 2012.
- Designs and implements building schedules, including schedules for classes and testing.
- Conduct data analysis for school improvement plan goals
- Assists the Building Principal with student expulsions.
- Works with and assists faculty in the development of effective classroom discipline and organization.
- Assists in the development and establishing of the school goals and objectives and the planning of the school instructional program.
- Communicates and carries out established policies, delegates and accepts responsibility for completion of tasks and communicates program goals, objectives and policies to the community.
- Supervises school personnel for the purpose of monitoring performance, providing for professional growth and achieving overall.
- Manages a special education caseload of 150 plus students 5-8.

- Facilitates annual review, re-evaluation and parent concern meetings.
- Creates Tier 2 behavioral interventions for student with behavioral challenges in addition to handling daily disciplinary responsibilities in accordance with MTSS guidelines.
- Assists in implementing and supporting a co-teaching inclusion model for grades 5-8.
- Develops and led professional development for middle school and special education staff on a variety of topics including co-teaching, UDL (Universal Design for Learning), specially designed instruction, district determined measures and state/federal requirements around special education, bullying etc.
- Prepared for and participated in district coordinated program review.
- Co facilitator for various curriculum design units, including social studies and math.

Reason for leaving: Left to peruse an Assistant Principal position at the elementary level.

Supervisor: Brittney Lavoie (979-345-3296)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

SWCEC

Aug 2013 - Feb 2014

Special Education Teacher

Dudely, MA

- Responsible for all assessments and meetings pertaining to Individualized Education Programs (IEPs), MCAS and course scheduling for a caseload of sixteen students.
- Assisted in the development and implementation of the Life Centered Career Education (LCCE) curriculum for the Career Readiness Program.
- Member of the Positive Behavioral Interventions and Support Leadership Team that develops, implements, and oversees behavior plans aligned with student goals.
- Coordinates and delivers group and individual professional development opportunities for various special education staff on disability types, writing SMART IEP goals and objectives, and developing transition programs.

Reason for leaving: Left to pursue my first administrative position.

Supervisor: Ken Gillon/ Melissa Manzi (1-508-764-8500)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Ludlow Public Schools

Apr 2011 - Jun 2012

Special Education Teacher (FOCUS 6,7,8)

Ludlow, MA

- Responsible for all assessments and meetings pertaining to Individualized Education Programs (IEPs), MCAS-ALT, and course scheduling for a caseload of twelve students.
- Designed and implemented classroom strategies, discrete trial programs and behavioral interventions.
- Responsible for primary supervision, training, and evaluation of two teacher assistants and two ABA therapists in Functional Behavior Assessments (FBAs) and discrete trials.
- Worked with regular education teachers to design and implement support systems for sub separate

students to transition into inclusion classrooms for math and science.

- Provided consultation to school staff and parents to ensure generalization of skills to natural setting.

Supervisor: Sheryl Stanton ((413)583-5685)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Marlborough Public Schools

Aug 2008 - Aug 2010

Special Education- Life Skills/ ABA Teacher

Marlborough, MA

- Responsible for all assessments and meetings pertaining to Individualized Education Programs (IEPs), MCAS-ALT, and course scheduling for a caseload of 24 students in both ABA and Life Skills Programs.
- Provided classroom and individualized instruction on job readiness, socialization, safety, travel training, self-help skills, functional academics, self-advocacy and interview skills.
- Collaborated with the Post Grad Program Job Coach to create and implement post-secondary transition plans with a focus on community-based training and work-based learning opportunities (i.e. internships) based on student's identified interests and needs.
- Responsible for primary supervision and evaluation of three teacher assistants, two ABA Lead Therapists, and four ABA Lead Technicians.
- Created the Caravan Café, a school-wide initiative to provide both social interaction and job skills for students while increasing program awareness within the school community.

Reason for leaving: Budget cuts in the district.

Supervisor: Deb Roy ((508) 460-3500)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Central Massachusetts Educational Collaborative

Jun 2006 - Jun 2008

Special Education Teacher- Behavioral/Emotional

100 Hartwell St. West Boylston, MA 01583

- Developed Individualized Educational Plans (IEPs) utilizing data from a multiple assessment tools.
- Designed and administered MCAS-ALT portfolio assessments in all core content areas (English Language Arts, Mathematics, Science Technology and Engineering, and Social Studies).
- Developed and implemented classroom and behavior management strategies within a sub-separate learning environment.
- Collaborated with regular education teachers and related service providers to create and implement Life Skills curriculum and assessments.
- Responsible for primary supervision and evaluation of three teacher assistants.

Reason for leaving: Opportunity to work in a public school district.

Supervisor: Jessica Pitsillides (1-508-459-5426)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Upham Elementary School

Jul 2005 - Jul 2006

Applied Behavior Analysis Therapist (ABA)

Wellesley, MA

Collaborate with outside consultant, in order to develop individualized lessons for student with Down Syndrome/Autism
Apply principles of Applied Behavioral Analysis (ABA) through discrete trial teaching sessions.
Incorporate assisted speech/communicative technology throughout the school day and across classroom environments
Design and incorporate lessons and instruction to be generalized to home environment.
Attend and participate in monthly “clinic” meetings to discuss child’s monthly progress with parents, as well as concerns
Collect and analyze data pertaining to behavior; designed/implemented behavior programs
Modify MCAS testing materials in order to meet child’s individual needs for grade level requirements

Reason for leaving: I found a teaching position within the Worcester Public Schools Collaborative.

Supervisor: Christina Staunton (1-781-446-6285)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Sudbury Public Schools

Jul 2003 - Jul 2005

Applied Behavior Analysis Therapist (ABA)

Sudbury, MA

Practiced ABA teaching strategies with students requiring social and communication support.

Modified lessons and developed additional supports for inclusion students.

Developed and incorporated classroom and behavior management strategies/guidelines.

Lead weekly language/motor group for special education students.

Collaborated with multiple classroom teaches, specialists, and administrators.

Helped develop Individual Educational Plans and participated in I.E.P. meetings.

Reason for leaving: Program was cut due to budget reasons.

Supervisor: Elizabeth Tingloff (1-978-443-1085)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Objective

Secure a Leadership Position in a progressive school district while utilizing my special education experience to enhance school culture for all students.

Administrative Internships

Assistant Principal Intern - Marlborough High School, Marlborough, MA (March 2013 – June 2013)

- Consulted with mentor assistant principal and 40 faculty members during the implementation of the
- Massachusetts Model System for Educator Evaluation using TeachPoint technology to write SMART goals for self-directed educator plans, determine timelines for observations, review documentation, and provide timely feedback.
- Analyzed student data as part of the Instructional Support Team (IST) process for improving student academic outcomes.
- Assisted mentor assistant principal during suspension hearings, parent meetings, 504 meetings, and School Leadership Team meetings.
- Provided consultation for students in regards to attendance, loss of credit, and graduation concerns.
- Attended weekly meetings with mentor assistant principal to discuss topics such as school climate and student discipline.

- Assisted Guidance Leadership in analysis of course requests and scheduling to prioritize and optimize staffing and budget.
- Supervised various school wide events including Junior Prom, athletic contests, and Graduation.

Assistant Principal Intern - Baird Middle School, Ludlow, MA (April 2012 - July 2012)

- Performed a comprehensive review and analysis of the student handbook resulting in significant policy revisions to improve student learning outcomes.
- Consulted with school leadership to create a collaborative school environment by reorganizing disciplinary teams within the school building.
- Coordinated and executed all duties pertaining to MCAS test administration for a student body of 700.
- Analyzed school-wide MCAS performance data to identify subgroups to assist faculty in developing curricular programs.
- Designed and implemented a system of forms for proper tracking of test administration materials in compliance with DESE protocols.

Technology Skills

- Microsoft Office Suite products (Word, Excel, PowerPoint, Publisher, Outlook)
- Online student information systems (iPass, eSped, X2)
- TeachPoint

Certifications & Trainings

- Woodcock-Johnson Achievement Test
- Brigance Test of Basic Skills
- Ables
- Wechsler Individual Achievement Test®—Third Edition (WIAT®—III)
- Responsive Classroom
- Discrete Trial (ABA)
- CPR Certified

Director of Pupil Personnel Services

<u>Heather Harriman</u>	1
<u>Résumé</u>	1

Heather Harriman

98 Wales Road Holland, Massachusetts 01521
774-230-1528 heatherharriman@cox.net

Education

Westfield State College

Westfield, Massachusetts
Postgraduate Coursework

Major: N/A

GPA: 4.000

Credit Hours: 18

Attended September 2001 to December 2016

Westfield State College

Westfield, Massachusetts
Master of Education

Major: Elementary Education

GPA: 3.945

Credit Hours: 33

Attended January 1998 to May 2001

Degree conferred May 2001

Westfield State College

Westfield, MA, Massachusetts
Bachelor of Education

Major: Elementary Education/Psychology

GPA: 3.726

Credit Hours: 120

Attended September 1992 to May 1996

Degree conferred May 1996

Experience

Dudley-Charlton Regional School District

Oct 2020 - Present

Special Education Coordinator
Dudley & Charlton, MA

Supervisor: Lorinda Allen (508-943-3080)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Auburn Public Schools

Sep 2015 - Oct 2020

Team Chairperson
Auburn, MA

I am currently the team chairperson for preschool through first grade. I currently process all initial referral requests, schedule and facilitate team meetings, and write IEP's. In addition, I conduct academic achievement testing for initial and reevaluations. I attend Transition Planning Conferences for students that were referred from early intervention. I conduct weekly preschool update staff meetings to provide updates on newly referred students and to discuss evaluation results. I meet with building principals weekly. I maintain data on all evaluations that are conducted, meeting due dates, and I maintain a current spreadsheet of all students on my caseload with all of their IEP services. I have shared this data with principals, which has assisted in planning for students transitioning between grade levels and buildings.

Reason for leaving: I obtained my administrative certification in September 2016, shortly after accepting the position with the Auburn Public Schools. While my ultimate goal is to become a special education director, I am interested in a position that includes supervisory responsibilities at this time.

Supervisor: Rosemary Reidy (508-832-7752)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Oxford Public Schools

Sep 2001 - Sep 2015

Special Education Teacher/Evaluation Team Leader

4 Maple Road, Oxford, MA

For the beginning of the 2016-2017 school year, I was the special education teacher for third grade and the evaluation team leader for grades 3 and 4. For the previous ten years, I was the team chairperson for preschool through grade 4. For my first four years in the district, I was a special education teacher (2 years in grade 5 and 2 years in grade 6).

Reason for leaving: The district underwent significant restructuring of the special education department over the summer and I was reassigned. I enjoyed being a team chairperson and wanted to continue that position full time. I was also interested in any positions that would provide me with administrative experience.

Supervisor: Stephen Baroni (508-987-6066)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Kathleen Thornton School

Jan 2000 - Sep 2001

Remedial Reading Teacher

Springfield, MA

Provided reading instruction to students in a public separate day school serving approximately 25-30 students. I also administered the WIAT to all students in the school on an annual basis.

Reason for leaving: Relocated back to central MA and obtained a position as a special education teacher for the Oxford Public Schools.

Supervisor: Mark Lyons (School has closed)

Experience Type: Independent School, Full-time

It is **OK** to contact this employer

Northampton Nursing Home

Jan 2000 - Jul 1998

Teacher

Northampton, MA

Provided instruction for intensive special needs students ages 3-22+ that resided in the pediatric wing of the Northampton Nursing Home.

Reason for leaving: Obtained a position as a remedial reading teacher.

Supervisor: Susan (School has closed)

Experience Type: Independent School, Full-time

It is **OK** to contact this employer

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

TO: School Committee Members
FROM: Richard J. Mathieu, Director of Finance and Operations
CC: Steven Lamarche, Superintendent
DATE: June 8, 2023
SUBJECT: Finance Director Update – June 14, 2023

French River Education Center - Bids

In the School Committee online drive and attached here are memos and results of the bid process through French River Education Center (FREC) for the following areas:

Copy Paper
School Supplies
Computer Supplies
Custodial Supplies
Athletic Supplies
Food Service – Bread and Rolls
Food Service – Market Basket/Frozen Foods
Food Service – Milk and Dairy
Food Service – Non-food Supplies

FY23 Budget Update

While there are still weeks left in Fiscal Year 2023, a preliminary look at the closing of the fiscal year points to the continued fiscal challenges faced by the District. The two middle schools expense accounts look to remain over budget as the year closes, as identified earlier in the year. The other schools and the districtwide cost center appear to be okay, but will be returning less money to close to the Excess and Deficiency (E&D) certification. Payroll appears on track, but there are a handful of situations which added expenses without an offset.

At this time, the best estimate I have is that we will close the year within the range of the \$1.1M we annually use in support of our budget. The FY22 E&D was certified with a balance of \$1.69M, and as a reminder included support from the ESSER grant for special education expenses, an increased Circuit Breaker amount due to the District qualifying for extraordinary relief from the state, as well as enhanced revenues from FEMA and the state from its Covid sick day relief pool of money. With the increased expenses faced this year, including a doubling of electricity rates, far less money was able to be returned to the budget. The increases built into the FY24 budget for utilities will provide some assistance in this area, but as always, the E&D used in the budget is not guaranteed to be available each and every year. That is why lowering the usage was part of the School Committee budgetary goals. It is something that bears continued conversation each and every budget season. Lowering the usage with a plan is preferable to not having an adequate amount.

There remain a number of open purchase orders, and final numbers are dependent on the final payments and closing of those open purchase orders. How that occurs, along with any new expenses that have not yet been recognized will determine how close we are to having the \$1.1M available for the FY25 budget.

Electricity Contract Extension

Given the recent dip in the electricity market, it made sense to look to see where future contracts currently stand. Based on the conversation, it appears that the District could look to extend its current contract, which is due to expire in November 2024, for an additional year at around the rate of \$0.12/Kwh. This is a savings from the current \$0.187/Kwh. We did explore trying to blend the rates to

lower the cost for next year, but the savings did not justify that approach. I will bring forward specific numbers to the meeting on Wednesday and make a final recommendation for extension or no action at that time.

Update on Capital Projects

The roofing projects at both middle schools are scheduled to start immediately after school is complete. Both schools will be inaccessible to the public during construction. Additionally, the camera upgrade/installations will begin the week after school is out and all the projects are expected to be done prior to the start of the 2023-24 school year.

FY24 Senate Budget

The state Senate has finalized its recommendations for the FY24 state budget. There were not dramatic shifts except in the area of regional transportation. Historically the Senate has been a bigger proponent of this funding than the House, but this year those roles are reversed.

The impact to the District will be clearer after Monday's ballot vote in Dudley. Under the level service budget, the effect is a \$17,589 reduction. Under the level funded budget scenario, the effect is an additional \$188,285 reduction.

The FY24 budget process is now on to the conference committee, where the varying views on programs and numbers will have a final adjudication, pending the Governor's final approval/veto. It would not seem likely that any of the numbers are subject to change dramatically other than the regional transportation reimbursement. These circumstances, especially in light of the reversed roles of the House and Senate in their support of regional transportation, are a good lesson on being conservative in the budgeting of state revenues.



MA Department of Revenue

Division of Local Services

Preliminary Regional School Cherry Sheet Estimates

Data current as of 6/6/2023

Return to Previous page

Click for all Regional Schools by Program

Select a Fiscal Year: 2024 ▼

Select a Regional School: Dudley Charlton ▼

Submit

Export Table

FY2024 Preliminary Cherry Sheet Estimates

Dudley Charlton

PROGRAM	FY2023 Cherry Sheet Estimate	FY2024 Governor's Local Aid Proposal	FY2024 House Budget Proposal	FY2024 Senate Budget Proposal	FY2024 Conference Committee
Education Receipts :					
Chapter 70	24,788,383	24,886,633	24,984,883	24,984,883	
Charter Tuition Reimbursement	101,792	79,770	32,075	30,922	
Regional School Transportation	1,932,506	2,017,339	2,689,785	2,501,500	
Offset Receipts :					
School Choice Receiving Tuition	954,686	901,280	901,280	901,280	
Total Estimated Receipts :	27,777,367	27,885,022	28,608,023	28,418,585	
Estimated Charges :					
Special Education	0	845	845	844	
School Choice Sending Tuition	450,954	391,713	391,713	391,713	
Charter School Sending Tuition	293,208	308,407	187,809	188,309	
Total Estimated Charges :	744,162	700,965	580,367	580,866	
Total Receipts Less Charges :					
Net Receipts :	27,033,205	27,184,057	28,027,656	27,837,719	

Questions About Local Aid Please Email The Municipal Databank at : databank@dor.state.ma.us

DCRSD Budget Steps

June 14, 2023

Step 1 - School Committee Reconsiders Budget

→ DCRSD has 30 days to reconsider, amend and resubmit a budget on the basis of the issues raised (e.g., failed override vote)

Reconsideration of the Fiscal Year 2024 Budget (vote needed)

Option 1: Vote to accept a level funded budget (approx \$2M reduction)

Option 2: Vote to reaffirm a level service budget (budget from 22-23 minus \$34,000 from Dudley)

Option 3: Vote a budget in between level service and level funding

Step 2 - Submit to Towns

→ Once budget has been reconsidered by the School Committee, this will be resubmitted to the Town of Charlton and the Town of Dudley

- ◆ Must be done within 7 days of said vote of June 14, 2023
- ◆ No later than Wednesday, June 21, 2023

Step 3 - Town Meetings

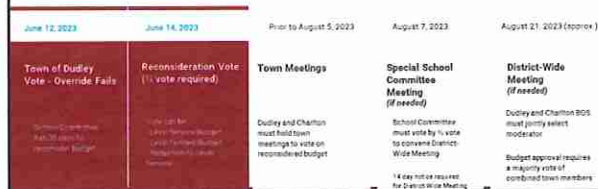
- Prior to the expiration of **45 days** from the date on which such budget was adopted by the regional school committee, each member municipality shall hold a meeting of local appropriating authority to act upon the appropriation of the budget so reapportioned and recertified to it.
 - ◆ If the appropriating authority of the municipality vote not to appropriate the amount so reapportioned and recertified to it, the regional school committee can convene a special district-wide meeting (⅔ vote required)
 - ◆ If the municipality does not take action within the forty-five days, the regional school committee can convene a special district-wide meeting (⅔ vote required)

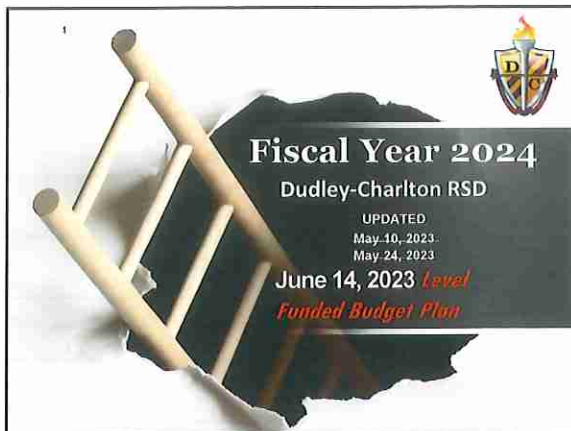
Step 4 - District-Wide Meeting

- Posting (public notice) of meeting must be at least 14 days prior to the date of such meeting
- Dudley and Charlton Board of Selectmen must have a joint meeting to select a moderator
- Regional budget approval requires the affirmative vote of at least a majority of those present and voting, by a counted vote

Estimated earliest date could be Monday, August 21, 2023

Timeline






Fiscal Year 2024
Dudley-Charlton RSD
UPDATED
May 10, 2023
May 24, 2023
June 14, 2023 *Level*
Funded Budget Plan


FY 2024 Version 1
Fixed Costs \$3,663,183
\$6,000 reduction in capital
Level Services – Annual Assessments

Town of Charlton - \$1,899,198
Town of Dudley - \$ 960,125
FY2024 Assessment - \$2,859,323
MA Gov new revenues - \$ 197,860
MA HWM addl revenues - \$ 600,000
Level Funded Budget - \$ 3,657,183



FY 2024 Version 2
Fixed Costs \$3,663,183
\$6,000 reduction in capital
Level Funding – Annual Assessments



Town of Charlton - \$ 746,001
Town of Dudley - \$ (34,159)
FY2024 Assessment- \$ 711,842
MA state revenues - \$ 968,556
Level Funded Budget - \$ 1,680,398
Required Reduction - (\$1,976,785) H1



4

Town of Dudley FY24 Level Service



- FY24 Level Service Budget \$11,030,591 (H1)
- FY24 Assessment \$ 960,125
- FY24 Level Funded Balance fwd \$ 34,158
- Operational Override Request (**\$ 994,283**)



5

W/O FY24 Dudley Operational Override



- Two towns one School District
- Failed Dudley Override lowers Charlton's Assessment
- Level funding reduces Charlton's Assessment by \$1 Mil
- DCRSD level funded budget requires (**\$1,976,785**)



6

Level Services Budget


- A level services budget maintains existing student experiences, student supports and instructional resources while absorbing increase fixed costs. For FY24 we have \$3.6 Mil in fixed cost increases as the cost of providing specialized services has increased dramatically. [e.g., transportation, specialized instruction, employee benefits on top of substantial increases in utilities.]



7

Level Funded Budget



- A level funded budget provides a nominal or minimal budget increase that does not address increased fixed costs. For FY24 we have \$3.6 Mil in fixed cost increases. As a result, substantial reductions are required as fixed costs must be absorbed in the operating budget to balance the budget.



8

Level Funded Budget Plan

- *Will* fundamentally change the student experience and opportunities in the DCRSD going forward
- *Will* establish a clear movement to compliance and what is regulatorily required
- *Will* impact accessibility and implementation of our Multi-Tiered System of Support (MTSS) Tier 2 instructional benefit for students who demonstrate a need
- *Will* Fatigue the use of Excess and Deficiency to fund the FY25 operating budget – [\$1,100,000]



9

Level Funded Budget Plan

- Presented at SC meetings
 - February 1, 2023
 - February 8, 2023
 - March 1, 2023
 - March 8, 2023
 - March 22, 2023
 - April 12, 2023
 - April 26, 2023
 - May 10, 2023
 - May 24, 2023

As well, presentations occurred at DCRSD School Committee Subcommittee meetings and at Boards of Selectmen, Finance Appropriations and Advisory Committee, and Finance Committee Meetings for Dudley and Charlton



Feedback has been instructive in our approach to present a level funded budget plan this evening

10

Level Funded Budget Plan



- Target - \$1,976,785 (+ EL Teacher \$2,051,785)
- Imperfect plan
- Full of unrest, conflict, and misunderstandings
- Approach was rich in deliberation
- Approach was an exercise in balance
- Approach was reduction vs. elimination
- Results will be unacceptable to many if not everyone



11

Calculation of Benefits

- Unemployment
- Insurance
- Extremely complicated
- Estimated today
 - Low - \$400,000.00
 - High - \$600,000.00





12

Level Funded Budget Plan

The next slides represent all schools and all departments

(\$1,976,785) H1
\$400,000 - \$600,000





13
Mason Road Elementary (\$273,259) (\$188,259)




- 1.0 FTE General Education Teacher – unfilled
• (\$87,259)
- 0.5 FTE Reading Specialist
• (\$30,000)
- 0.5 FTE Custodian
• (\$20,000)
- 0.5. Library Paraprofessional
• (\$15,000)
- 1.0 FTE Kindergarten Paraprofessional
(\$25,000)
- 1.0 FTE Kindergarten Teacher
(\$60,000)
- 0.5 FTE School Adjustment Counselor
• (\$30,000)
- 0.1 FTE School Psychologist
• (\$6,000)

14
Charlton Elementary (\$186,000) (\$101,000)



- 0.5 FTE Reading Specialist
• (\$30,000)
- 0.5 FTE Custodian
• (\$20,000)
- 0.5. Library Paraprofessional
• (\$15,000)
- 1.0 FTE Kindergarten Paraprofessional
(\$25,000)
- 1.0 FTE Kindergarten Teacher
(\$60,000)
- 0.5 FTE School Adjustment Counselor
• (\$30,000)
- 0.1 FTE School Psychologist
• (\$6,000)

15
Heritage Elementary (\$122,000)




- 0.5 FTE Reading Specialist
– (\$30,000)
- 1.0 FTE Custodian – unfilled Oct. 1, 2023
– (\$35,000)
- 0.5. Library Paraprofessional
– (\$15,000)
- 0.3 FTE Secretary
– (\$12,000)
- 0.5 FTE School Adjustment Counselor
– (\$30,000)



15



Dudley Elementary (\$107,000)

- 0.5 FTE Reading Specialist
– (\$30,000)
- 0.5 FTE Custodian
– (\$20,000)
- 0.5 Library Paraprofessional
– (\$15,000)
- 0.2 FTE Physical Education
– (\$12,000)
- 0.5 FTE School Adjustment Counselor
– (\$30,000)

17



Dudley Middle ~~(\$301,816)~~ (\$341,816)

- 1.0 FTE General Education Teacher – unfilled
– (\$84,316)
- 1.0 FTE Foreign Language
– (\$60,000)
- 1.0 FTE Art
– (\$60,000)
- 1.0 FTE Health
– (\$60,000)
- Middle School Athletics
– (\$27,000)
- Team Leader Stipends
– (\$10,500)
- 1.0 FTE Custodian
– (\$40,000)

13




Charlton Middle ~~(\$292,154)~~ (\$265,000)

- 1.0 FTE Foreign Language
– (\$60,000)
- 1.0 FTE Technology Teacher
– (\$60,000)
- 1.0 FTE Health
(\$87,154)
- 1.0 FTE Music/Choral Teacher
– (\$60,000)
- 1.0 FTE Custodian
– (\$40,000)
- Middle School Athletics
– (\$30,000)
- Team Leader Stipends
– (\$15,000)

SHRHS (\$678,945) (\$707,945)

19


- 1.0 FTE School Adjustment Counselor - unfilled - (\$89,111)
- 1.0 FTE Physics - (\$85,680)
- 1.0 FTE Special Education - (\$60,000)
- 1.0 FTE Technology - (\$60,000)
- 1.0 FTE Librarian - (\$87,154)
- 1.0 FTE Foreign Language - (\$60,000)
- 1.0 FTE Art - (\$60,000)
- 1.0 FTE School Nurse - (\$60,000)
- Department Coordinators - (\$25,000)
- JV/Freshman Athletics - (\$42,000)
- Music Arts Stipends - (\$20,000)
- 0.5 FTE School Resource Officer - (\$30,000)



District Office (\$157,500) (\$237,500)


20

- 0.8 Administrative Assistants - (\$40,000)
- DCRSD Professional Development - (\$40,000)
- Change Assistant Superintendent to 0.8 FTE Grants Management/Data Clerk - (\$100,000)
- District Office expenses - (\$7,500)
- DCRSD Technology Supplies - (\$50,000)



21

- 15.2 FTE Teachers (\$1,016,409) (\$ 989,255)
- 3.2 FTE School Adj. C. and School Psychologist (\$ 221,111)
- 4.5 FTE Custodians (\$ 175,000)
- 1.0 FTE Librarian (\$ 87,154)
- 0.5 FTE School Resource Officer (\$ 29,000)
- 1.0 FTE School Nurse (\$ 60,000)
- 2.0 FTE Paraprofessionals (\$ 60,000)
- 1.1 FTE Administrative Assistants (\$ 52,000)
- Athletics (MS/Freshman/JV) (\$ 99,000)
- Music, Clubs and Student Activities (\$ 50,000)
- Teacher Leadership Stipends (\$ 50,500)
- DO Position Shift and other expenses (\$ 197,500)




DCRSD (\$2,118,674)
Running Total (\$2,097,674)
(\$2,070,520)

22

DCRSD (\$2,097,674 Running Total)

- Charlton Elementary School (\$ 101,000)
- Mason Road Elementary School (\$ 188,259)
- Dudley Elementary School (\$ 107,000)
- Heritage Elementary School (\$ 122,000)
- Charlton Middle School (\$292,154) (\$ 265,000)
- Dudley Middle School (\$ 341,816)
- Shepherd Hill Regional High Schools (\$ 707,945)
- District Office (\$ 237,500)


TOTAL (\$ 2,070,520)



23

Minimum (\$2,051,785) Running Total (\$2,070,024)

Any identified item(s) that increase the budget must then contemplate and consider an equal dollar reduction




\$45,889

\$18,735

24

Other areas for reductions



- Respectfully, an imperfect balanced approach was applied, therefore, any one department, subject or budget area could be presented for full reduction to balance a level budget plan
- Examples - all half-day PE, all athletics, all performing arts, all elementary reading teachers, all school adjustment counselors, all health teachers, etc.
- Any item(s) can be suggested as a reduction, but an item(s) of the same value must be suggested to balance the level budget plan.



25

What's next

- Town of Charlton Annual Town Meeting
Monday, May 15, 2023
- Town of Dudley Annual Town Meeting
Monday, May 22, 2023
- **Town of Dudley**
Override Ballot
Monday
June 12 2023



Superintendent's Evaluation

June 14, 2023

As presented by Steven M. Lamarche

Introduction

As I continue to reflect on my time here in Dudley-Charlton as the Superintendent, I have not always been perfect, I have made mistakes along the way and learned and grown from them. I recognize that in doing my job effectively, I was not going to please everyone. I continue to listen, reflect, and make adjustments in approach and leadership.

As the committee prepares to complete the Superintendent's Evaluation in accordance with DESE Part VI: [Implementation Guide for Superintendent Evaluation](#) and within the prior systems established by the Dudley-Charlton Regional School Committee through the years, there is still much work as I effort to meet individual and full school committee expectations.

In accordance with the Formative Assessment/Evaluation, at this evening's public meeting I will report on progress made on set goals. Superintendent Goals were approved the evening of September 14, 2022 along with School Committee Goals for the 2022-2023 school year. Tonight, is an intended effort to provide a comprehensive end of the year review.

It should be noted that the work reported here is a collaborative effort with and amongst the District administrators and building principals. The reported progress is outcome driven and should provide a roadmap for next year's goals. There are layers of effort, progress, performance and accomplishment. Any one product, or item singled out in isolation, projects a limited view of what is practical and constructive.

This report is structured to present the approved goals from each standard and some forms of evidence and developing forms of evidence. Please note *Forms of Evidence in support of this* goal was an attempt to establish methods and methodologies to meet said goal. It does not indicate that all will be accomplished.

Lastly, it is worth noting that this document and other narratives do not attempt to describe the full body of work from this school year; rather, and consistent with language in the DESE Evidence Collection Toolkit, this document "provides evaluators with a representative picture of practice." I respectfully encourage you to consider other documents and presentations made to the School Committee throughout the school year.

Superintendent's Evaluation

June 14, 2023

Standard I - Curriculum, Planning, and Assessment

Goal #1 - The DCRSD will systemically move towards the adoption of K-8 Science High-Quality Instructional Materials (HQIM) aligned with the Massachusetts Curriculum Frameworks.

A systemic approach to the implementation of High-Quality Instructional Materials

The DCRSD will continue to systematically move towards the adoption of high-quality instructional materials that are aligned with the Massachusetts Curriculum Frameworks supported by an academic research base like the nationally established [EdReports.org](https://edreports.org) or the Massachusetts established [CURATE](https://curate.org). For the 2022-2023 year- The DCRSD will systematically move towards the adoption of K-8 Science High-Quality Instructional Materials (HQIM) aligned with the Massachusetts Curriculum Frameworks.

Narrative: A kindergarten to Grade 8 Science Team was formed in September of 2022 via an open invitation to join and a [survey to solicit teacher feedback](#) as a key factor in developing curriculum adoption criteria. This team was composed of at least one representative from Grades K-8, the Principal of Charlton Middle School, and the Principals of Mason Road School and Heritage Elementary School, as well as the Assistant Superintendent for Teaching and Learning. This team was invited to attend monthly meetings within the district, and multiple team members also participated in the Department of Elementary and Secondary Education's (DESE) curriculum adoption network. These meetings were designed to [share curriculum adoption experiences/timelines](#). This statewide network served to establish priorities for the selection of new instructional materials based upon an empirical process, requiring that the district use a clearinghouse site such as CURATE and/or Ed Reports. These criteria specifically align with School Committee Policy IGA (Curriculum Evaluation, Development, and Adoption.)

As required by School Committee Policy [IGA](#), the team considered the available HQIM Science curricula that met the "Meets Expectations" rating on CURATE and/or "All Green" rating on Ed Reports. The current Science curriculum landscape does not have nearly as many offerings that meet this benchmark as curricula in Math or English-Language Arts. The only two offerings that met the above criteria are OpenSciEd and Amplify Science. As such, the process then focused upon exploring OpenSciEd and Amplify Science in greater detail. While highly rated, Amplify Science had a price tag well into six figures. Simply put, in the context of our current budgetary constraints, there was not a pathway to move forward with Amplify Science. Our focus then turned to OpenSciEd- an open-sourced Science curriculum that could potentially be funded through grants offered by the Boston College Lynch School of Education and/or DESE.

Additionally, there were concerns expressed by the elementary members of the Science Team regarding multiple new curriculum adoptions, as Core Knowledge Language Arts (CKLA) was recently implemented in our K-4 classrooms. Elementary teachers felt that it was best to have more time to fully and deeply apply CKLA before adopting a new Science curriculum. As

Superintendent's Evaluation

June 14, 2023

teacher voice is an essential component of our process, the collective decision was made to pause the elementary process and dedicate our energies to the Middle School grade band.

Starting in November, teachers and administrators attended multiple [OpenSciEd open houses](#) to see the program “in action”. Attending an open house allowed teachers and administrators to connect with students, teachers, and other administrators. One particularly powerful component of the open houses was the student panels. It was clear from the discussions that students truly loved the phenomenon based, hands-on approach.

Following attendance at the open houses, the Middle School Science team met with content specialists from OpenSciEd as a means of understanding the most effective ways to onboard the materials, as well as ask questions regarding any potential challenges. Additionally, the team also met with the Boston College leadership team to discuss an implementation process. Throughout this process, the internal DCRSD team continued to meet, review findings, and share ideas.

After many meetings and discussions, the team unanimously agreed that OpenSciEd was the right choice for Charlton Middle School and Dudley Middle School. As an added benefit, the DCRSD was also approved for a six-figure grant award from the [Boston College](#) Lynch School of Education and an additional grant from DESE to support the onboarding process. This will allow the DCRSD to onboard OpenSciEd at no additional cost to the district. The team is scheduled for professional development over the summer to begin the launch process and has completed a [planning document](#) to prepare for OpenSciEd implementation.

You will find additional evidence below in support of work to meet *Standard I* beyond the aforementioned School Committee accepted goal.

Additional Evidence #1 Standard I - Narrative: The special education department supported a professional development offering this year by enrolling volunteers to be trained in the [Wilson Reading Method](#). This initiative, and other professional development projects will continue our work toward the goal of increasing our capacity to provide research-based interventions to students who may be struggling to develop basic reading skills. Wilson is aligned with the Science of Reading that serves as the foundation of CKLA, our elementary reading program.

Furthermore, this year saw the implementation of [TeachTown](#), and online curriculum support that utilizes ABA methodology to support students with significant special needs' educational progress. The special education department was supported by the IT department in rolling out hardware and software to all of our ILC programs district-wide so this support could be accessed and available to all of our students supported by the ILC programs.

Additional Evidence #2 Standard I - Narrative: The 2022-2023 school year marked the beginning of [Into Math](#) as the set of [High Quality Instructional Materials](#) (HQIM) for each middle school for Grades 6-8. Professional Development was provided for Math teachers during the summer of 2022 to introduce the materials and provide guidance around year #1 of implementation. A second professional development offering on the use of [Waggle](#), the computer-based, skill building tool offered by Into Math, was also offered during the summer of

Superintendent's Evaluation

June 14, 2023

2022. The intent of these two offerings was to provide an introduction to Into Math and Waggle, with the understanding that additional professional development would be offered to assess comfort with the materials and answer questions. In January of 2023, a follow up professional development session was held for both Into Math and Waggle so that educators could continue to gain greater knowledge of the materials, discuss any challenges faced, and continue to ask questions. A follow up professional development day will be provided for Math educators at the end of June and a [book study](#) will be available with educators in surrounding districts this summer.

Additionally, as the DCRSD has established a positive working relationship with DESE, we were approved for a [continuation grant](#) to support our Into Math implementation process. Starting in April, a group of lead teachers and administrators has worked with two consultants in a collaborative fashion to celebrate areas of success in year #1, as well as identify areas for growth in year #2. Our team has visited each middle school and several classrooms, as well as met with several teachers to develop a plan to become even more successful next year. The efforts have resulted in the completion of an [implementation plan](#).

Additional Evidence #3 Standard I - Narrative: The DCRSD has fully participated in Year #3 of the DESE sponsored Early Grades Literacy Grant. This builds upon the work of the previous school years in 2020-2021 and 2021-2022. This work began in September of 2022 and will continue until the conclusion of this school year. The goal of Year #3 is to apply a more targeted approach, by having Dr. Maryann Perry, our consultant, visit each elementary school during the year and work specifically with teachers that seek an additional perspective on CKLA instruction.

The data yielded during this process, as evidenced by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment, has been enormously positive. As of June of 2023, [more than two-thirds](#) of all K-4 students were either at or above their grade level benchmark. This is due to the enormous, sustained commitment of our elementary instructional staff and leadership team.

In addition, as a result of our collective identification of writing as a high priority need area, many DCRSD teachers participated in additional professional development with Dr. Perry and Melissa Rice in the area of writing. These sessions were held on a monthly basis for participating teachers in Grades 2, 3, and 4. Virtual office hours were provided as a means to ask questions and check for understanding.

Additional Evidence #4 Standard I - Narrative: A DCRSD Professional Development Committee was formed in September of 2022 with the following representative members. All meetings were open to any DCRSD staff members, irrespective of formal membership on the committee. The members are:

- Christine Savoie, Paraprofessional, MRS
- Kim Lundquist, Teacher, MRS
- Stacey Kallgren, Paraprofessional, CES

Superintendent's Evaluation

June 14, 2023

- Anya Butler, Paraprofessional, CES
- Deb Samia, Special Education Teacher, SHRHS
- Elizabeth Hurley, Teacher, HES
- Lynn Benoit, Paraprofessional, SHRHS
- Kim Ayotte, Paraprofessional, SHRHS
- Dean Packard, Principal CMS
- Jennifer Lilley, Principal, CES
- David Deremian, DCTA President
- Alicia Detarando, Teacher HES
- Tracy Julian, Teacher, DMS
- Brian Ackerman, Assistant Superintendent for Teaching & Learning

As a district, the DCRSD's focus for the 2022-2023 School Year was the implementation of Universal Design for Learning (UDL). The district dedicated August 30th, October 7th, and the half-day of January 13th to UDL activities. The August 30th date was dedicated to providing a big picture overview of UDL, focusing on the concept of student variability and the need to present multiple ways for students to receive and demonstrate knowledge of content. On October 7th, [based upon feedback](#) received from our staff, UDL PD was based upon a more targeted approach; each grade band, Elementary, Middle, and Secondary had a dedicated UDL provider. The focus of October 7th was on adapting lessons to incorporate universally designed practices, with ample time for the instructional staff to work in collaborative teams. The afternoon of January 13th, after receiving staff input [from October 7th](#), further built upon the ideas of the instructional staff having [firm goals and flexible means](#) for students to meet content standards. In the weeks and months that followed, building level meetings periodically consolidated understanding of UDL practices. Additionally, 21 DCRSD staff members participated in UDL 2.0- a hybrid UDL course with Tara Trainor, one of our highly rated UDL facilitators, to deepen knowledge and share newfound learning with other members of the DCRSD faculty.

As part of our ongoing meeting cycle, the Professional Development Committee met on June 7th to identify priority areas for the [23-24 School Year](#).

Superintendent's Evaluation

June 14, 2023

Standard II - Teaching All Students

Goal #2 - The DCRSD will meet the newly ratified educator evaluation timeline for all DCRSD educators for the 2022-2023 school year.

A systemic approach to the implementation of an updated educator evaluation system

For the 2022-2023 School Year, a fair, mutually beneficial agreement was reached with the Dudley-Teachers Association to update the 2012 [Educator Evaluation system](#). This achievement was a testament to our collective commitment to foster positive relationships.

Narrative: To start, we must first extend our sincere appreciation for the representatives who worked throughout the summer of 2022. Their professionalism, collaboration, and commitment to finding common ground through the many challenges of updating a long-established evaluation system provided the right outcome. The Educator Evaluation negotiations working group included Dave Deremian, Nate Skermont, Kim Lundquist, Steve Ide, Kelly True, Jennifer Lilly, and Jamie Terry. From that point, the full negotiations team brought to their representative groups an agreement that was ratified by the Dudley Teachers Association and the Dudley-Charlton RSD School Committee.

The Massachusetts Educator Evaluation Framework, adopted by the Board of Elementary and Secondary Education in 2011, was designed to promote student learning, growth and achievement by providing educators with feedback for improvement, enhanced opportunities for professional growth and clear structures of accountability. An additional key component included recognizing excellence in teaching.

Starting in 2016, the Department of Elementary and Secondary Education established a representative review team to update the MA Educator Evaluation Framework based on the first year of implementation. Their work was completed in December of 2017 and districts moved to update their evaluation systems as a result.

Updating the Dudley-Charlton Teachers Association Evaluation System for the 2022-2023 school year and the implantation of the updated system improved student learning by fostering accountability, supporting professional development, promoting reflective practices, aligning with student needs, and cultivating a culture of excellence. Furthermore, the updated Evaluations Addendum included over 10 pages of exemplars in support of the evaluation system and process.

Putting the newly adopted 49-page Evaluation Addendum to practice required extensive work with Vector Solutions [TeachPoint], the software vendor that houses all of our evaluation systems and data. Vector Solutions was fully utilized across all seven schools for educator evaluation this year. Well over 90% of educator evaluations were completed as of this report, in totality. Furthermore, bringing the updated evaluation system to practice was not without some

Superintendent's Evaluation

June 14, 2023

suggestions and feedback for future consideration. There were no major issues reported with the first-year rollout of the updated 2022 Educator Evaluation System. Minor issues were identified with Vector Solutions to include some settings on a couple of forms. For example, there was a glitch in the settings that would not allow an educator to sign a form if a principal signed first. These concerns were quickly resolved and the evaluation process went forward with only a slight delay. In addition, some uniformity concerns were raised by the administrative team regarding an observation form, more specifically, the ease of use and application. As a result, some suggestions are being gathered in preparation for future negotiations. On balance, the move to implementing the newly ratified Educator Evaluation System was highly effective and successful this year.

Additional Evidence #1 Standard II - Narrative: Teaching all students requires access and developed systems to understand individual student needs. The Student Services Department in the Dudley-Charlton RSD accepted the challenge to understand what access looks like and how to systemically approach support and services. As a result, during the 2022-2023 school year, the Student Services Department (Special Education Department) updated or constructed the procedures used to accurately identify the services students with disabilities require in school and to improve the interventions available to students through a number of professional development initiatives. This endeavor was a collaborative effort undertaken with the Special Education Coordinators and Director of Pupil Personnel Services during monthly leadership meetings. The following describes the progress made this school year.

A guidance [document](#) to include exit and entrance criteria was established for our Intensive Learning Center classroom environments (ILC). The work focused on updating programmatic expectations around inclusion opportunities for students supported by the ILC programs to ensure students are included with their peers as much as is appropriate for each individual student.

A [process](#) for requesting individual paraprofessional support has been finalized and is in place. This was a lengthy process that included eliciting feedback from staff, reviewing models in place in other districts, and streamlining a process that works for the Dudley-Charlton RSD. Process requirements include steps to take before formally requesting a paraprofessional for individual student support, data tracking that must document and consider a student's level of need in a variety of settings. Additionally, each student who is assigned an individual paraprofessional through the team process requires a written fading support plan to ensure the team is working toward increasing the student's independence.

DCRSD made significant progress this year to improve the interventions available to students who are struggling to develop basic reading skills. This includes working with building administration and teaching staff to allow for mindful grouping of students and providing supports for targeted, research-based interventions. This initiative also includes the Wilson Reading Cohort, a professional development offering for teachers who volunteered to be trained in this research based instructional method. As previously presented to the School Committee by Director Bergeron and, subsequently by, Dudley Middle School Reading Specialist Christin

Superintendent's Evaluation

June 14, 2023

Economou's students are benefitting from our attention to reading interventions throughout the district, but this effort must continue during the 2023-2024 school year.

Entry and exit [criteria](#) as well as program guidance has been established for our three therapeutic programs, the TLC classroom learning environments. As a result, the District is now in the process of identifying students that could return from out-of-district placements. Our programs have already demonstrated the ability to support students here in District that previously could not receive the interventions they required to be successful.

To further enhance our approach for all students, the Student Services Department partnered with in [Nav360](#) to support students who are exhibiting behavioral challenges in school. Nav360 provides school buildings with modules tailored to a student's age, developmental level, and area of concern. These modules are accessed by building administration and counseling staff, and can be used to demonstrate compliance with the changes to the state's [discipline law](#) in November 2022. These modules allow for disciplinary scenarios to focus on teaching and learning rather than exclusion.

Additional Evidence #2 Standard II - Narrative: The District Curriculum and Accommodation Plan ([DCAP](#)) was revamped and updated from the last revision in 2018. The updated DCAP was presented at School Committee and it was distributed to all staff. Next steps will include continuing practice and implementation or use of the DCAP across all grades and schools. Looking ahead, we started the process of revamping the Child Study Teams in our schools for coordination and calibrations. This work will need to continue in the 2023-2024 school year.

Additional Evidence #3 Standard II - Narrative: In support of Standard II – *Teaching All Students*, additional evidence can be found through provided responses to Goal #1 Standard I – *Curriculum, Planning and Assessment*, and Goal #4 Standard IV – *Professional Culture*.

Superintendent's Evaluation

June 14, 2023

Standard III - Family and Community Engagement

Goal #3 – *By the conclusion of the 2022-2023 school year, the DCRSD will engage the families and community members in the Towns of Dudley and Charlton to prepare both communities for entry into the Massachusetts School Building Authority's Feasibility Grant Program for the Shepherd Hill Regional High School.*

A global approach to both communities:

At the time of this report, we are not fully aware of the outcome of Dudley's vote for the SHRHS Feasibility Study with the Massachusetts School Building Authority. Almost all forms of outcome-based evidence for this goal is located on our District website under a front-page tab titled [MSBA for SHRHS](#).

Narrative: As of [March 4, 2022](#), the Massachusetts School Building Authority Board of Directors voted to invite the Shepherd Hill Regional High School's [Statement of Interest](#) into the MSBA Eligibility Period. That date of commencement for the Eligibility Period was September 1, 2022. The Eligibility Period required a number of deliverables with deadlines and, to this point, all required deliverables have been completed in accordance with MSBA's timelines with the exception of the June 12, 2023, Dudley Ballot vote to provide funding for a Feasibility Study.

The September 1, 2022, commencement date required the following Module I deliverables to be considered for feasibility Study.

1. [Initial Compliance Certification](#) (within 30 days)
2. [Establish](#) a [representative](#) Shepherd Hill School Building Committee [SH-SBC](#) (within 60 days)
3. Complete an [Educational Profile Questionnaire](#) (within 90 days)
4. Complete an [Online Enrollment Projection](#) (within 90 days)
5. Enrollment Certification Executed (within 180 days)*
6. Submit [Maintenance and Capital Planning](#) Information (within 180 days)
7. Local Vote Authorization (within 270 days)**
8. Feasibility Study Agreement (within 270 days)***

**The required Enrollment Certification was delayed by the Massachusetts School Building Authority as questions were raised during our initial Enrollment Certification meeting regarding the possible option of adding 8th grade to the Feasibility Study and project based on previous experiences with the MSBA and the purpose of a Feasibility Study. The Massachusetts School Building Authority recognized the prior experience and shared that more recent practice for annual/project budgeting required grade configuration to be in the Statement of Interest. As a result, the MSBA internally reviewed*

Superintendent's Evaluation

June 14, 2023

our position and, as of last week, MSBA will fund the exploration of 8th grade through the Feasibility Study Agreement, but will prorate the reimbursement in the event that a SHRHS project moves forward with 8th grade included.

***Local Authorization is not complete at the time of this submission. The Shepherd Hill School Building Committee voted [February 6, 2023](#), for a Feasibility Study based on the provided [information](#). The Dudley-Charlton RSD voted [April 12, 2023](#), in support of the Feasibility Study for SHRHS. At Charlton's Annual Town meeting, Monday May 15, 2023, the electorates voted favorably for Charlton's portion of the Feasibility Study. For the Town of Dudley, the first funding ballot was not successful April 15, 2023. At the Town of Dudley's Annual Town meeting, Monday, May 22, 2023, an Article in support of the Feasibility Study was successful. Today, June 12, 2023, the Town of Dudley electorates will vote up or down Dudley's funding portion of the SHRHS Feasibility Study.*

Additionally, a [30-day extension](#) to the Local Vote Authorization was requested and [approved](#) by the MSBA.

****A Feasibility Agreement will not come forward unless the Local Authorization for Funding is accomplished. In addition, the MSBA has stated that if Local Authorization for Funding is within the approved 30-day extension is not secured, then the Shepherd Hill RHS invitation for potential continuation in the MSBA grant program will not continue. In essence Dudley-Charlton RSD would return to the beginning requiring the submission of a Statement of Interest.*

To further illustrate evidence in support of the effort to meet said goal, a folder was set up for Shepherd Hill School Building Committee members and all members of the School Committee that included the following folders for preview and understanding of the MSBA process: *MSBA Deliverables, Feasibility Study Example, Important FYI documents, Meeting Agendas and Minutes, SHRHS Roof Photos, SH-SBC Membership, and a Statement of Interest (SOI) Folder to include all 14 SOI submissions back to 2006.*

Additional Evidence #1 Standard III - Narrative: Work continued with the Capital Outlay and Safety Subcommittee and each town in support of the Capital and Safety Improvements. Several community forums were held near the end of the 2021-2022 school year at both the Dudley Middle School and the Charlton Middle School, as well as via Zoom, to present the need for community support in a [Capital Plan](#). An election was held September 6, 2022, and the electorates from Charlton and Dudley supported the DCRSD Phase I of the Capital Plan. Capital Planning information can be found on our website under the tab [Capital Projects](#) to include [2021-2026 Capital Planning](#) document, and comprehensive [Roof Reports](#) for Charlton Middle School and Dudley Middle School as compiled by Nault Architects Inc.

Superintendent's Evaluation

June 14, 2023

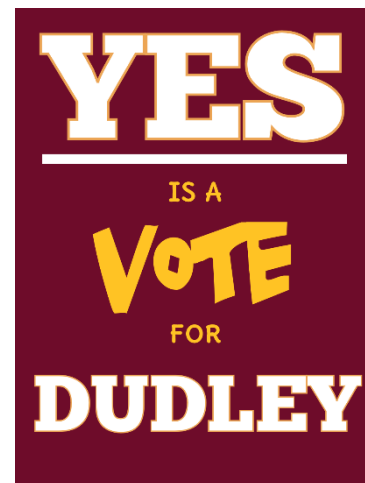
Funding for Phase 1 was not included in the ballot question and each community, Charlton and Dudley, are approaching their funding mechanism in support of the forthcoming Dudley-Charlton RSD Capital Improvement Assessments for the middle school roof, upgrades to security cameras and communication systems and an architectural study of six school facilities. Shepherd Hill was excluded due to the potential overlap with the MSBA.

Additional Evidence #2 Standard III - Narrative: Preparation for Fiscal Year 2024 started after Fiscal Year 2023 was approved by local town committees and the electorates at the respective annual town meetings. Working with Town of Dudley Leaders, we collectively understood the fiscal structures for any subsequent fiscal year after FY23 were deficient in meeting fixed costs for the Town of Dudley and the Dudley Charlton RSD. All efforts pointed to the need for a proposition 2 and ½ override to maintain level services. Meetings with the Town of Dudley Town Administrator commenced in July 2022 and occurred regularly through May 2023. An initial, single Proposition 2 and ½ override ballot question was prepared for April 25, 2023. [Two](#) community [forums](#) were held, and a lengthy [informational video](#) was created and made available to the Dudley electorate.

Numerous public meetings were held with DCRSD leadership in attendance at Board of Selectmen's meetings, Finance Committee meetings, Finance Appropriations and Advisory Committee meetings.

The Fiscal Year 2024 level services budget and a Level Funded Budget Plan were presented to the School Committee at each meeting occurring after the initial presentation dated [February 1, 2023](#), a joint School Committee and Town leader meeting at Charlton Middle School. Several versions of the FY24 Level funded Budget Plan have been presented to the School Committee and, then updated, located on the front page of our website.

Lastly, to get the word out regarding the Town of Dudley Override, I purchased signs and placed them around the community for the April 25, 2023, ballot and for the June 12th ballot. Additionally, I embraced the opportunity to stand on the sidewalk in front of the Dudley Walgreens on two separate occasions, once with a group and this past Saturday from 5:15ish through 7:30 PM.



Superintendent's Evaluation

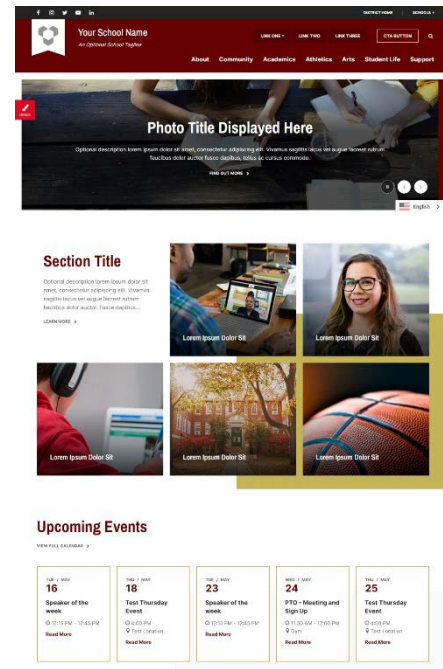
June 14, 2023

Additional Evidence #3 Standard III - Narrative: In support of Standard III Family and Community Engagement, we started the process of updating our website last year. After selecting a comparable vendor, the DCRSD Webmaster and Executive Assistant identified inconsistencies with deliverables. As a result, the project was halted. At this time, our current vendor stepped forward to work with us to upgrade and modernize our website. The new template is below.

The Dudley-Charlton RSD Webmaster and the Executive Assistant have researched upgrades and transition to a new website platform. A timeline has been established to upgrade the District website as of July 1, 2023.

Additional Evidence #4 Standard III - Narrative: District Leadership and I attended two Special Education Parents Advisory Committee (SEPAC) Coffee and Conversation events in Charlton and Dudley at each town's respective Sturbridge Coffee Roasters locations.

As a reminder, as the Dudley-Charlton RSD Superintendent, I am accessible and responsive via email and telephone. There is no office layer to dial my extension at 508.943.6888 x142. I am confident that I have replied to and returned over 90% of communications directed to me as the Superintendent.



Superintendent's Evaluation

June 14, 2023

Standard IV - Professional Culture

Goal #4 – The DCRSD will implement Year-1 of the 08.24.2022, [District Plan](#) and provide at least two [semi-annual and annual] reports of progress to the School Committee.

Forms of evidence in support of this goal:

The obvious here is that one portion of this goal was not met as a semi-annual report to the School Committee did not occur. One could argue that, in-large-part, all efforts have been dedicated to the FY24 budget, budget presentations, communications, planning, defining a level service budget, defending the need for a level services budget and the impact of a level funded budget. With that said, Evidence to support Standard IV – Professional Culture and School Committee approved Goal #4 is below.

Overview of the Planning Process: The District Plan (DP) builds upon the foundational principles of the District and expresses goals, objectives, and strategies that, if accomplished, lead to the achievement of a District Mission. The DP, in turn, inspires action in individual School Improvement Plans (SIP). The SIPs define the efforts made at the school level to achieve DP goals, though independent school-based goals are also included.

Main Goal #1: Strengthen the Continuum of Learning: Provide Access and Opportunity to All Students.

Sub Goal: Universal Design for Learning (UDL), Inclusive Practices, Teaching All Students, Data Analysis and application

Narrative: The DCRSD made Universal Design for Learning (UDL) the foundation for our professional development in 2022-2023. Our two, full professional development days; [August 30th, 2022](#), and [October 7th, 2022](#), provided a foundation for UDL for all instructional staff members. Our additional half-day of UDL, provided on [January 13th, 2023](#), extended the learning and application of UDL. In each of the professional development days, DCRSD staff members had built-in collaboration with peers to [discuss the content and revise](#) lessons. There was time built in regularly to monthly faculty meetings for staff members to meet and discuss [progress](#) on lesson design. It is important to note that many educators have already been using UDL tenets in their instructional time with students. These dates served as an opportunity to extend the learning, [collaborate](#) across the district, and deliver a professional development experience that was shaped by an ongoing [feedback loop](#). Surveys measuring the effectiveness of UDL were sent to all staff after each session. This feedback served to help shape the follow up PD days and to inform the work of the [DCRSD Professional Development Committee](#).

In addition, twenty-two members of the DCRSD staff, representing all 7 schools, participated in a [UDL 2.0](#) class with Tara Trainor, a highly praised facilitator. These staff members completed an 8-week course and have deepened their learning and can share their knowledge with colleagues and peers.

Superintendent's Evaluation

June 14, 2023

Sub Goal: Student Service Programming: Asset-based focus for student learning, Address Social, Emotional and Behavioral Needs, Strengthen or Create Specialized Programming, Provide Structured Support for All Students.

During the 2022-2023 school year, DCRSD established three new specialized programs, Therapeutic Learning Centers, to provide services to students who require mental health support and intervention at our elementary, middle, and high school levels. These programs were successful in supporting students designated as needing these interventions, as well as increasing the number of students they are able to support. We are proud of the work our staff has done this year in establishing these TLC programs.

The DCRSD also strengthened our use of a Multi-Tiered System of Support ([MTSS](#)) system. Each elementary school has a [What I Need Now \(WINN\)](#) block to support students in need of additional support. Each day, a block of time is scheduled for students to receive additional intervention based upon an academic area of need. This process is guided by scores on our various assessment measures, such as the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for ELA and the Math Screener and Diagnostic Assessment (MSDA) for Math. Our DIBELS scores have shown remarkable improvement over the past three years; from [2020-2021](#) to [2021-2022](#) to [2022-2023](#). These scores were obtained via an [Elementary Benchmarking Schedule](#). Additionally, at the elementary level, the DCRSD has started to use Progress Monitoring Tools developed in conjunction with the [Curriculum Facilitators](#).

At the Middle School level, staff members are utilizing the [iReady](#) diagnostic tool for reading and [Waggle](#) for Math via a [Middle School Benchmarking Schedule](#) to provide important data so that students in need of additional support can use the exploratory block for said support. This is an ongoing process. Students in Grades 5-12 also had access to [Paper](#), an online tutoring program for Math and English Language-Arts. More professional development will be offered to staff in the use of these tools. Currently, a cohort of teachers and administrators are working as part of a [Department of Elementary and Secondary Education \(DESE\) grant](#). The team has constructed a landscape analysis and implementation plan that will soon be able to be shared with the district. This plan will help further develop our MTSS work and provide additional learning and leadership opportunities for teachers in the area of Mathematics.

Sub Goal: Monitor Utilization of District Curriculum Accommodation Plan, Entry/Exit Criteria for Special Education Services, Entry/Exit Criteria for Intervention-Enrichment Support, Identification and Implementation of High-Quality Intervention Materials and Practices

Through a collaborative effort, led by Principal Desto and incoming Director Harriman, the DCRSD has successfully revised our District Curriculum Accommodation Plan ([DCAP](#)). The DCAP provides a framework for each school to establish a process to ensure all efforts have been made to meet students' needs in regular education by supporting the needs of all learners.

The special education leadership team guidance committee established entrance and exit criteria for specialized programs, guidance on special education interventions including related services, and created a process for staff to request dedicated paraprofessionals to support our students who

Superintendent's Evaluation

June 14, 2023

require a higher level of support during the school day. These protocols are in place and are being implemented by our special education IEP teams at each building.

A number of High-Quality Instructional Materials (HQIM) were purchased and utilized as Tier II and Tier III Instructional Materials. [Teachtown](#) is an online program for students with disabilities that provides access to the general education curriculum and specialized interventions to support student learning. The [Wilson Reading System \(WRS\)](#) provides support for students with word level deficits that have not been successfully addressed through other interventions or who require more structured instruction due to a language-based learning disability, including Dyslexia. [SPIRE](#) is a systematic intervention available at the Elementary and Middle Level Grades for students that require more intensive reading instruction. Early elementary grade students continue to use [Heggerty](#) to support phonemic awareness. Middle level reading teachers/specialists just received an initial professional development offering to bring [Language Live](#) to DMS and CMS. Beginning next fall, students requiring an additional layer of reading intervention will be provided with this support.

Additionally, in the area of Mathematics, we have added some additional Tier II and Tier III supports. At the elementary level, students in need of additional support have access to [Bridges Math](#). Bridges Math received an “All Green rating from [Ed Reports](#). Students in Grades 6-8 have access to both [Into Math](#) and [Waggle](#) for additional Mathematical support.

Main Goal #2: Strengthen Systemic Practices & Processes: Improving Student Achievement & Outcomes.

Sub Goals: Data Analysis, Establish a Process for Regular Instruction and review, Align District-Wide practices/procedures Expand Opportunities for Peer Evaluations, Utilize Standardized Universal Screeners Across the District (Math & ELA), Utilize Standard Progress Monitoring Tools (PK-12), and Strengthen Systems of Student Discipline, Addressing At-Risk Students & Student Attendance.

The DCRSD has established benchmarking windows for all students in both [K-4](#) and [5-8](#). For students in Grades K-4, [DIBELS](#) is used for English Language-Arts. All students in Grades 2-4 utilize the Math Screener and Diagnostic Assessment ([MSDA](#)) for Mathematics. Depending upon previous scores and comfort level with technology, students in Grades K-1 use either the MSDA or [Acadience](#) platform to monitor their learning and progress. This process was constructed with the support of the [Elementary Curriculum Facilitator Team](#). Each elementary school has data meetings to review the results and create instructional groups, providing time to review the data. A goal going forward is to provide additional time for educators to review these results. To make this data actionable, What I Need Now ([WINN](#)) blocks are an established component of each elementary school schedule. To support this work, there are at least two Title I teachers at each elementary school to provide direct instruction to students.

At the Middle School level, the [iReady](#) assessment is given for English Language-Arts and [Waggle](#) for Mathematics three times yearly, as outlined by the [5-8](#) Benchmarking Calendar. These results are available to all classroom teachers. Students in need of additional instruction

Superintendent's Evaluation

June 14, 2023

can then be provided within the classroom or during Exploratory Blocks. This is a positive first step that does require additional work. Many middle school teachers are working with our grant funded consultants to enhance this process, which is a key facet of our [implementation plan](#).

Positive steps have also been taken around the structuring of Instructional Support Team (IST). Working in conjunction with Director Bergeron, Special Education Coordinators, building leaders and teachers have evolved the use of data, instructional practices in coordination with the DCAP, and developed access points so that professionals can collaborate on the needs of all students.

As the past several years have brought about a need to evolve our collective responses to student discipline, the leadership team met with Attorney Nancy Nevils this year for a legal update regarding laws and regulations around [student discipline](#). There is a collective need in the Commonwealth to move towards more restorative practices around behavioral infractions and student suspension. Attorney Nevils provided the team with needed information and this information has enabled building principals to seek multiple pathways when students present with maladaptive behaviors.

Additional Evidence #1 Standard IV - Narrative: Work continued with the maintenance of a shared vision through effective onboarding of new administrative staff to the Dudley Charlton RSD. Principal Darren Elwell entered the 2022-2023 school year as the new Shepherd Hill Regional High School Principal. Director of Public-School Facilities, Joe Caron, was welcomed and onboarded this school year. Interim Administrative Assistant Aryn Clarke effectively onboarded to the role of School Committee Secretary and Executive Assistant while Ms. Erin Glenn and her husband welcomed their son Owen. Payroll Specialist Diane Wilson was successfully onboarded mid-year after a change of heart for the position by the initially selected person.

Our approach is collaborative, recognizing voice and ideas to establish the shared vision of staffing that remains on a path of continuous improvement for the Dudley Charlton RSD. Throughout the hiring process, onboarding meetings are scheduled with district office personnel, e.g., general educators meet 1:1 with the Superintendent, Student Support Services Personnel meet 1:1 with the Director of Pupil Personnel Services, Robert Bergeron. Cafeteria and Custodial appointments are processed with Richard Mathieu.

Lastly, I would add the onboarding staff in-person provides the opportunity to exchange belief systems through a free exchange of experiences that helps to enhance a shared vision for the District.

Additional Evidence #2 Standard IV - Narrative: The [Dudley-Charlton Leadership Council \(DCLC\)](#) student group [formally known as the Superintendent's Council] met every-other-week through the fall and moved to monthly meetings in December. The council's mission this year was student well-being or mental health support for their peers throughout the high school experience. We held our first meeting Monday, June 12, 2023 with the newly elected leadership team and planted the seeds for next year's membership drive and ideas to improve the student

Superintendent's Evaluation

June 14, 2023

experience at Shepherd Hill Regional High School. The DCLC presented to the [School Committee](#) May 10, 2023.

Additional Evidence #3 Standard IV - Narrative: The fiscal year 2024 budget process was complex and required regular meetings with building principals and district office administrators. A Level Services Budget was at the forefront as fixed costs ballooned. Clear and open communication was a priority for all staff and you will find examples of written communication to all staff here: [email#1](#), [email#2](#), and [email#3](#). Furthermore, communication through building principals to their respective staff was coordinated and timely to ensure 7 out of 7 schools were calibrated with personnel meetings and notification.

Additional Evidence #4 Standard IV - Narrative: In December 2022 we received a \$7,000 grant from the Fels Family Foundation to partner with the Edward Davis Company and complete multi-hazard table-top exercises on two occasions, internally and with external representation. On April 5, 2023, the Edward Davis Company facilitated a training with DCRSD staff to include District Administrators, Principals, Assistant Principals, the Nurse Coordinator, Maintenance and our School Resource Officer. The trainers had over 60 years of law enforcement experiences at various levels. They reviewed scenarios specific to active shooters and relocation decision-making. These scenarios tested our collective thinking and protocols. We learned that we have foundational protocols and a strong consensus with practice, but we also identified areas we can improve upon.

Tuesday May 9, 2023, we completed a second session with the Edward Davis Company. The training engagement included the same April 5, 2023 internal DCRSD group members, school committee representatives, the Chiefs of Police and Fire from Dudley and Charlton, additional first responders, Mr. Justin R. Dolan, the Assistant Director of Campus Services Department of Facilities Management and Mr. Jason Osborne, the Manager of Emergency Management and Preparedness for UMASS Memorial Health – Harrington. We completed table top scenarios regarding relocation and reunification. Additionally, we discussed communication protocols and processes in the event of a multi-hazard experience.

To that end, we continue to identify a number of areas that require enhanced protocols and areas for further development with student removal to relocation, reunification and communication. The time was invaluable to have all community partners face-to-face to re-enforce our open line of communication. DCRSD's work in these areas require inter-departmental voices and agreement. This will require focused work during the summer of 2023 and through the 2023-2024 school year.

Additional Evidence #5 Standard IV - Narrative: As presented to the full School Committee at the December 14, 2022, meeting, a draft district-wide [staff resource handbook](#) was created. The process began during the summer of 2022 and was reviewed by the administrative team, the DCTA and DCPA as well as a request for feedback from the Nurse Coordinator for pertinent sections of the lengthy document. While this was not finalized with the School Committee this year, it is our goal to have the School Committee review at their late June or July meeting so that it can be implemented for the start for the 2023-2024 school year. The purpose and need for a District-wide

Superintendent's Evaluation

June 14, 2023

Staff Resource Handbook will serve as an essential tool for maintaining consistency and promoting effective communication within and across our seven schools.

Additional Evidence #6 Standard IV - Narrative: During the 2022-2023 School Year, two volunteer leadership meetings were held, September 19, 2022, and March 14, 2023. These meetings were productive and provided insight in to each groups effort to support the students in the Dudley-Charlton RSD. At one, or both, were representative leadership from the Dudley PTO, Music Boosters, SHRHS Boosters, DCTA, DCEF, and the John Paire Foundation. We agreed that semiannual meetings should continue into the 2023-2024 school year.

Additional Evidence #7 Standard IV - Narrative: For the 2022-2023 School Year, I was privileged to be accepted into a [cohort](#) with local and national superintendents for professional empowerment with [Leading Now](#). The group had an initial [kick-off session](#) in Boston on September 22 and 23rd. We conducted several meetings throughout the year. Monthly, we connected with individual cohort members to review current experiences, strategy and outcomes. There is a culminating event this summer in Philadelphia for all 2022-2023 cohorts.

Additional Evidence #8 Standard IV - Narrative: Below are additional efforts to meet Standard IV.

[Title IX training](#)

[Building & Empowering Community & 1st Responder Resilience Against Targeted Violence and Terrorism Conference](#)

[Conflict of Interest Law](#)

Superintendent's Evaluation

June 14, 2023

Conclusion

As the Superintendent, I am pleased to submit my evaluation report for your review. This review encompasses the performance and achievements of the Dudley-Charlton RSD during the evaluation period. I am confident in the overall success and growth of our schools. Our committed and talented staff, in collaboration with supportive families and engaged community members, has contributed to the exceptional outcomes achieved during the 2022-2023 school year. However, I also recognize the need for continuous improvement and refinement in various areas. Moving forward, I recommend the Superintendent Goals focus on the following areas:

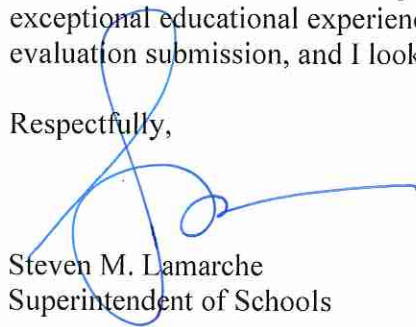
Least Restrictive Environments: As a result of our Tiered Focused Monitoring Review, the district has been cited for not following Least Restrictive Environment regulations. These state and federal regulations mandate that students with disabilities are not removed from the regular education setting unless the removal is necessary for the student to make progress toward the goals on their Individual Education Plan. District administration attended a training through DESE on TFM, and our next step is to establish a committee to oversee our work toward compliance in this area.

Stakeholder Collaboration: Strengthening partnerships with parents, community organizations, and other stakeholders will enable us to enhance the educational experience for our students. By fostering open lines of communication and encouraging active involvement, we can create a supportive network that benefits our entire school community.

Fiscal Structures: The Dudley-Charlton RSD will continue down a complicated path to provide level services for the students of Dudley and Charlton. With the current FY24 budget process, we must learn, reflect and prepare for future considerations to provide an adequate educational experience for the students of Dudley and Charlton. We must continue to work with town leaders and town voters to understand the path forward.

In conclusion, I am proud of the progress we have made as a District, and I am grateful for the commitment and dedication of our staff, students, and community members. With continuous collaboration and a focus on improvement, I am confident that we will continue to provide an exceptional educational experience for our students. Thank you for your attention to this evaluation submission, and I look forward to discussing these findings in further detail.

Respectfully,



Steven M. Lamarche
Superintendent of Schools